

**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**

**Measures to facilitate schools' effective use of textbooks and teaching
materials to enhance teaching and learning**

Purpose

This paper aims to brief Members on the existing measures to facilitate schools' effective use of textbooks and teaching materials to enhance the quality of teaching and learning.

Background

2. Building on the vision and the overall aims of education set out in the report, Learning for Life, Learning through Life – Reform Proposals for the Education System in Hong Kong, published by the Education Commission in September 2000, the CDC recommends in the report, Learning to Learn – The Way Forward in Curriculum Development (published in 2001), that schools adopt the open curriculum framework of the central curriculum developed by the CDC to develop school-based curriculum that can best cater for the ability and learning needs of their students and fulfil the mission of the school. Through this, schools could have more space, flexibility and opportunities to use time flexibly and to optimise the use of the space and environment available to enhance the effectiveness of learning and teaching.

Use of textbooks and teaching materials

3. Schools should adhere to the aims and contents of the central curriculum when adapting learning targets, employing different approaches to organising learning contents, and using diversified learning, teaching and assessment strategies to develop their school-based curriculum, so that they can meet their contextual needs, as well as their students' learning needs. This implies that schools should make good use of the room to select textbooks, develop teaching materials, and decide the use of teaching strategies, resources and timetabling arrangements to help their students grasp the knowledge and concepts in the Key Learning Areas, and to nurture their generic skills and positive values, thereby enhancing the quality of teaching and learning.

4. Schools should note that the use of textbooks and teaching materials must be in line with the overall goals and aims of education in Hong Kong, as well as the relevant curriculum frameworks and guidelines. In the process of teaching and learning, teachers' professionalism and the support and monitoring by the school management are of paramount importance for ensuring that the teaching contents are in line with the aims and contents of the central curriculum.

Facilitating measures for schools

5. All along, teachers 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. Nonetheless, 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. Through effective teaching strategies, teachers should enable students to acquire relevant knowledge and skills, and nurture in students positive values and attitudes.

6. The EDB has been developing learning and teaching resources for teachers' reference and schools' adoption. Such quality teaching materials include the learning and teaching resources developed for various subjects, "Educational Multi-media Resources", "EDB One-stop Portal for Learning and Teaching Resources", etc. We have been conscientious in developing learning and teaching resources, ensuring that they are in line with the curriculum and reviewed by the EDB's subject specialists. In addition, before the resources are distributed to schools, academics and other professionals are invited to give comments on a need basis. Experienced teachers are also invited to conduct trials in order to enhance their quality and ensure their suitability and usability. In tandem with curriculum development, we will continue to develop various teaching resources and introduce to teachers effective means of using teaching materials through professional training to support schools in enhancing the quality of learning and teaching.

7. To improve on teachers' professional capability in using textbooks and teaching materials, the EDB has also been providing a range of support measures, including organising school leaders' workshop and professional development programmes for teachers, and inviting schools to participate in different curriculum development projects, all of which serve to optimise the process of teaching and learning, enhance students' learning experiences and help students achieve learning targets more effectively. Besides, we offer diversified school-based support services for schools to apply every year. Taking into consideration the latest curriculum

development and the needs of schools, such as enhancing values education, promoting Science, Technology, Engineering and Mathematics (STEM) education and self-directed learning, and through professional exchanges and collaboration with teachers, professional support officers strengthen the professional knowledge and ability of the teachers in curriculum leadership, curriculum planning, learning and teaching strategies and assessment, etc., for improving the quality of learning and teaching and facilitating schools' continuous development.

8. 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, as well as offering recommendations to improve on the areas of concern. 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 school-based teaching materials and use an objective, rational and impartial attitude to teach, so as to enhance learning and teaching effectiveness. Inspectors will, according to schools' performance in learning and teaching, provide specific professional advice to help schools refine the work on curriculum implementation. After receiving the inspection report, the incorporated management committee/school management committee should lead the school to take appropriate follow-up actions based on the inspection findings and recommendations to enhance the continuous improvement and development of the school. If necessary, the EDB will arrange a follow-up inspection to ensure that the school is able to implement follow-up actions to address the recommendations for improving the quality of learning and teaching.

Facilitating measures for kindergartens

9. The EDB has clear guidelines and requirements on teaching materials in kindergartens (KGs). The EDB launched the refined

“Kindergarten Education Curriculum Guide” (Curriculum Guide) in 2017, providing directions in curriculum aims and framework, curriculum planning, learning and teaching and assessment, catering for learner diversity, etc. Generally speaking, when designing learning and teaching materials for KGs, publishers should make reference to the Curriculum Guide and the latest “Kindergarten Education Curriculum Kindergarten Learning Resources (Lower and Upper KGs) Writing Guidelines” provided by the EDB. The EDB also provides clear guidelines to schools in the EDBCM No. 26/2020 “Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools”.

10. All KGs joining the KG education scheme are subject to the Quality Assurance Framework comprising School Self-evaluation (SSE) and Quality Review (QR), both of which are conducted on the basis of the Performance Indicators. With regard to SSE, KGs have to establish a mechanism to effectively coordinate and monitor the implementation of the curriculum, so that the learning activities including the content and teaching resources are in line with children's development and needs. The school management should possess professional knowledge and competence, understand the latest trend of the development of education, lead teachers to design teaching activities according to children's abilities and needs, as well as providing feedback to teachers in a timely manner through scrutinising teachers' pre-lesson preparation, conducting lesson observation and checking children's work, etc., with a view to enhancing the quality of learning and teaching.

11. The EDB will also make use of QR to understand schools' work on self-evaluation as well as curriculum planning and implementation. If it is found that the curriculum, teaching resources or homework of the school cannot cater for the abilities and developmental needs of children, the review team will request the KG concerned to stop the arrangements immediately and implement improvement measures. Such inappropriate arrangements will also be reflected in the school's QR report which will then be uploaded to the EDB website for public information. The EDB will follow up with the situation through school visits. Besides, the EDB will conduct focus inspection for all KGs in Hong Kong by random selection, with a view to facilitating the continuous development of learning and teaching of KGs, as well as making improvements in the areas

of concern. Upon completion of the focus inspection, the review team will provide oral feedback to the school immediately and explain clearly the impropriety, followed by a letter to the KG stating suggestions for improvement for the KG's follow-up actions.

Advice sought

12. Members are kindly reminded to note the existing measures to facilitate schools' effective use of textbooks and teaching materials to enhance the quality of teaching and learning.

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