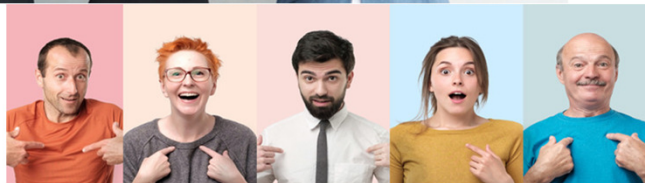


“Seed” Project for 2023/24

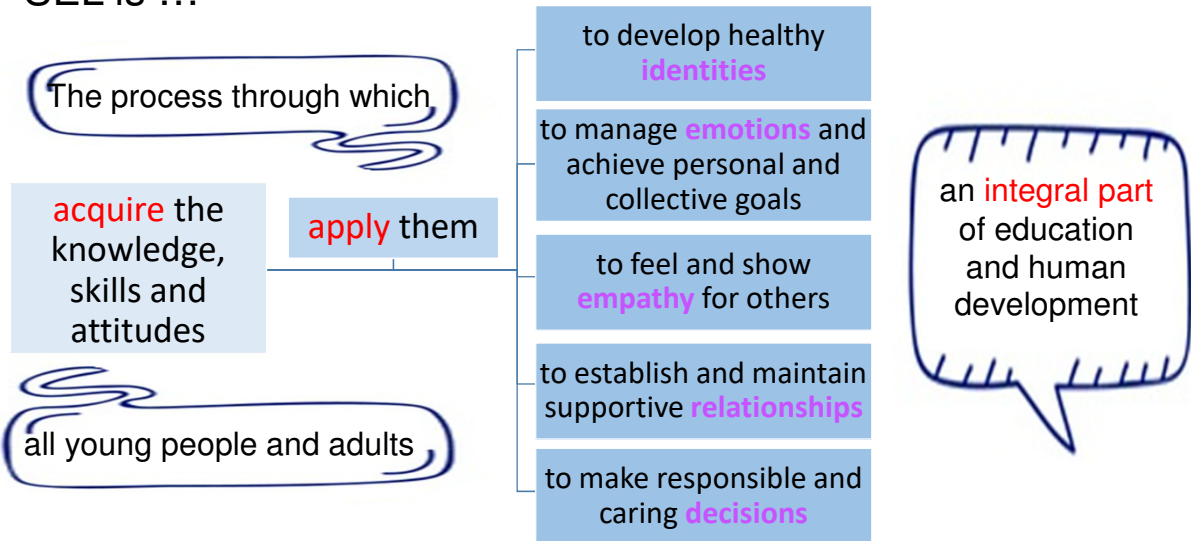
Building Character through Characters: Implementing Social and Emotional Learning in the English Language Classroom through Stories

Project code: NT1323
NET Section, CSD, EDB

What is Social and Emotional Learning (SEL)?



SEL is ...



<https://casel.org/what-is-sel/>

The 5 core competencies of SEL

- Self-awareness to develop healthy identities
- Self-management to manage emotions and achieve personal and collective goals
- Social awareness to feel and show empathy for others
- Relationship skills to establish and maintain supportive relationships
- Responsible decision-making to make responsible and caring decisions

CASEL's SEL Framework



<https://casel.org/sel-framework/>

What are the SEL needs of our students?



Why does SEL matter?

... A great deal of research over the last several decades has demonstrated the benefits of social and emotional skills, documenting **effects on positive academic**, interpersonal, and **mental health outcomes**.

Research shows that **classrooms function more effectively** and **students learning increases** when children have the skills to focus their attention, **manage negative emotions**, **navigate relationships** with peers and adults, and persist in the face of difficulty

Children who are able to effectively **manage their thinking, attention**, and behaviour are also **more likely to have better grades and higher standardised test scores**, while those with strong social skills are more likely to make and **sustain friendships**, **initiate positive relationships with teachers**, **participate in classroom activities**, and **be positively engaged in learning**.

Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the inside out. Harvard Graduate School of Education. <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

Objectives of the project

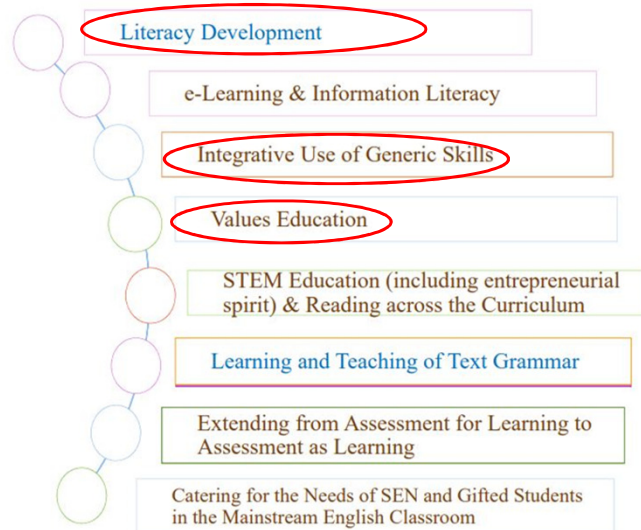
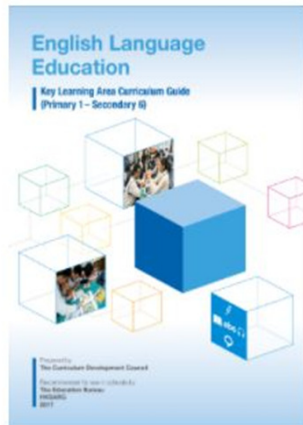


- explore different ways to **scaffold students' reading and responding to story characters** that are conducive to the development of the core competencies of SEL
- **design, conduct and review English learning activities based on fiction or real life stories** selected for students to develop positive values and apply SEL skills
- **identify suitable children literature** with characters that lend themselves to the discussion of attitudes, challenges and feelings in support of SEL
- engage participating teachers in **developing, using and reviewing strategies** for developing students' SEL skills (e.g. **role plays, visualisation exercises, behavioural rehearsals**)
- develop teachers' ability to **identify assessment goals and review strategies or tools** for assessing the SEL of students

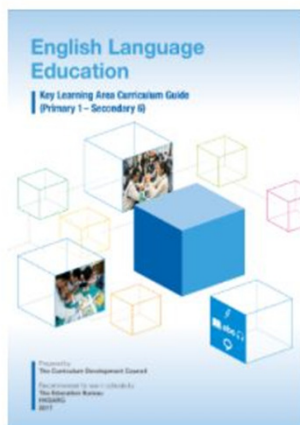
We hope to find out ...

- What **pedagogical approaches and learning activities** are effective in supporting students' SEL?
- How can SEL be implemented and promoted **through using stories** in the English language classroom?
- How can teachers be **empowered** to support SEL of students?

What you are going to do aligns with the English Language Education curriculum



What you are going to do aligns with the English Language Education curriculum



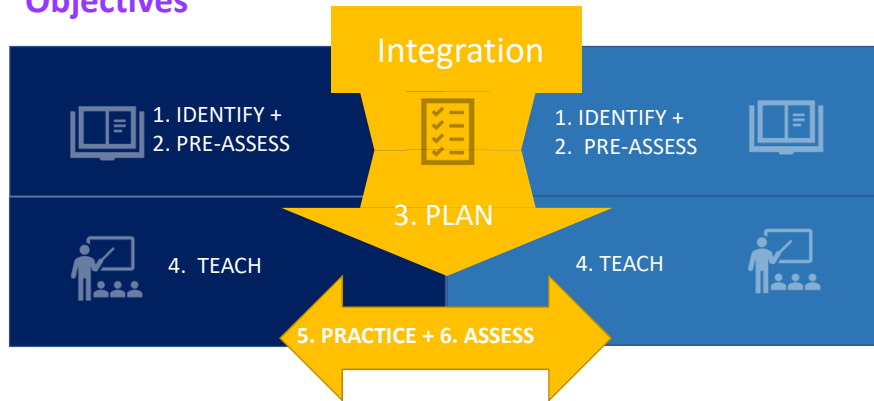
- Schools are encouraged to:
 - promote the development of strategies, **values and attitudes** that are conducive to effective, **self-directed, independent and lifelong learning** (p.7);
 - focus on strengthening **values education** through the use of a wide array of **learning and teaching resources which provide contexts** for students to explore a wealth of **value-laden issues and stimuli for critical and imaginative responses** (p.9)
- Among the learning objectives for ELEKLA, the language development strategies, **literary competence development strategies** and **attitudes specific to language and literature learning** are especially relevant to the development of the **generic skills**, and the personal and social **values and attitudes** broadly recognized and valued in all KLA's (p.26).

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

A Framework for SEL Integration

Language Learning Objectives

SEL Skills



Adapted from A Framework for SEL Integration: It's Time to Teach Differently
 By Dr. Tara Laughlin, Director of Readiness Curriculum at PAIRIN
<https://measuringSEL.caseli.org/framework-sel-integration-time-teach-differently/>

Focusing on the Characters: protagonist / antagonist

Reading skill focus:
To locate specific
information in response to
questions

Character analysis



Thoughts

Actions

Feelings

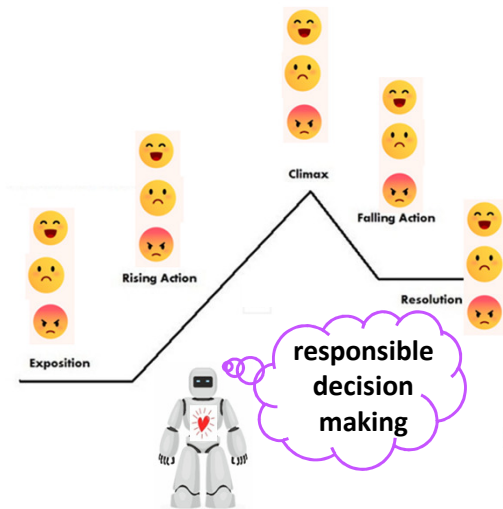
If you were the villain, how would you feel?

Why?

Focusing on the **character's reactions** as the **plot unfolds** to develop...



Reading skill focus:
To understand
intention, attitudes
and feelings conveyed
in a text



How did the character feel?

	ANGRY, FURIOUS, EXPLOSIVE ▶ Yelling, Stomping, Meltdown
	FRUSTRATED, ANNOYED, IRRITABLE ▶ Arguing, Refusing, Shutting down
	ANXIOUS, WORRIED, UNSETTLED ▶ Pacing, Avoiding, Clingy
	SAD, NEGATIVE, LONELY ▶ Crying, Withdrawn, Slowed/Disengaged
	HAPPY, CALM, CONTENT ▶ Smiling, Laughing, Engaged

What happened in the story at that moment?

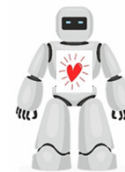
Focusing on **points of view** of the writer or the characters **social awareness**

The story was written from
first person / second person
/ third person
point of view.

The writer described
the character as ...

Do you agree with the writer? Why?

When have you felt the same emotion as the character? /
How have you felt differently under the same situation
experienced by the character?



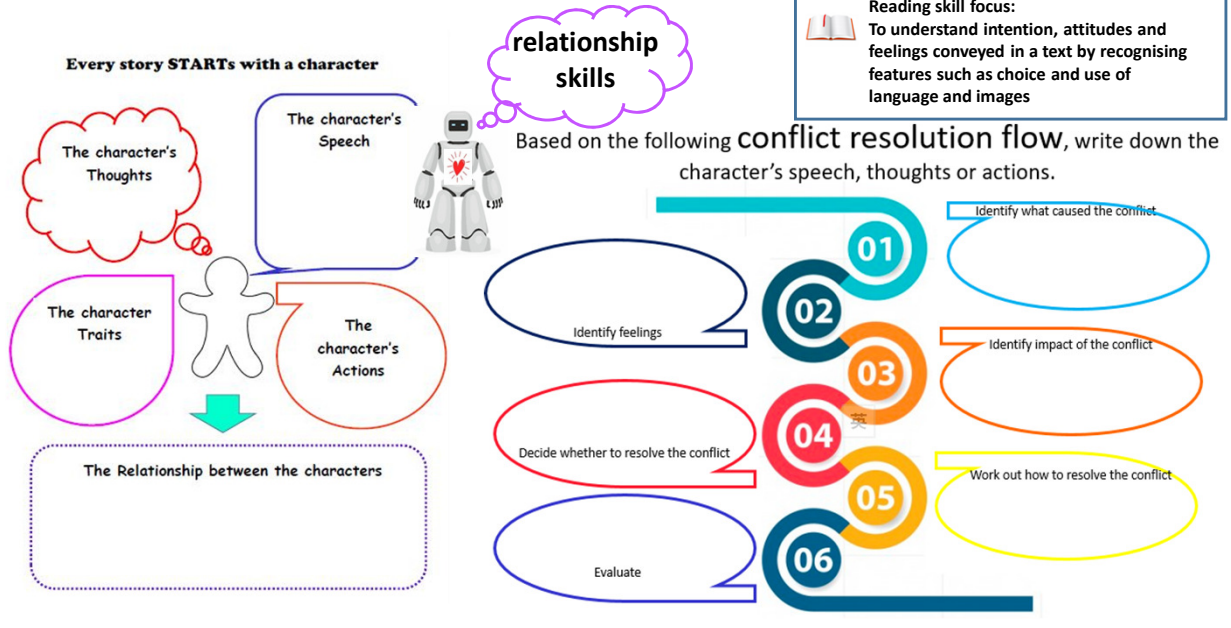
Compare & Contrast

How did the main character
think about himself/ herself?

How did other characters think
about the main character?

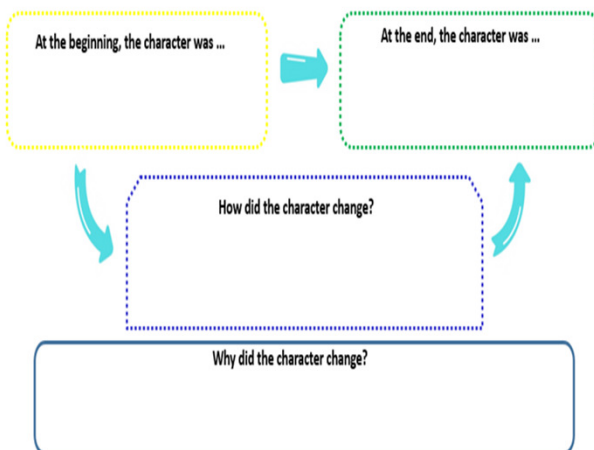
Focusing on **characterisation** to develop...

Every story **STARTs** with a character



Focusing on **character transformation**

Find evidence in the story to show how the character changed in response to the problem.

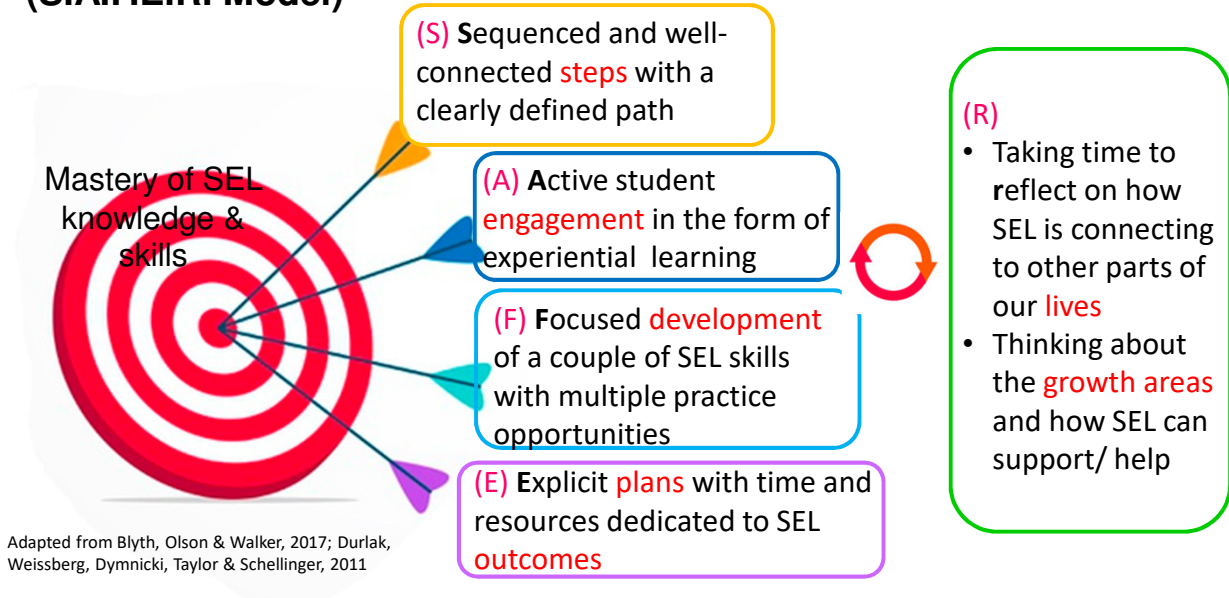


Reading skill focus:
To identify details that support the gist or main ideas



How do we promote SEL in the English Language classroom?

(S.A.F.E.R. Model)



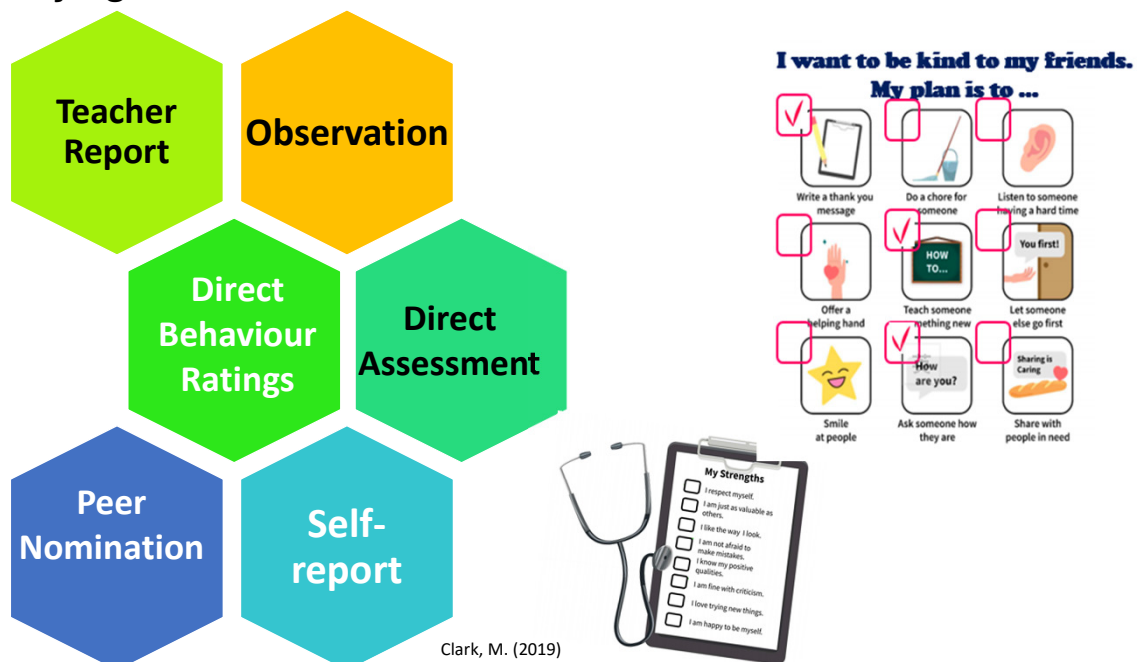
How do we promote SEL in English Language classroom?

(Effective instructional practices for developing SEL skills)



Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017).

Identifying Assessment Goals and SEL of Students



Overview of an SEL Unit developed

A Flicker of Hope

Author:
Julia Cook
Illustrator:
MacKenzie Haley



C.C.C. Heep Woh Primary School (Cheung Sha Wan)

Level: P2

Duration: 5 lessons (50 minutes)

SEL competence: Self-awareness

SEL subskills: self-efficacy and growth mindset

Planned learning experiences

- To analyse the characters using an SEL lens
- To explore the use of an SEL tool to cope with life circumstances of characters and self

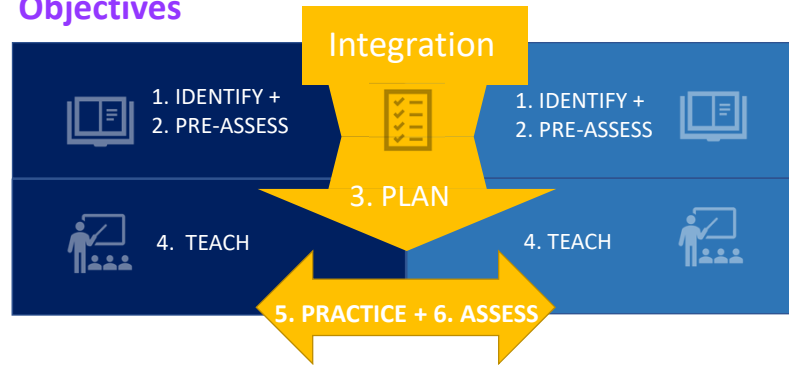
Desired outcomes

- To learn the language related to the SEL tool
- To apply the SEL tool/develop the target SEL competencies

A Framework for SEL Integration

Language Learning Objectives

SEL Skills



Adapted from A Framework for SEL Integration: It's Time to Teach Differently
 By Dr. Tara Laughlin, Director of Readiness Curriculum at PAIRIN
<https://measuringSEL.casell.org/framework-sel-integration-time-teach-differently/>

The Cycle of Self-efficacy



Reference: <https://www.inspired-engagement.com/power-of-hope-teaching-and-developing-hopeful-thinking-in-students/>

The Building of Self-efficacy

Understanding PETs as a way to catch ANTs



**Automatic
Negative
Thoughts**



Positive Empowering Thoughts

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

To analyse the character using an SEL lens

Learning
Experience:
Focus 1

Characterisation model
"FEST"

Feelings
Effects
Speech
Thoughts



Miss Purple's **T**houghts

Am I good
enough?

Who are my
real friends?

Miss Purple's **S**peech

I **don't** have any gifts.

I **can't** do
anything right.

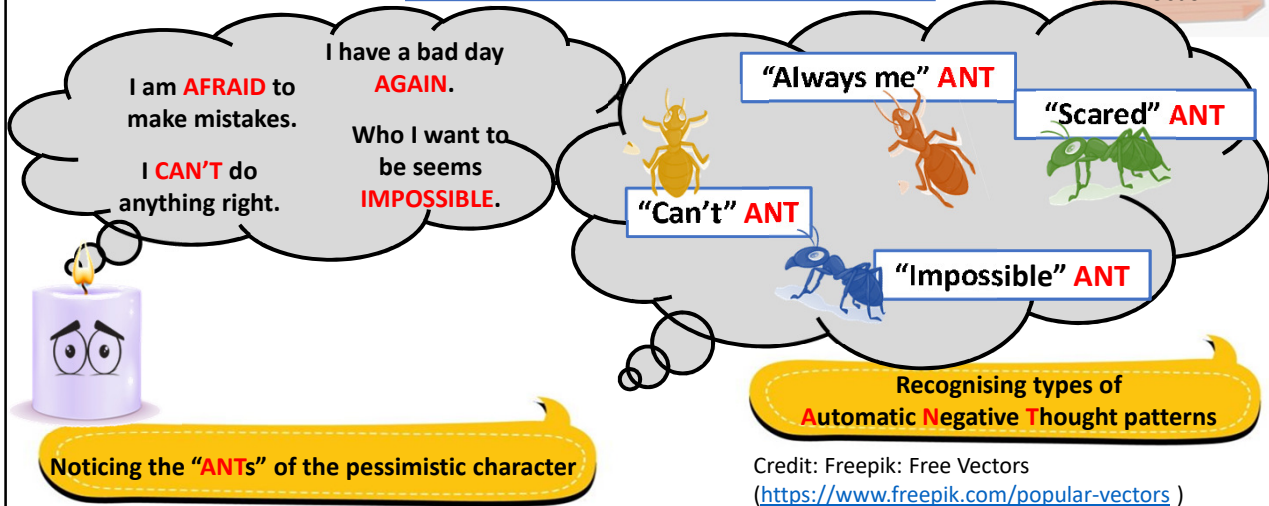
Using relevant characterisation model
to help students understand the Social
and Emotional needs of the
pessimistic character



To explore the use of an SEL tool to cope with life circumstances of characters

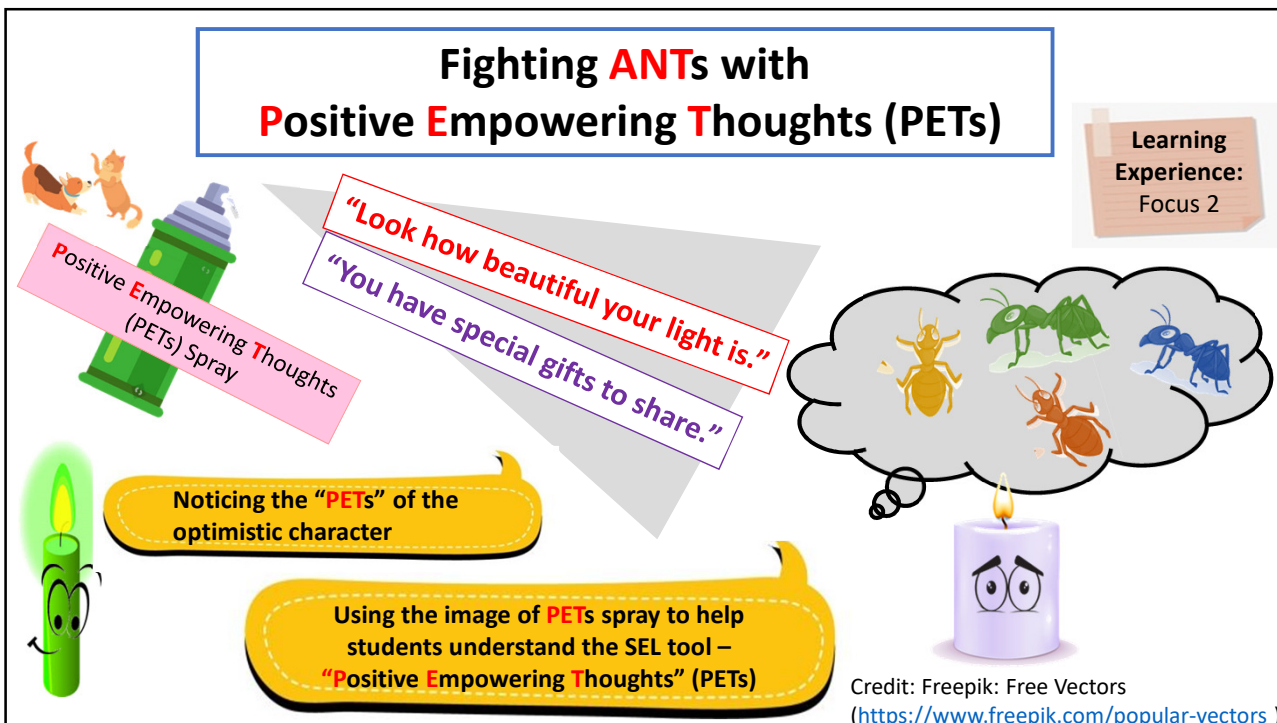
Automatic Negative Thoughts (ANTs)

Learning Experience:
Focus 1



Fighting ANTs with Positive Empowering Thoughts (PETs)

Learning Experience:
Focus 2





Learning the language needed to apply the SEL Tool “PETS”

Desired
outcomes



Developing some more **PETS**
to help students and others
fight with the **ANTS**

If you try harder,
you **can** do it.

Everything is
possible
if you try!

Don't give up!
Keep working
hard!

You can be **the best.**

It's **okay to make
mistakes.**

You are **not
alone!**

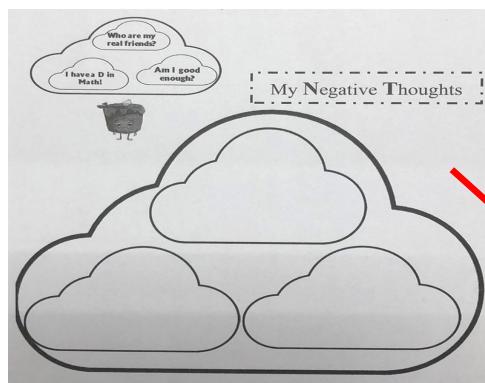
Credit: Freepik: Free Vectors

(<https://www.freepik.com/popular-vectors>)



Applying the SEL Tool and developing the target SEL competency

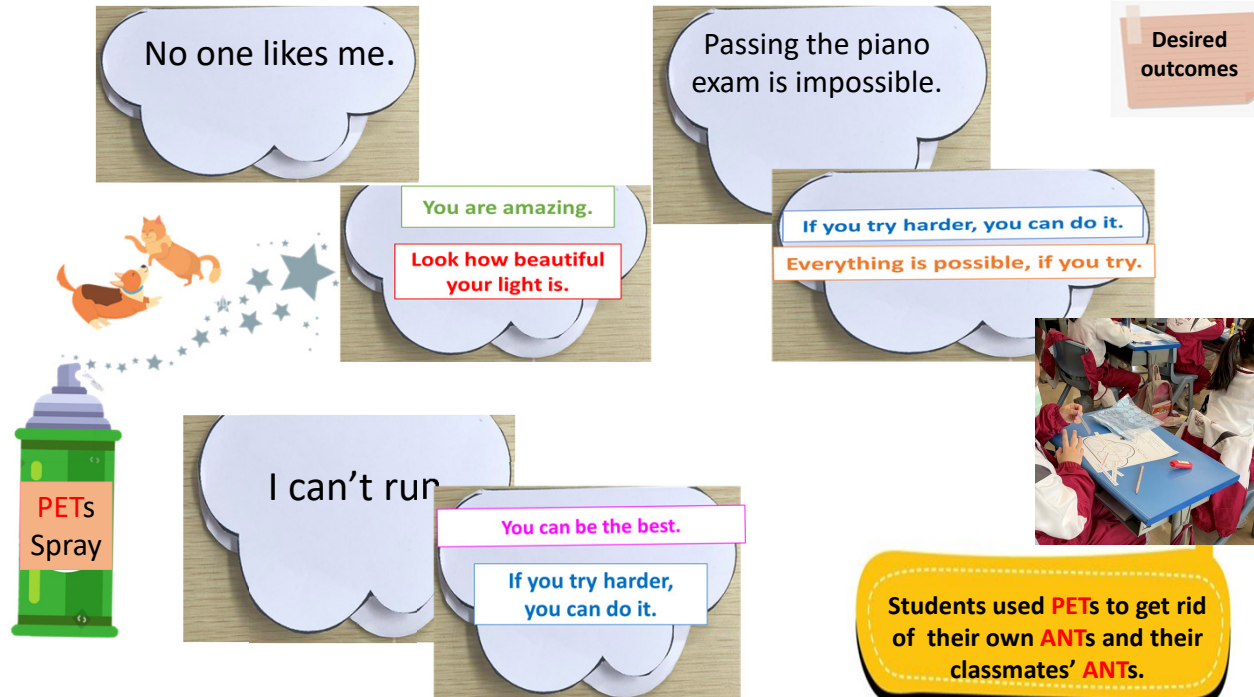
Desired
outcomes



Transfer of SEL knowledge from
story context to real life situations



Teacher sharing own experience with **ANTS**.



No one likes me.

You are amazing.

Look how beautiful your light is.

Passing the piano exam is impossible.

If you try harder, you can do it.

Everything is possible, if you try.

I can't run

You can be the best.

If you try harder, you can do it.

Desired outcomes

PETs Spray

Students used PETs to get rid of their own ANTs and their classmates' ANTs.

Overview of an SEL Unit developed

The Invisible Boy

Author: Trudy Ludwig
Illustrator:
Patrice Barton



Aberdeen St. Peter's Catholic Primary School

Level: P2

Duration: 10 lessons

SEL competencies: Relationship skills and Social awareness

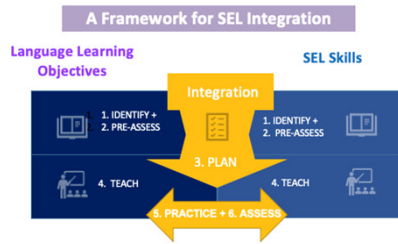
SEL subskills: acceptance, inclusion and empathy

Planned learning experiences

- To analyse the character using the STEAL model
- To make predictions about stories and characters using pictorial clues

Desired outcomes

- To apply the SEL tools
- To develop the target SEL competencies



ELE connections, Reading Objectives

- To make predictions about stories, characters, topics of interest using pictorial clues
- To understand intention, attitudes and feelings conveyed in a text by recognising features such as choice and use of language and images

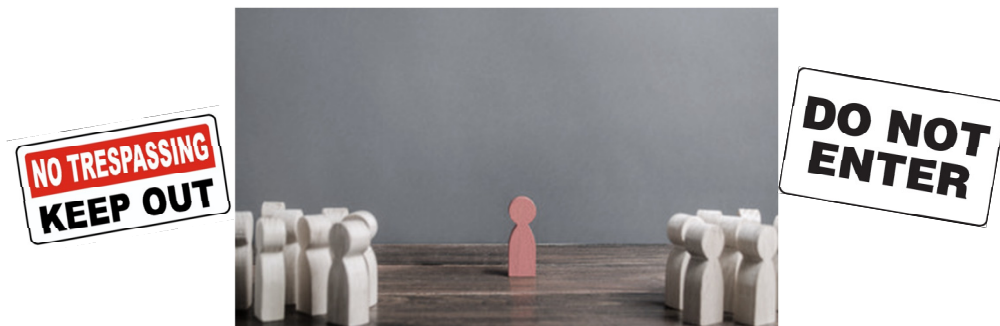
Adapted from A Framework for SEL Integration: It's Time to Teach Differently
By Dr. Tara Laughlin, Director of Readiness Curriculum at PAIRIN
<https://measuringsel.casel.org/framework-sel-integration-time-teach-differently/>

Social and Emotional Learning Objectives

- To demonstrate awareness for **individuals**, their emotions, experiences and perspectives
- To develop **positive relationship**
- To recognise how **group behavior** affect individuals' emotions, attitude and behaviours
- To develop **empathy** and be able to identify how one's behavior affects others emotionally

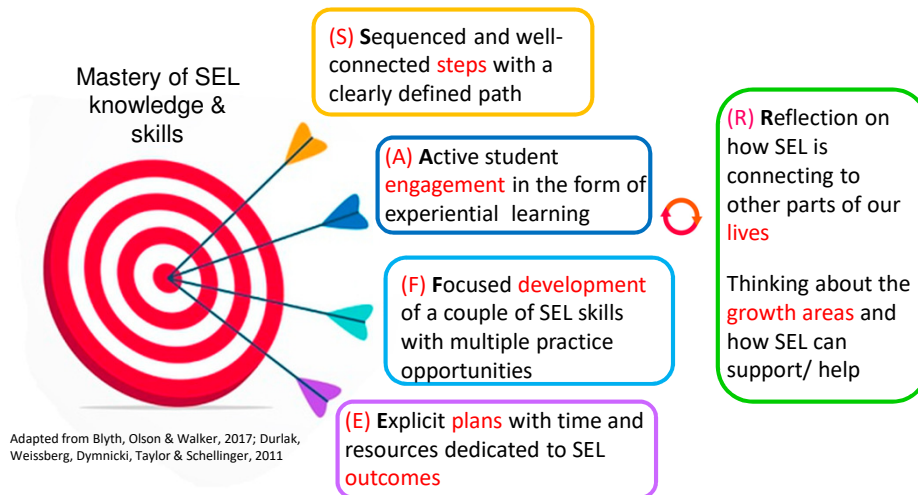
How do we promote SEL in the English Language classroom?

Teaching challenging concepts of empathy, acceptance and inclusion



Credit: Adobe: Free Stock Images
(<https://stock.adobe.com/>)

How do we promote SEL in the English Language classroom? (The S.A.F.E.R. Model)



The Flow

Mastery of SEL knowledge & skills



(S) Sequenced and well-connected **steps** with a clearly defined path

Ls	Focus	Learning Objectives & Activities
1-2	Introduce concepts of Visibility/ Invisibility	• Picture walk for a general idea of visibility/invisibility: preparing for gradual mastery of the concept & importance of inclusion • Introduce STEAL as a tool to study characters
3-10	Through in-depth study of the story, teaching and practising the chosen SEL competencies: *Inclusion *Acceptance *Empathy	• Use SUPERPOWERS of See, Hear, Feel - students are taught to "NOTICE" others, making them visible • Kindness Chart now that students notice others, how can they "INCLUDE" others PRACTICE & APPLICATION • Favourite lunch - Ss draw and share about their favourite lunch and give one another "compliments" • Pair-work sentence strip matching - match the different social scenarios with a kind response • Trifold Brian journal and Brian puppet - How can you be kind to Brian? (role-play) • Inclusion written hearts - write kind messages to encourage someone • Kindness box activity - pick an item and use it to encourage someone (role-play)

The Flow

Mastery of SEL
knowledge & skills



(S) Sequenced and well-connected **steps** with a clearly defined path



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Brian's Journey to Visibility – Anchor Chart (sequenced storyboard)

Included finally in Special Class Project with 2 classmates



Not selected for
Kickball Team in playground



Arrival of a
new student Justin
(turning point)



Excluded from
birthday party
talks in Cafeteria



Not seen &
heard in
Mrs Carlotti's
Lesson

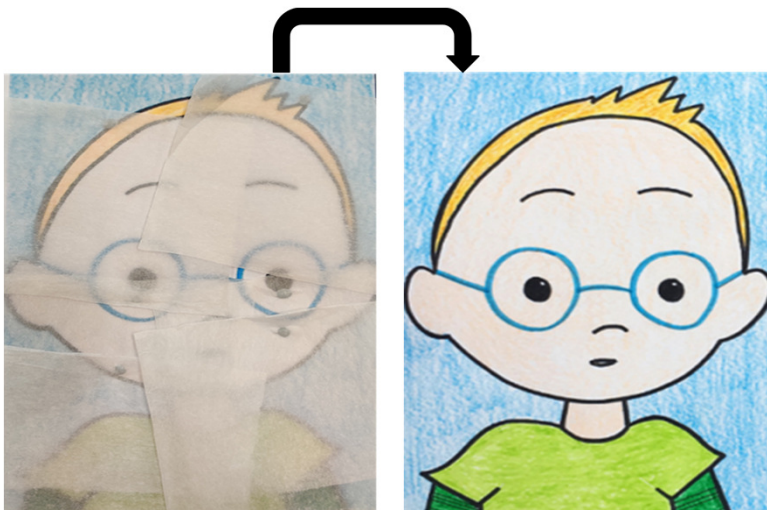


Mastery of SEL
knowledge & skills



(S) Sequenced and well-connected **steps** with a clearly defined path

Visual support – each time Brian feels invisible



Brian's Journey to Visibility

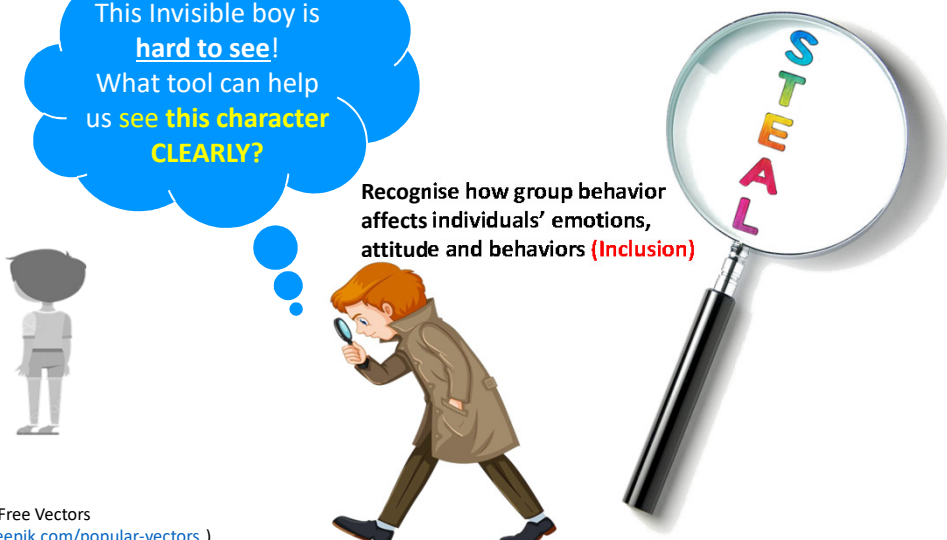
Students visualising the **impact of connection, friendship and inclusion** as they removed tissue paper on Brian based on his experience of acceptance and kindness along the journey of visibility.

Mastery of SEL knowledge & skills 

(F) Focused development of a couple of SEL skills with multiple practice opportunities

This Invisible boy is hard to see!
What tool can help us see this character CLEARLY?

Recognise how group behavior affects individuals' emotions, attitude and behaviors (Inclusion)



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

STEAL for characterisation study & SEL (Social Awareness)

Mastery of SEL knowledge & skills 

(F) Focused development of a couple of SEL skills with multiple practice opportunities

Says 
Thinks 
Effects on others
Actions
Looks

My Superpowers for SEL (Relationship Skills)

My Superpowers

Hear 
See 
Feel 
Act 

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Mastery of SEL knowledge & skills

(F) Focused development of a couple of SEL skills with multiple practice opportunities

Says
Thinks
Effects on others
Actions
Looks

What is it like to feel **invisible**?
What is it like to feel **excluded**?

Do what we **Say, Think** and how we **Act** make others **invisible**?

What makes Brian feel visible?
What makes Brian feel **invisible**?

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Mastery of SEL knowledge & skills

(F) Focused development of a couple of SEL skills with multiple practice opportunities

The Invisible Boy
Author: Trudy Ludwig
Illustrator: Patrice Barton

What skill does Justin need in this situation?
Be proactive. Think Win-win!

Discuss what the characters involved are feeling, and what SEL skills might have helped them.

Q and A
Justin do in this situation?
(an be in one group, not just 2)
Think Win-Win
well on the group project?
Justin do in the canteen this time?
cookies with Brian.
Justin feel now?
He is happy/ visible/ included.
8. Who sees Brian now?

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)



Feeling invisible in Mrs Carlotti's lesson

Mastery of SEL knowledge & skills



(F) Focused **development** of a couple of SEL skills with **multiple practice** opportunities



Students are being loud and whiny. Their visibility in getting Mrs Carlotti's attention is evident by their colourful characters in the illustrations and their demonstrative acting out.



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)



Effects on others
Actions

Brian is quiet and seen in black and white.



Not included

WHERE & WHEN does Brian feel invisible?

Brian feels **invisible** when...

"Brian doesn't **take up a lot of space**" or has no space.

invisible



Trying to join Kickball Team in Playground

Mastery of SEL knowledge & skills



(F) Focused **development** of a couple of SEL skills with **multiple practice** opportunities



Classmates
Very visible

Is Brian "**picked first**"?
Who gets "**picked first**"?
Is Brian **the best player**?

All Brian's classmates are in colour when chosen for a team. They notice Brian but decide they have enough players without him.



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)



Is Brian then **picked**?
Who gets **picked**?
Is Brian **the best friend of the best players**?

Is Brian **picked next**?
Who gets **picked next**?
Is Brian **a friend of the best friends**?

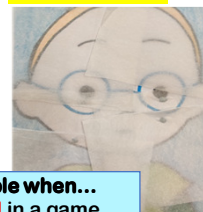
Effects on others
Actions

WHERE & WHEN does Brian feel invisible?

Brian feels **invisible** when...

He is **not** "**picked first**", and he is **not** "**the best friends** of the best players. He is **not even** "**the friend of the best friends**".

invisible



Brian feels **invisible** when...
He is not **included** in a game.

Not included

Listening to Birthday party stories in cafeteria



Classmates very visible

While at lunch students talk about the birthday party they attended. Brian sits with them in black and white and in silence because he wasn't invited.



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

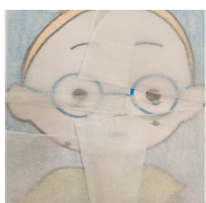
Mastery of SEL knowledge & skills

(F) Focused **development** of a couple of SEL skills with **multiple practice** opportunities

WHERE & WHEN does Brian feel **invisible**?

Brian feels **invisible** when...
He is not **included** in the chat.

Brian - Very very invisible



Not included

Effects on others
Actions

Tool for students to practise and develop their superpowers



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Mastery of SEL knowledge & skills

(A) Active student **engagement** in the form of experiential learning

Use your Superpowers
What do you **see**, **hear** and **feel**?

	See 	Hear 	Feel 
In the classroom 			

Students work in groups to match picture clues with what they **see**, **hear**, and **feel** in various real life scenarios.

My Superpowers

See


Hear


Feel


Act


Mastery of SEL knowledge & skills 

(A) Active student engagement in the form of experiential learning

Use your Superpowers
What do you **see**, **hear** and **feel**?

Social Situation – In the Playground








 a boy
 sit by himself
 no noise/sound
 sad/lonely


 a team
 together
 talking about
 the game
 happy/excited

My Superpowers



Learning to “**read**” an environment/ situation to look for someone who is alone or **invisible** to offer friendship

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Role-playing and Replaying the same scenarios -

Mastery of SEL knowledge & skills 

(A) Active student engagement in the form of experiential learning

“What could these characters do differently?”

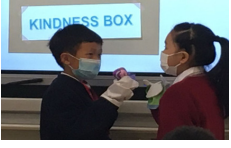
Hand puppets



Act !



Role-play



Realia





Kindness box activity - pick an item and use it to encourage someone (**role-play**)

Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

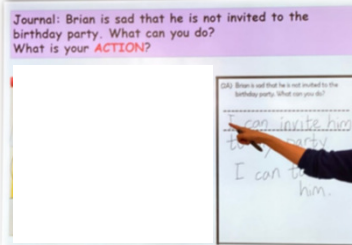
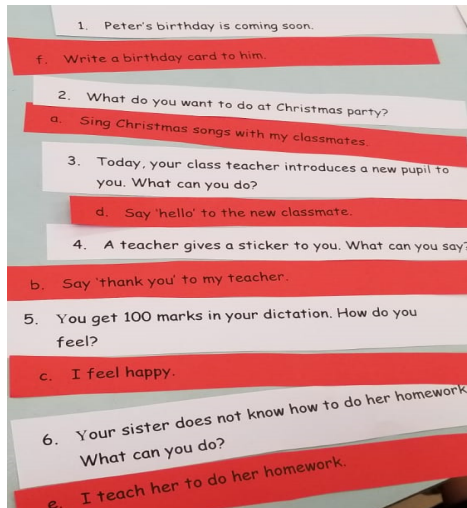
Kindness Tool Box – How can I include others?

Mastery of SEL
knowledge & skills



(R) Reflection on
how SEL is
connecting to
other parts of our
lives

Thinking about the
growth areas and
how SEL can
support/ help



Pair work sentence strip matching -
match the different social scenarios
with a kind response



Opportunities to connect with their
peers outside their friendship group

Journal

Trifold Brian journal and Brian
puppet - How can you be kind to Brian?
(role-play)

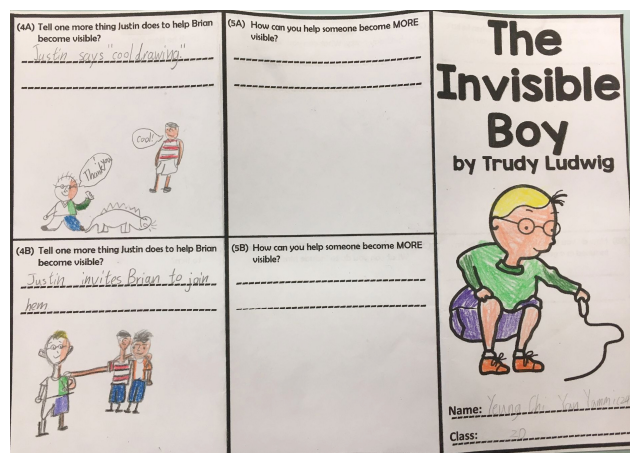
Mastery of SEL
knowledge & skills



(R) Reflection
on how SEL is
connecting to
other parts of
our lives

Thinking about
the growth
areas and how
SEL can
support/ help

Act !



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Journal

Trifold Brian journal and Brian puppet - How can you be kind to Brian? (roleplay)

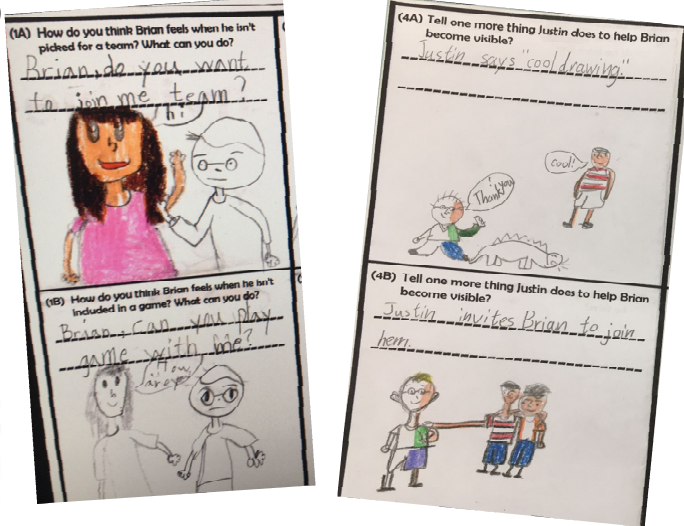
Mastery of SEL knowledge & skills



(R) Reflection on how SEL is connecting to other parts of our lives

Thinking about the **growth areas** and how SEL can support/ help

Act !



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

Inclusion written hearts - write kind messages to include someone

Mastery of SEL knowledge & skills

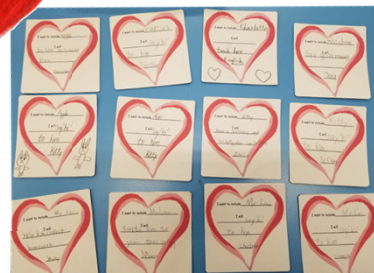
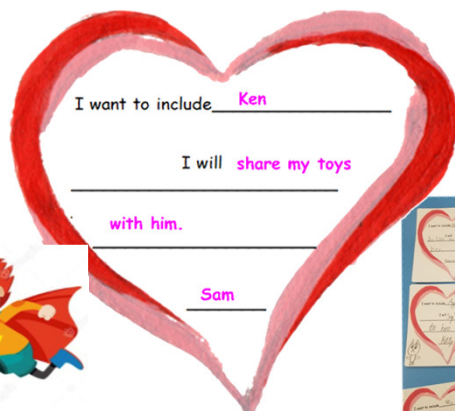


(R) Reflection on how SEL is connecting to other parts of our lives

Thinking about the **growth areas** and how SEL can support/ help

ACT !

Encourage students to leave their comfort zone and reach out to others



Credit: Freepik: Free Vectors
(<https://www.freepik.com/popular-vectors>)

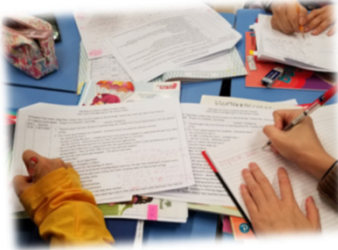
Excellent teamwork

Mastery of SEL
knowledge & skills



(E) Explicit plans with time and
resources dedicated to SEL
outcomes

Developing & refining the
unit of work collaboratively



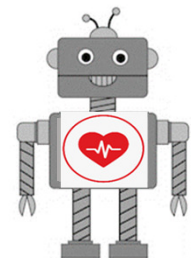
Building professional capacity in
professional development programme on SEL



Regular co-planning sessions



Building Character through Characters — Identifying teachable moments



= ?



When we **see others** from the inside, as we do in **stories**
when we **live with them**, and **hurt with them**, and **hope with them**,
we learn **a new respect for people**.

William Kilpatrick

Stories used by "Seed" Schools (2021-23)

A Flicker of Hope
Julia Cook

Lion's in a Flap
Sue Graves

We're All Wonders
R J Palacio

More-igami
Dori Kleber

After the Fall
Dan Santat

The Dot
Peter H. Reynolds

The Most
Magnificent Thing
Ashley Spires

Squirrel's New
Year's Resolution
Pat Miller

Giraffe Is Left Out
Sue Graves

The Invisible Boy
Trudy Ludwig



NET Scheme e-platform

<https://nets.edb.hkedcity.net/individual.php?p=84>



School commitment – A Growth Mindset

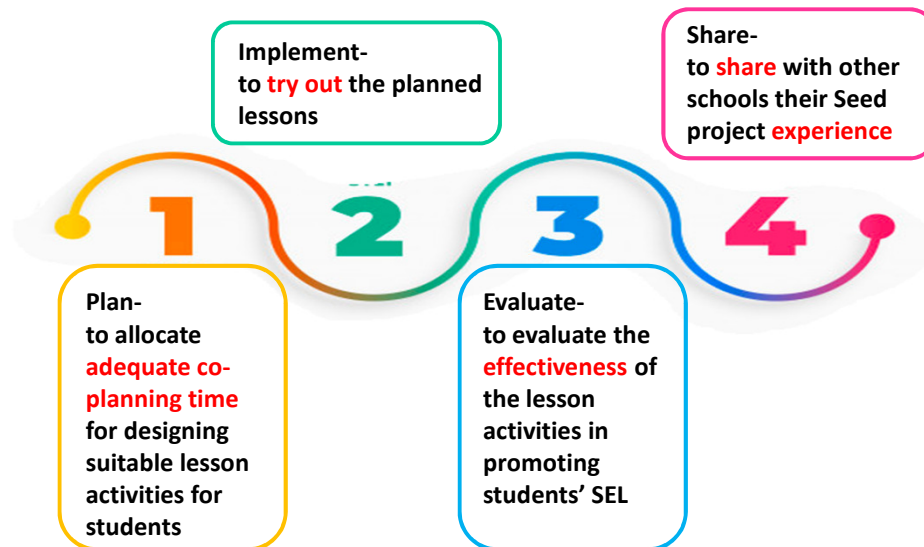
There is a difference between

NOT KNOWING and **NOT KNOWING YET** Sheila Tobias

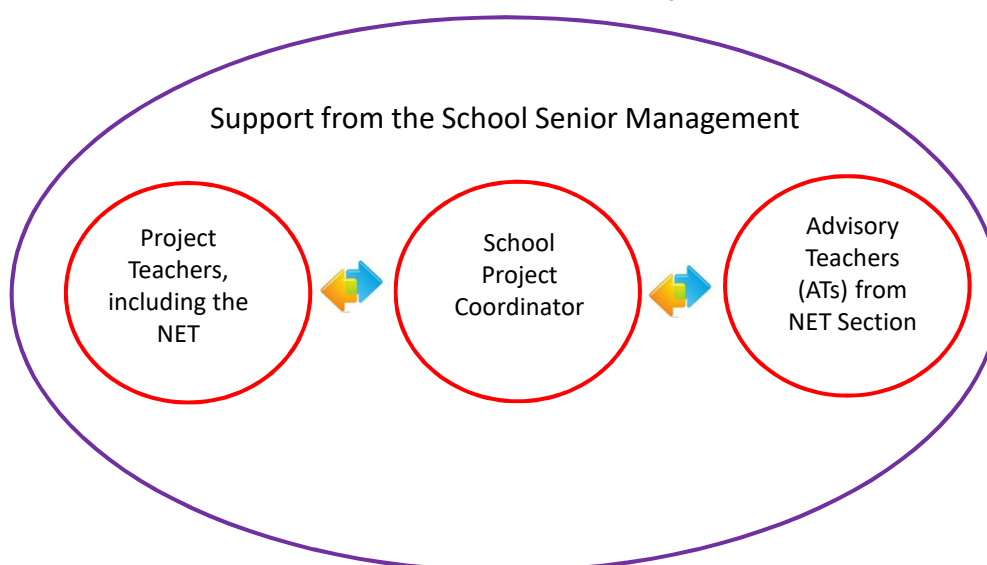


<https://www.shutterstock.com/image-photo/hand-flip-wooden-cube-word-change-739797655>

School commitment



Personnel involved in the “Seed” Project



Project timeline 2023/24 for “Seed” Schools

Jun – Jul 2023	Setting up the support
Aug – Nov 2023	Professional Development Baseline observation and data collection
Oct 2023 – Jan 2024	Co-planning for trial lessons
Feb – May 2024	Implementation
May – Jun 2024	Review Data collection

Application details and procedures: EDB Circular Memorandum No. 1/2023

https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/EDBCM%201_2023_EN.pdf

**EDUCATION BUREAU
CIRCULAR MEMORANDUM NO. 1/2023**

From : Permanent Secretary for Education To : Heads of government and aided primary and secondary schools; Ref : EDB(HRM)/PER/10/2 Heads of primary and secondary schools under the Direct Subsidy Scheme; Tel : 3509 8497 Fax : 2893 1976 Date : 13 February 2023 Heads of special schools; Heads of divisions/sections

Staff Interflow Schemes 2023
(I) Annual Teacher Secondment Exercise
(II) Scheme of Voluntary Postings to Schools
(III) Cross-grade Posting Scheme

(Note: This Circular Memorandum should be read by heads and teachers of primary, secondary and special schools in the government and aided sectors and schools under the Direct Subsidy Scheme; heads of divisions/sections and non-teaching departmental grade officers in the Education Bureau.)

Summary

This Circular Memorandum invites applications from heads and teachers of primary, secondary and special schools in the government and aided sectors and schools under the Direct Subsidy Scheme as well as non-teaching departmental grade officers from the Education Bureau (EDB) to participate in the following schemes –

Staff Interflow Schemes	Target Participants
(a) Annual Teacher Secondment Exercise	Serving teachers from schools in the aided sector and schools under the Direct Subsidy Scheme.
(b) Scheme of Voluntary Postings to Schools for Non-teaching Departmental Grade Officers at Basic Rank	Basic rank officers of non-teaching grades in EDB
(c) Cross-grade Posting Scheme	Both teaching and non-teaching grade officers in EDB

Officers who are willing and committed to building on the strength of their experience and ready to make contributions in new areas of work are welcome to apply.

- “Seed” Projects at **Appendix A(35)**
- Application Form at **Appendix C**

EDB Circular Memorandum No. 1/2023

- “Seed” Projects at **Appendix A(35)**

Annex 1 of Appendix A(35)
Page 3 of 5

Category	Level	Project Code	Proposed Title of “Seed” Project	Eligibility Criteria for Seconded Teachers	Contact Person and Phone No.	Section and Fax No.
Native-speaking English Teacher (NET)	Secondary	NT1123	Read to Speak: Developing 21st Century Communication Skills through Interaction with Multiple Genres and Multimodal Texts	No seconded teachers will be required.	Ms Adys WONG Koon-yu 3549 8309	Native-speaking English Teacher (NET) Section 2334 8707
	Primary	NT1223	Globalisation: Developing Students’ Language and Intercultural Competence through a Multicultural Language Arts Programme in KS2	No seconded teachers will be required.	Ms Winnie CHEUNG 3549 8366	Native-speaking English Teacher (NET) Section 2334 8707
	Primary	NT1323	Building Character through Characters: Implementing Social and Emotional Learning in the English Language Classroom through Stories	No seconded teachers will be required.	Ms Carol PANG 3549 8336	Native-speaking English Teacher (NET) Section 2334 8707
	Primary	NT1423	Speaking to Writing (S2W) – Using Oral Performance as a Foundation to the Writing of Texts in Key Stage (KS) 2	No seconded teachers will be required.	Mr Lionell Goss HORN 3549 8354	Native-speaking English Teacher (NET) Section 2334 8707
	Secondary	NT1523	Thinking Routines for Writing (TRW): Optimising the Writing Experience Within and Beyond the English Language Classroom	No seconded teachers will be required.	Ms Adys WONG Koon-yu / Ms Luana HASELL 3549 8309/ 3549 8337	Native-speaking English Teacher (NET) Section 2334 8707

EDB Circular Memorandum No. 1/2023

- Application Form at **Appendix C**
https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/EDBCM%201_2023_EN_Appendix_C.pdf

Education Bureau
Staff Interflow Schemes 2023
School Application Form
(To be completed by School Heads)

Please read Education Bureau (EDB) Circular Memorandum (CM) No. 1/2023 before filling in this form. The completed application form should be sent by post to the Human Resource Management Unit of EDB at 4/F, East Wing, Central Government Offices, 7 Tin Tin Road, Tsim Sha Tsui, Hong Kong or be sent to the Education Bureau's drop-in box (Box no: E2002) – Staff Interflow Schemes 2023 located at the 2/F Entrance, East Wing, Central Government Offices, 7 Tin Tin Road, Tsim Sha Tsui, Hong Kong. Please specify “Application for Teacher” on the envelope. Applications for deadline extension will be considered in August/September 2023. Should each school submit a list of EDB or EDBU drop-in box on or before 24 March 2023.

Part I: My school wishes to take part in the following “Seed” Project(s) in 2023/24:
(Please refer to Appendix A(35) for the information on “Seed” projects.)

No.	Title of “Seed” Project	Project Code	Name of Section	Please list all other projects in which the school is participating (e.g. QEP, SIBS, etc.) for reference.
1.				
2.				
3.				

Part II: School information

School Name : _____

School Address : _____

Telephone No. : _____ Fax No. : _____

Contact Person: *Mr/Ms _____

Telephone No. : _____ Fax No. : _____

E-Mail Address: _____

Signature of School Head : _____

Name of School Head : _____
(in BLOCK letters)

Date : _____

* Please delete where inapplicable.

EDB/CM No. 1/2023

Appendix C
Page 1 of 2

Please provide the following details for each project separately.

Part III: Proposal Details

Please discuss the project that you are applying for with the relevant Section of CDI or CSD, and submit a proposal with the following details on A4 sheet(s):

- Title of “Seed” Project with project code
- School particulars (e.g., reasons for conducting the project, commitment of teachers, willingness to share findings with other schools, previous experience in school-based curriculum projects)
- Proposal details (e.g., objectives, how the project fits in with the curriculum needs of your school, availability of resources, action plan with schedule, expected deliverables and evaluation methods)

Part IV: Secondment of Teachers (Please complete this part for “Seed” Projects provided with Seconded Teachers.)

Please tick in the appropriate box below:

☐ My school does not wish to nominate any teacher for secondment to the CDI to participate in its “Seed” Project(s).

☐ My school wishes to nominate the following teacher(s) for secondment to the CDI to participate in its “Seed” Project(s) (please also submit the completed **Appendix B** and **Annexes 2 and 3** for each teacher nominated):

No.	Name of Teacher	Project code (secondment applied for)
1.	*Mr/Ms _____	
2.	*Mr/Ms _____	

* Please delete where inapplicable.

Teacher Secondment
not applicable

Application details and procedures

Please refer to **Appendix C** of the EDB Circular Memorandum **No. 1/2023**



School Application Form to be completed in duplicate by School Heads

By Post

The Human Resources Management Unit of EDB

4/F East Wing, Central Government Offices

2 Tim Mei Avenue, Tamar, Hong Kong

By Hand

EDB Drop-in Box (Box no. EDB03 - Staff Interflow Schemes 2023)

2/F Entrance, East Wing, Central Government Offices

2 Tim Mei Avenue Tamar, Hong Kong

Enquiries

General

Executive Officer (Tel: 3509 8497)

Human Resource Management

Education Bureau

Project-related enquiry

Building Character through Characters: Implementing Social and Emotional Learning in the English Language Classroom through Stories

- Ms Carol Pang (Tel: 3549 8336)

Native-speaking English Teacher Section, Curriculum Support Division, EDB

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SEL is

<https://casel.org/what-is-sel/>