

**For discussion
On 16 March 2021**

**Legislative Council Panel on Education
Subcommittee to Study the Development of Textbooks and Teaching
Materials for Kindergartens, Primary and Secondary Schools**

**Application of technology to assist teachers in using textbooks and
teaching materials to meet curriculum aims and objectives**

Purpose

This paper aims to brief Members on existing arrangements of applying technology to assist teachers in using textbooks and teaching materials effectively, so as to ensure the curriculum aims and objectives are met in teaching and learning.

Background

2. In order to equip students with a better grasp of knowledge and concepts of the Key Learning Areas, nurture their generic skills and values, as well as implement the education aims and goals effectively, the Curriculum Development Council (CDC) recommends that schools adopt the curriculum framework of the central curriculum to develop school-based curriculum that can cater for the ability and learning needs of their students and fulfil the mission of the school, in order to enhance the effectiveness of learning and teaching.

3. Since 1972, the Education Bureau (EDB) has put in place a rigorous textbook review mechanism to ensure the provision of quality textbooks. As for school-based teaching materials, they can create room for schools and teachers to cater for different learning needs of students, so as to implement the central curriculum more effectively.

Through teachers' professional development, school-based professional support, etc., the EDB assists teachers to modulate and optimise teaching materials, and design appropriate learning activities based on students' learning needs, such that suitable strategies are put in place to meet the goals of teaching and learning. The EDB monitors the quality of learning and teaching of schools through the channels of inspections, curriculum development visits, etc., in order to ensure that teachers prudently select and design suitable learning and teaching materials, and the teaching content aligns with the curriculum aims and objectives.

Assisting teachers with application of technology

4. The EDB has been developing learning and teaching resources in order to provide schools with quality teaching materials, including the learning and teaching resources developed for various subjects, **“Educational Multi-media Resources”**, and **“EDB One-stop Portal for Learning and Teaching Resources”**, etc. We have also launched a dedicated webpage **“Online Learning 360°”** (<https://www.hkedcity.net/home/zh-hant/learning>) in collaboration with the Hong Kong Education City to consolidate existing e-learning resources and propose learning schedules for the reference of schools, teachers, parents and students. During class suspension due to the epidemic, schools have adopted diversified strategies to support students in their home learning through electronic means during the class suspension period. Such electronic means include producing teaching videos, conducting real-time online teaching, using online platforms/learning management systems to support students' learning, as well as distributing learning and teaching materials to students via emails/intranets, so that students could continue to learn systematically. We have also been organising webinars on different topics every week to share updated information and experiences of online teaching, e-teaching pedagogies for different subjects to assist teachers in using various learning and teaching resources effectively.

5. Besides, in light of the wide range of learning and teaching resources from diversified sources, to facilitate schools' choice of learning and teaching materials, including textbooks and school-based teaching materials, the EDB has formulated **“Guiding Principles for Quality**

Textbooks”, to remind schools of the necessity for setting out well-defined school-based criteria for the selection, and devising a review mechanism for evaluating and updating the learning and teaching resources adopted by schools. We have also been elucidating to schools, through various channels such as curriculum guides, circular memoranda (e.g. EDB Circular Memorandum No. 26/2020 – Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools), different professional development programmes for teachers and school visits, the requirements and criteria for the selection of learning and teaching resources, including textbooks, emphasising that teachers should be prudent in the selection of teaching materials and ensure that the learning and teaching materials of various subjects are in line with the aims and objectives of the central curriculum. The contents of and information provided in the materials should be correct, complete, objective and impartial. Teachers demonstrate their professionalism through teaching in line with the curriculum, selection and adaptation of teaching resources, development of suitable school-based materials and application of appropriate teaching methodologies to cater for learner diversity, in addition to the accountability for the provision of quality teaching.

6. As time goes by and the society evolves, parents and the public are increasingly concerned about textbooks and school-based teaching materials. There are suggestions that the EDB should vet the school-based teaching materials of every subject in every single school, schools should submit all teaching resources to the EDB for record purpose, and closed-circuit television (CCTV) surveillance system should be installed in classrooms, in order to strengthen quality monitoring.

7. The EDB understands the public’s concern over the quality of teaching materials and follows up on each complaint case in a serious manner. It should be emphasised that part of the professional duties of teachers, as teaching professionals, is to exercise their expertise in selecting suitable teaching materials, making adaptation to the content of the materials, or even developing school-based materials on their own in accordance with the curriculum aims and objectives, and the standards and learning needs of their students. As a result, from the school operational perspective, in view of the considerable amount and the wide range of school-based resource materials, which have to be developed, adapted and

updated by teachers in accordance with students learning performance during the teaching and learning process, it is not practical for the EDB to review the resources of every subject from every single school, which has an adverse effect on teaching and learning as well as catering for students' learning diversity.

8. There are both empowerment and accountability in school management. For the benefits of students, the school management (including the subject chairpersons) has the responsibility to understand and monitor the resource materials selected and developed by teachers and ensure that the contents and quality of the resources are aligned with the curriculum aims and objectives set by the CDC as well as the standards and learning needs of students to enable them to construct knowledge, make analysis from different perspectives and express their views in an impartial and rational manner. Every school has set up an internal mechanism to ensure the quality of learning and teaching, the school management (including the subject chairpersons) can request teachers to record school-based resource materials on a need basis, so as to understand the learning and teaching of different subjects.

9. Regarding the suggestion to install CCTV surveillance system, in general, the installation of CCTV in schools is mainly for the purpose of crime prevention. Schools must ensure compliance with the Personal Data (Privacy) Ordinance (Cap. 486), as well as the "Guidance on CCTV Surveillance and Use of Drones" issued by the Office of Privacy Commissioner for Personal Data. Should schools wish to install CCTV surveillance system on the school campus, they are required to take into account the necessity, reasonableness and openness of the installation, and reach a consensus with the relevant stakeholders. As regards whether CCTVs can be installed in classrooms, schools should make the decision in accordance with the above mentioned principles and their school contexts.

10. The EDB officers have always been seeking to understand and monitor the quality of learning and teaching of schools through the channels of inspections, curriculum development visits, etc. During inspections, through scrutinising the teaching materials and samples of students' assignments provided by schools, observing lessons and relevant

learning and teaching activities as well as discussing with school personnel, etc., inspectors get to understand and evaluate the implementation of the school curriculum, including whether the teaching content aligns with the curriculum aims and objectives as well as whether teachers prudently select and design suitable learning and teaching materials and use an objective, rational and impartial attitude to teach, etc. for enhancing learning and teaching effectiveness. Inspectors will, according to schools' performance in learning and teaching, provide specific professional advice. They will also remind schools that under the principle of school-based management, the school management has the responsibility to understand and monitor the implementation of the curriculum of different subjects in the classroom, including the content and quality of school-based teaching materials and the effectiveness of classroom learning and teaching, etc., to ensure teachers can implement related curriculum and teach according to the curriculum aims and objectives for the continuous improvement of learning and teaching.

Advice sought

11. Members are kindly reminded to note the existing arrangements of applying technology to assist teachers in using textbooks and teaching materials effectively, so as to ensure the curriculum aims and objectives are met in teaching and learning.

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