

NET

SCHEME NEWS

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**CONNECT &
COMMUNICATE:**

*Celebrating
Language Learning
in Our Community*



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To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

This newsletter is prepared by the NET Section, CDI, EDB. All comments and suggestions on the newsletter can be sent to adyskywong@edb.gov.hk.



<https://nets.edb.hkedcity.net/>

Exploring the Power of CONNECTION

Welcome to this issue of our newsletter, in which we explore the many facets of “connection” within the education context and celebrate the collaborative spirit that is fundamental to the work of the NET Section.

Language, at its core, is a powerful tool for connection. It enables us to bridge cultural divides, share knowledge, and open doors for exploring the world. The Education Bureau has all along been dedicated to equipping students with the skills and confidence to become global citizens who can communicate competently and thrive in an interconnected world. At the NET Section, we strive to connect with teachers, students and the wider community through our professional development programmes, school support services, Learning Hubs, competitions, and innovative projects to make English learning a meaningful and empowering journey for every student.

In this issue, you will find stories and insights about how connection manifests in education. Examples include the collaboration across subject departments to showcase students’ achievements in language learning, partnerships between a school and a non-governmental organisation, the synergy between a secondary school and its sister school in the Chinese Mainland, and team efforts to integrate English

learning with Chinese culture. The importance of connecting students’ English learning with real life is highlighted in these stories.

Additionally, one article explores the impact of helping students make emotional connections with English texts, while another features a reflective piece from the seconded teacher of the NET Section, who shares how her interactions with various schools and programmes have infused her teaching approach with fresh insights. Last but not least, we share how our Once Upon A Book initiative connects the promotion of reading, storytelling and community service in an organic way. Through these narratives, we aim to illustrate the power of connection – together we can do so much.

Progress and change in students does not happen overnight. However, as long as we stay committed to our cause, the diligent steps we take will eventually connect and yield positive results. Every effort, no matter how small, is a step that brings us closer to success.

Jenny Yeung,
Chief Curriculum Development Officer
NET Section

Once Upon A Book

Storytelling Competition



This year marked the completion of the first **Once Upon A Book (OUB) Storytelling Competition**, which took place between September 2024 and April 2025.

The competition aims to ignite a passion for reading, as reading extensively opens up a world of amazing opportunities for students and contributes to whole-person development.

The competition received 4,921 entries from across 164 schools. To recognise the achievements of students, various events took place in May and June 2025 to celebrate both individual and school award winners.



Details and videos of winning entries and schools can be found at the following link:
<https://nets.edb.edcity.hk/page.php?p=655>



ROLLING TALES: 'LIBRARY-ON-WHEELS' STORYTELLING ADVENTURES

Schools that had outstanding performance in the Super Readers and Title Titans (for the highest student participation) categories were treated to a visit from the 'Library-on-Wheels', a mobile library provided through a collaboration with Hong Kong Public Libraries of the Leisure and Cultural Services Department. Students were encouraged to choose, read and borrow a curated selection of great children's books.

Each visit was accompanied by a team of Advisory Teachers and Regional NET Coordinators, who provided reading-themed booths and storytelling activities for the students.

Four booths were set up at each event, representing the themes:



R RELAXATION

- Interacting with books in a comfortable space
- Visiting the 'Library-on-Wheels'



E EXPLORATION

- Book Bingo Scavenger Hunt: Using clues to identify book covers
- Book Treasure Sorting Game: Sorting book-themed bean bags into the correct buckets



A ART

- Book Cover Design: Designing a book cover for a favourite book
- My Reading Promise: Making and completing a reading promise poster
- Creating a Picture Cube: Drawing on a template and making a picture cube to tell a story



D DRAMA

- Working in groups to create a picture depicting a dramatic scene from a book



Students collected stamps after completing each of the booths to fill in a R.E.A.D bookmark which could then be exchanged for prizes.

Winner of Super Readers Award (2024/25) — Conservative Baptist Lui Ming Choi Primary School

Law Tsz Hin, Cyrus 4S

"I think the whole day was very fun! I enjoyed practising English and sharing with the guests. I honestly think it was an unforgettable experience. I look forward to another event like this in the future."

Lo Chiu Yin, Abigail 2S

"We read a lot of English books at the 'Library-on-Wheels'. I also played fun games, and it was very exciting. I liked drawing the book cover at the art booth."



Lun Yuk Hei, Gengar 2S

"I was amazed because there were a lot of different activities, like reading, drawing and drama. I liked the art booths the most because I could enjoy drawing pictures."

Ip Wai Bo, Matthew 2S

"I was happy during the 'Library-on-Wheels' event. There were a lot of fun activities for me to join. I read English books and joined a drama activity. I also made a story cube and drew different pictures."



Tong Kwan Shing, Samuel 2S

"I read some English books and watched a storytelling performance. I sang songs too. I felt excited because all the activities were fun."

Winner of Super Readers Award (2024/25) — St. Joseph's Primary School

Daryl Ng 4C

"I thought the activities were very creative. I really liked the drama booth because there were many props for us to be creative and create different scenes together with my classmates. The Scavenger Hunt also helped me discover different books in a fun way."



Etan Lam 4C

"I remember being very excited to see so many books because I had not had time to go to a library to borrow books in a long time. I discovered many fascinating books that I had never seen or heard of before."



**Winner of Super Readers Award (2024/25) —
Lam Tsuen Public Wong Fook Luen Memorial School**

Zoe Asher Malamug 3D

"I liked that we could sit down and read books with air conditioning in the 'Library-on-Wheels'. I felt happy because it was so chilled and nice. We could sit on chairs and read. The books were interesting too."



Lee King Yau, Kingston 3D

"My favourite part of the event was the relaxation booth because I could sit comfortably and read lots of books. I read 'Diary of a Wimpy Kid'. It was interesting and funny. I was so excited that the 'Library-on-Wheels' came to the school."

Wong Chi Lun, Nathan 4B

"I enjoyed the 'Library-on-Wheels' because I think reading books is really fun, and I had lots of time to read. My favourite part was the relaxation booth because I could learn more English."

**Mr Leung Cheuk Lun
English Teacher**

"The event provided a variety of activities that could really cater for the diverse needs of our students. Students had fun with the drama games, bean bag toss, drawing and relaxing reading activities."



Ms Li Yee Lam, Elisa English Teacher

"I thought it was quite fun and the children enjoyed it. They really liked the storytelling show because everyone could get involved."

Winner of Super Readers Award (2024/25) — Maryknoll Convent School (Primary Section)



Jessica Ho 3A

"It was very fun and interesting. It was a special experience for my classmates and me. The books provided were engaging. My favourite booth was the one about drama because I got to act out scenes with my friends. I would love to participate in it again."

Chloe Chow 5A

"The event was an unforgettable experience. I was delighted to borrow books from the 'Library-on-Wheels' for the first time. I had so much fun participating in interactive games, reading on a cozy mat and dressing up as characters! It was magical to capture those happy moments in photographs and dive into the richness and imaginative possibilities of stories."



Once Upon A Book 'Tale' It Forward Showcase

At the 'Tale' It Forward events, some of the winners from the KS1 and KS2 divisions of the Once Upon A Book Live Unplugged were invited to conduct live storytelling sessions (with the support of their teachers) at Sham Shui Po Public Library on 21 and 28 June 2025 to showcase their outstanding performances.



Once Upon A Book Storytelling Outreach

On 29 June 2025, a selection of entries from across the KS1 to KS4 divisions were invited to celebrate their performances with friends, family and the general public at the Once Upon A Book Storytelling Outreach held at the Event Hall of Citywalk 1 in Tsuen Wan. This community event was a joint effort between the Education Bureau (EDB) and the 'Library-on-Wheels' of the Hong Kong Public Libraries of the Leisure and Cultural Services Department (LCSD) to promote reading. It was also an opportunity for students to take to the stage in a busy shopping mall and showcase their storytelling skills and passion for reading. Once again, the event was complemented by game booths and prizes for members of the general public.



It is heartwarming to see the journey from the OUB Storytelling Showcase videos to the numerous competition entries, and the resulting school and community events that have helped spread the joy of reading far and wide.

We encourage more schools and students to join us on the journey next year!



Students Unify in the Fight against Fast Fashion



It is not often we come across a school which manages to integrate whole-school learning and relevant social issues as part of its English Festival. However, last week we talked to CNEC Lau Wing Sang Secondary School about how a local charity, Redress, inspired students to sit up and take notice of the damage the fast fashion industry is having on our local environment and the world.

The stage spotlight shone on junior form students as they showed off their new products made from upcycled materials. Meanwhile, the senior forms grabbed the opportunity to develop their confidence and language skills by creating proposals for pop-up stalls and producing promotional videos. Then, the whole school got to vote on their favourite concepts and prizes were presented in an Oscars-style ceremony.

Interviewer: To start, what were some of the highlights from the English Festival?

Ms Naomi Chan: We believe our English Festival gave the students an authentic context to explore a range of multimodal texts such as promotional videos, posters, presentations, and written applications for pop-up upcycling stalls.

Interviewer: How did you manage to make this so relevant and engaging for students?

Mr David Savundra (NET): Our project was designed to integrate with existing classroom units. Over six weeks, we focused on the theme of 'Grow with Love: Upcycle and Redress for a Better World' which relates to sustainability and the concept of upcycling. This allowed us to connect what we learned in English class to real-world issues, enhancing our understanding and engagement with the topic.

Interviewer: That sounds great! How did Language across the Curriculum (LaC) help bring these ideas together?

Mr David Savundra (NET): By incorporating vocabulary and concepts from subjects like biology and geography, we were able to create a more comprehensive understanding of sustainability. Students were able to apply their language skills to different situations such as running game booths, creating videos and public speaking.

Interviewer: That's fantastic! How have students' thinking and buying become more conscious through this project?

Rici (Student): The project made us more aware of the implications of our consumption. Before the activity, we thought that the materials were rubbish and useless. But after the activity, we know that the materials can be upcycled and reused in meaningful ways.

Interviewer: It sounds like a holistic approach. What skills did the students develop throughout the project?

Curtis (Chairperson of the English Ambassadors): We developed a variety of essential skills, including teamwork, communication, and public speaking. Organising events like the game booths and the Oscars-themed competition required us to collaborate effectively and articulate our ideas clearly. These experiences taught us how to express ourselves better in English and work together towards a common goal.

Interviewer: It's remarkable to see such change. What was the overall impact of the English Festival on your students' learning experience?

Ms Naomi Chan: The project emphasised social responsibility and environmental awareness, which are crucial in today's world. Through our activities, we learned about global issues like waste management and sustainability. This combination of values education, national education and national security education (ecological security) helped us see our roles as global citizens, understanding that our actions can have far-reaching impacts.

Interviewer: Thank you to all of the teachers and students from CNEC Lau Wing Sang Secondary School for sharing their insights.

**Hannah Standing and Craig Robertson,
Regional NET Coordinators
NET Section**

THE MOST MAGNIFICENT THING

Exhibition Day at Sha Tin Wai Dr. Catherine F. Woo Memorial School

The life of a Hong Kong student is often a busy and demanding one. Between school projects, extra-curricular activities, and numerous competitions, it is rare for students to pause and celebrate their achievements. At Sha Tin Wai Dr. Catherine F. Woo Memorial School (STWDCFWS), we aim to change that with our annual Exhibition Event – a two-day celebration that provides students with the opportunity to showcase their efforts to their peers, parents, and the wider school community. This year's event was nothing short of extraordinary, spotlighting the creativity, innovation, and hard work of our students.

Planning for Success: A Collaborative Effort

Given the scale of the event, which involves participation from every member of the school, meticulous planning was essential. The process began early in the year with the selection of a theme that captured the spirit of the times: 'AI, Innovation, and the Future'. With the guidance of our Advisory Teacher, who hosted an initial group-planning session and shared a story linked to the theme, the title of this year's event was born: 'The Most Magnificent Thing'.

Collaboration was key, with teachers working both within their departments and across the curriculum to align the projects with the syllabus. Each grade level brainstormed ideas for eye-catching products that would extend the students' learning while bringing the theme to life. Lessons were carefully designed to guide students through the creation of their masterpieces, ensuring the process was both educational and stimulating.

In P3 and P4, the collaboration extended even further. For P3, teachers partnered with the STEAM department, Visual Arts department, four other schools, and the EDB as part of a Learning Community Project. For P4, we worked closely with the NET Section to develop a unit on multicultural exploration inspired by the Multicultural Language Arts (MLA) Learning Hub. These collaborative efforts not only broadened the scope of the students' work but also strengthened connections between departments, schools, and external educational organisations.

Innovation in Every Grade: A Celebration of Student Work

The result of this planning was a dazzling array of projects that highlighted the ingenuity and creativity of our students across all grade levels:

P1: Students were inspired by lessons on animal body parts to design their own 'future pets'.

P2: Students took a leap into the future by imagining and creating models and drawings of futuristic modes of transportation.

P3: After learning about the new pandas at Ocean Park, students used the *Delightex* app to apply their coding skills and create 3D virtual panda enclosures.

P4: Following their MLA Learning Hub project, students became 'multicultural explorers', creating lapbooks about different countries and 3D art models representing their chosen cultures. They also used *Suno*, an AI tool to compose songs about the traditions and heritage of their selected countries.

P5: Students applied their knowledge of procedural texts to become inventors, designing unique new inventions while documenting the steps they took to bring their ideas to life.

P6: Students tackled environmental issues by producing 3D fact files about endangered animals, showcasing their commitment to sustainability and conservation.

Each project not only reflected the students' understanding but also demonstrated their ability to apply that knowledge in unique and creative ways.



Beyond the Classroom: A Showcase of Skills

Exhibition Day wasn't just about academic projects – it was also a celebration of the students' talents and passions beyond the classroom. The programme featured performances from the puppetry team, drama club, orchestra, skipping club, and many more. The variety of performances made for a highly entertaining show, giving students the chance to shine in front of an enthusiastic audience. For their classmates, it was an opportunity to appreciate the diverse talents of their peers.

The Big Event: A Two-Day Extravaganza

The excitement was palpable on the morning of Exhibition Day. Every corner of the school was transformed into a vibrant display of student projects, with student ambassadors stationed at each exhibit to explain the creative process and learning journey behind their work.

The first day of the event was dedicated to peer sharing. Students eagerly explored displays from all year groups and subjects, gaining inspiration and admiration for each other's efforts. On the second day, parents were invited to join the celebration. Their pride was evident as they toured the exhibits, listened to presentations, and marvelled at the impressive projects their children had created.



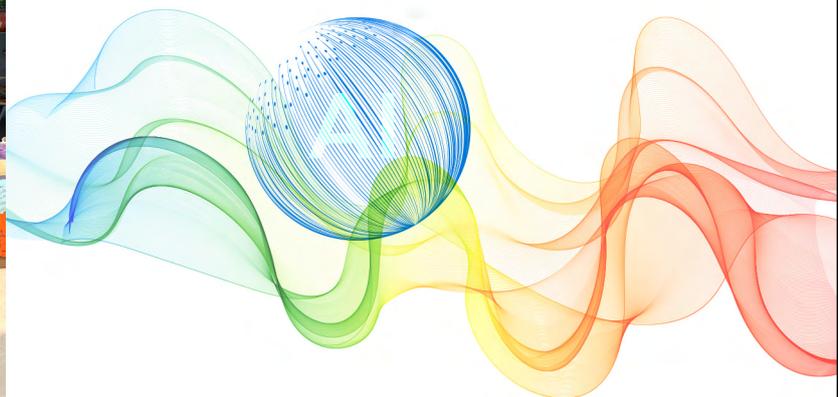
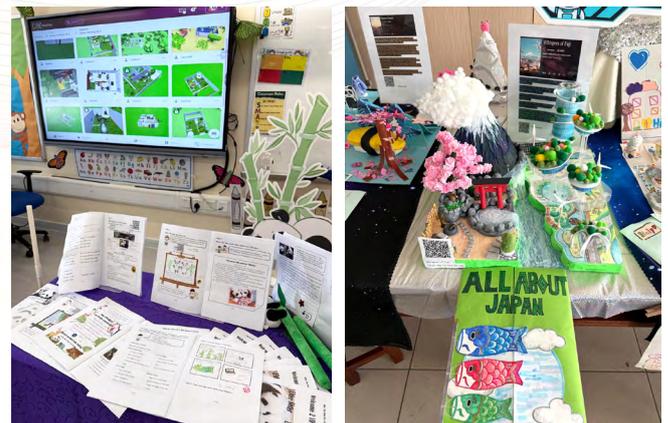
A Celebration of Creativity and Collaboration

Exhibition Day at STWDCFWMS was a resounding success, bringing the school community together to celebrate the creativity, hard work, and achievements of our students. The event not only showcased the learning that takes place within our classrooms but also highlighted the importance of collaboration, innovation, and imagination.

As we look forward to next year's event, we are inspired by the boundless potential of our students and their ability to create 'The Most Magnificent Thing'.

Yasmin Bundhoo, NET

Sha Tin Wai Dr. Catherine F. Woo Memorial School





AN ENGLISH STUDY TOUR TO ZHONGSHAN EXPERIMENTAL MIDDLE SCHOOL

Introduction

The English Department of Homantin Government Secondary School organised an enriching study tour to visit our sister school, Zhongshan Experimental Middle School, from 24 April to 26 April 2025. A total of 35 students, accompanied by 5 teachers, including our school's NET, participated in a variety of activities, such as school visits, lesson experiences, a basketball match, and cultural sightseeing. The aim of this tour was to broaden students' understanding of the education system in the Chinese Mainland and to foster a deeper sense of national identity.



Teachers and students feeling excited to meet each other at the ice-breaking activity

Open Lesson

I had the privilege of conducting an open lesson for a senior secondary one class there, employing a task-based approach as the core design. By the end of the 40-minute lesson, students were able to grasp the meaning of various virtues and showcase their understanding through poster presentations. They enthusiastically presented their work after creating the posters.

Despite being more accustomed to the audio-lingual approach in English language learning, the students effectively followed my instructions and collaborated towards achieving the learning goals. Their motivation was evident during the presentations, as they spoke confidently in front of a large audience.



Teachers having lunch at the staff canteen



Students listening to Mrs Lai in the open lesson

Professional Sharing

Following the lesson, English teachers from both schools gathered to evaluate the session. The local teachers were pleasantly surprised by how confident their students became with careful preparation and guidance. Additionally, our NET, Mr Jason Kasseris, and I conducted a sharing session to introduce our school's English curriculum. We also illustrated how a whole-school approach and curriculum planning can broaden students' exposure to the language.



Mr Kasseris introducing our school-based multimodal project



A valuable professional exchange opportunity for teachers



English ambassadors leading an English workshop on the theme of understanding ourselves

Reflections by Students

After the three-day trip, most students were thrilled to have made new friends, gained insights into school life in Zhongshan, and experienced the rich culture of our country. In the feedback forms, Ann Yu from S3 noted that socialising wasn't as daunting as she had anticipated. Another student, Ana Chan, also from S3, expressed that she felt inspired and grateful joining the trip.



Sightseeing and learning more about traditional architecture and technological development



Do you want to know more about the open lesson?

Scan the QR code for the video synopsis.

**Lai Chan Ching Yan, Sammi, English Panel Chair
Homantin Government Secondary School**



Blending Popular Culture and Chinese Culture through Collaboration between Students and Teachers

At Free Methodist Bradbury (FMB) Chun Lei Primary School, blending popular culture with traditional Chinese culture has created a fun way to learn! Our NETs, Miss Teresa and Miss Anna, rewrote the popular APT song to celebrate Chinese food, especially dim sum. This catchy tune not only made students hungry for delicious dumplings but also helped them practise English fluency in a fun way.



The English and Music departments worked together to organise another 'Grand Musical Event' for the Multiple Intelligences musical recital in the school hall. Teachers and students sang the song together, creating a lively atmosphere that filled the hall with energy. This collaboration made everyone feel connected, showing that learning can be a team effort.

In the end, the collaboration between students and teachers to create this music video was a huge success. It taught us that the learning and teaching of English can be full of creativity. By blending popular culture with our rich Chinese traditions, we not only improved our students' language skills but also made lasting memories together. This experience will inspire us to keep exploring and celebrating our cultures through fun and teamwork!



Scan the QR code for the music video

The English Team FMB Chun Lei Primary School

Our school organised an English Day, dedicated to promoting English under the theme of Chinese culture. We had a fantastic busking event where all students could show off their singing talents in front of their friends. The best part? Everyone got involved! Students from all grades joined in singing the song and even performed in a music video with their teachers. All subject teachers came together to dance and sing alongside the English team and English stars in the 'Dim Sum Song'! It brought big smiles to students' faces and made learning English feel like a big party.



Collaboration between teachers



The principal joining the English Day student busking activity



Feeling is Reading – Reading is Feeling: Creating Emotional Connections with English Texts

I will never forget the day when my P5 teacher crumpled my English worksheet, demanding I redo it “properly”. That shameful moment didn’t just hinder my grammar learning — it made me dread English texts for years. Now I understand Allison Posey’s revelation: “Emotion networks are interconnected with cognitive networks... Emotions enable us to learn.”

Neuroscience confirms that reading comprehension thrives when students feel emotionally secure. The hippocampus (memory) and amygdala (emotion) work in tandem — anxiety triggers stress responses that block learning, while positive engagement enhances retention.

At CCC Kei Wan Primary School (Aldrich Bay), the journey of integrating social and emotional learning with reading instruction began with transformative professional development. The NET, Mr Chris North, and local English teachers implemented innovative strategies from the Social and Emotional Learning (SEL) Learning Hub cluster meetings, such as visual vocabulary exploration. Their Wizard of Oz unit used the TFAR model (Thoughts, Feelings, Actions, and Results) and STEAL framework (Speech, Thoughts, Effects, Actions, Looks) to deepen emotional connections with texts. This approach extended across year groups: P4 created family biographies after studying Amelia Earhart; P5 explored perseverance through Ruby’s Wish and empathy via gender equality texts; while P6 designed growth mindset posters and dramatic interpretations addressing prejudice.

Building emotional connections starts with relatable content, for example, Hong Kong-themed stories or graphic novels for reluctant readers. Simple rituals like mindful breathing before reading or buddy systems foster confidence. Crucially, we value emotional

responses as much as comprehension, regularly asking “How did this make you feel?”

Reading becomes social and emotional learning when students analyse characters’ emotions, connect texts to their lives, and normalise reading struggles. As Posey notes, this means “designing environments for engaged learning” where stories become both mirrors of self and windows into others’ experiences.

I encourage all educators to:

- (1) include ‘emotion check-ins’;
- (2) model resilience by sharing personal reading challenges; and
- (3) select at least one text purely for joy.

That fearful P5 student in me mirrors some of our students today. Through emotionally-aware teaching, we are not just creating skilled readers — we are nurturing lifelong readers who discover, as Posey suggests, that true learning happens when hearts and minds engage together.

Reference

Posey, A. (2019). *Engage the Brain: How to Design for Learning that Taps into the Power of Emotion*. ASCD: Alexandria, USA.

Thanks to CCC Kei Wan Primary School (Aldrich Bay):

Ms Wong Ching Man, Principal
Ms Cally Leung, English Panel Chair
Mr Chris North, NET

Joey Venter, Advisory Teacher NET Section



Growth Mindset Posters designed by P6 students



Treasured China: Sharing Good Stories

For most P6 teachers, the idea of getting students to engage in a reflective discussion about Chinese cultural appreciation in English might seem challenging. That was exactly what we aimed to do when teaching Treasured China, a Development of Text Sets (DTS) unit, this term. Our goal wasn't just to get students to engage in discussion, but to make it meaningful and to get the students to think about how the unit content relates to them.

It wasn't easy. Our school, like most schools in Hong Kong, has students with a wide range of English abilities. However, by employing a range of scaffolding techniques, we were able to complete the unit and make this reflection much easier for students.

Allow me to explain the context: Our school implemented the Treasured China DTS unit in P6 for most of the second term. Students engaged in an inquiry-based unit about Chinese culture, using a multimodal text set to learn about regions of China, including famous places, food and important aspects of art and history. Students were each assigned a region to research, and then they used the resulting information to create an e-book. I will focus on one of the later lessons in the unit in which we made connections with Chinese culture, but many of these techniques were useful throughout.



Students writing their e-books



First, background knowledge was essential! To discuss anything meaningfully, our students needed vocabulary and language to share their own thoughts. Throughout the unit we introduced vocabulary related to Chinese culture: students learned content words related to food and art forms from different regions.

When introducing this unit, it was important to acknowledge that we were teaching Chinese students about Chinese culture. As NETs we leveraged our unique position to become an authentic audience for the students' sharing. This also had the benefit of activating students' prior knowledge and experiences. Drawing this connection between what students already knew and what we were learning helped motivate students who might otherwise be less willing to communicate using English. The local English teachers also helped us translate ideas and concepts to ensure that familiar Chinese-language concepts were accurately connected to English vocabulary.

1
Easy question: Who am I?

About the Author

Who am I? (e.g. name, class, ancestral birthplace)

My name is _____ . I am a P __ student in Hong Kong.

My ancestral birthplace is _____

What is this in Chinese?

↑

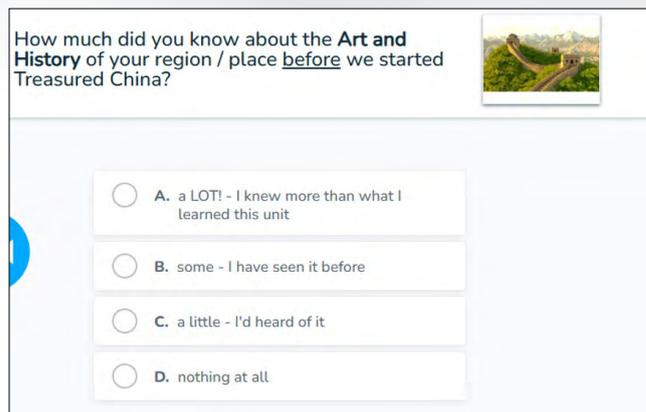
祖籍

To begin the lesson, the teachers began with a discussion of students' ancestral birthplaces, first sharing their own places of origin, with pictures via *Nearpod*. These unfamiliar locales helped spark interest and also allowed us to give examples of our own personal connections to our own ancestral birthplaces. Following this, students from all classes shared their own ancestral birthplaces via *Nearpod*, highlighting students' visits to their ancestral birthplaces or some interesting stories about these places.



My ancestral birthplace

Throughout the lessons we tried to lead with teacher examples and provide templates for some of the more complex concepts. To gauge students' prior knowledge and measure learning, we used *Nearpod* to poll the class both before and after the implementation of the Treasured China unit which was then used as a springboard to talk about what students had learned. In the final 'Action' phase of the KWHLQA framework, we prompted students to propose actions they could take to apply their new knowledge and show appreciation for Chinese culture. Students shared a range of actions. Almost everyone wanted to eat food from different regions of China. Some students wanted to travel to their researched destinations, watch Sichuan Opera, or even learn how to cook traditional Chinese dishes!



A student poll about their prior knowledge

If I had to give one piece of advice it would be that authentic communication spreads. The more we asked students to share what they knew, the more engaged they became. Following our own interest as teachers and highlighting students with unique stories really drove the class further. That's not to say that there weren't any challenges - we had plenty! However, putting students into a position where they were curious to seek information based on their own interests and share their real-life experiences helped breathe life into what otherwise might just be another assignment.

Andrew Wright, NET
TWGHs Ma Kam Chan Memorial Primary School



China's Treasures for Everyone

Implementing the DTS Treasured China unit at HKFYG Lee Shau Kee Primary School was an exciting journey, as it provided a whole new experience for both teachers and students this year.

How Treasured China was Implemented:

Treasured China was integrated into the school curriculum. The unit serves as an extended unit after students learn about various attractions in Hong Kong. All the materials provided by the NET Section are valuable resources, creating another pathway for students to explore and discover more about our country. Students immerse themselves in different activities such as enjoying the rhythmic 'treasure-rich' rap and video. They learn about China's treasures through reading the core text and also acquire various information literacy skills in terms of locating, sorting and extracting relevant information from the website for their reports. All these activities contribute to valuable learning experiences that enhance students' understanding of and appreciation for Chinese culture.

Highlights of Treasured China:

The various resources help cater to different learners' needs. While some students prefer to watch videos to gather information, others make good use of photo captions or texts. The rich content of the Treasured China website allows students to explore and discover more extensively based on their individual abilities and interests. Some students are more curious and like to search for information beyond the Treasured China website. It is interesting to note that all four regions (North, South, East and West) are attractive to them. All students had different findings and observations in their reports, making the task very meaningful and varied. An amazing and unexpected outcome this year was the students' active showcasing of their appreciation for Chinese treasures. We believe that, over time, the impact of the programme could be even greater.

Enhancement of Teachers' Professional Development:

Students are not the only beneficiaries of the programme. Both the coordinator and the project teachers' development were greatly enhanced in

terms of skills, strategies and knowledge about the treasures in China! Careful lesson planning, flexible teaching strategies, effective allocation of work all played a role in the effective implementation of the unit. Teachers' different talents and strengths were thoughtfully utilised in various areas. Since time is a key concern, demonstration of reading skills and discussing more challenging concepts effectively were crucial. This is why flipped learning



was one of the strategies used. To deliver lessons more effectively and engagingly, a variety of activities were incorporated, such as rapping time, game time and selfie time with students' favourite cuisines at the Chinese Culture Zone in our school. Moreover, learning beyond the classroom made the experience more fun and authentic. We made use of the interactive platform, *Padlet* and the Chinese Culture Zone to encourage more interaction and cultivate appreciation for our country. One of the project teachers, who is also a Young Maker teacher, used the school's laser cutting machine to create wooden plaques featuring landmarks or signature images from different regions, such as the Great Wall in Beijing and the Giant Pandas in Chengdu. Students then wrote their personal insights into Chinese culture on these plaques, which were then displayed for further exchanges.

I believe that all the hard work paid off; the teaching ideas and resources of the Treasured China unit were fruitful and we look forward to future implementation.

**Candy Lui, Vice Principal
HKFYG Lee Shau Kee Primary School**





From Teacher to Learner as a Seconded Teacher

In my quest for a breakthrough in my decade-long teaching career, I embarked on a year-long secondment with the Regional NET Coordinating Team (RNCT) at the NET Section of the EDB. I aimed to explore progressive pedagogical strategies to enhance classroom instruction and expand my understanding of Hong Kong's educational landscape. What unfolded over the year was an inspiring journey that not only enriched my professional expertise but also renewed my passion for teaching.

Fostering Creativity, Collaboration and Inclusivity

From the outset, I was welcomed into an environment that values every voice and celebrates creativity. At the RNCT, we collaborate to design, plan, and continually refine workshops and events, ensuring that the diverse needs of schools, teachers, and students are met with engaging and practical content. Working on territory-wide projects and supporting schools from varied backgrounds, I learned to consider a wider audience and adapt my practices with greater flexibility. This experience broadened my perspective on education and prompted me to reexamine my own teaching methods. I ponder whether I have fully recognised each student's individuality, seized every opportunity to tailor my instruction, and balanced academic rigour with creative exploration.



Engaging in Diverse Responsibilities

Throughout the year, I participated in a range of educational activities that expanded my skill set and provided fresh insights into English language learning and teaching. Whether organising English activity days at schools for children with Intellectual Disability (ID),

staging the Speak Up — Act Out Drama Competition, hosting the Once Upon A Book Storytelling Outreach event, or facilitating professional development workshops for English teachers in Huizhou as part of Hong Kong teachers' exchange activities to the Chinese Mainland, these diverse experiences not only revealed the expansive scope of duties undertaken by the NET Section but also provided a dynamic overview of the challenges and opportunities faced by educators today. This has helped shape me into a more confident and well-rounded teacher who is ready to meet the new challenges ahead.



Reflection and Future Endeavours

Looking back, I recognise significant growth both personally and professionally. This experience has reinforced my belief that educational innovation thrives on lifelong learning and collaborative effort. I am deeply grateful for the opportunities and the support from my colleagues at the NET Section. Although my term with the RNCT is about to end, it marks only the beginning of the real impact of this secondment. With the new school year approaching, I am eager to bring these insights and skills back to my home school — to inspire, empower and better serve my students.



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