

## School Talk

# From local to international: implementing internationalised curriculum to nurture global talents

**D**espite being a local school, Catholic Mission School (CMS) successfully transformed its curriculum from local to international over the past few years. This year, half of the students at CMS are local students, and the rest are non-Chinese speaking students from 28 different nations (e.g. nations in Europe, the United States, Japan, India and the Middle East). In this issue, we are delighted to have the Principal and the English Panel Chairperson of CMS to talk about how they implement the school-based internationalised curriculum to suit the needs of their diverse students.



### School Profile

Catholic Mission School has been implementing the school-based internationalised curriculum from Primary One upwards since 2011. The school has both local and non-Chinese students. They are now using **Lighthouse for Hong Kong** coursebook series in their English lessons.

The aim of CMS education is to nurture every student to become a global talent. Therefore, we put a lot of effort into strengthening students' language skills and broadening their global horizons. There is no doubt that English is an international language. Our students need to possess English language skills in order to experience the cultures of other countries and explore the world and, as a result, extend their global knowledge to become global citizens. In the near future, we hope English will no longer be our students' second language but their first language, and we are striving for this goal.

— Mr Fung Suk Kai,  
Principal of Catholic Mission School



**Light Up**  
Your Path to Better English



Educational Publishing House

Due to the multicultural environment, CMS students communicate with one another in English most of the time. Even for the local students, the majority of them can speak English fluently. This naturally-created English language environment is certainly an advantage of the school.



**Mr Fung Suk Kai**  
Principal of Catholic Mission School

## Implementing internationalised curriculum for multicultural students



**Mr Fung:** We are now implementing a school-based internationalised curriculum which focuses on the needs of the students in language learning and their abilities to explore the world. This curriculum is based on the structure of the Hong Kong Primary Curriculum set by the EDB. In order to suit the needs of our diverse students, especially our English-speaking students, we have further enhanced our curriculum by taking reference from Western countries such as the UK and Australia. If our students can learn English at a higher level, why don't we help them level up? This is also why we chose **Lighthouse for Hong Kong** as our textbook. Our students find the **content** of **Lighthouse for Hong Kong** challenging, so they have strong interests in learning.



## Meeting every student's literacy and learning needs

**Mr Fung:** Most of our students can speak English well, but just speaking fluently is not enough. We also focus on students' writing abilities and their accuracy in grammar. Grammar skills are useful in every aspect of life; proper grammar is also essential for becoming a global talent.

**Mrs Watkiss:** We use the Balanced Literacy Approach to teach students in our English lessons. In fact, this approach has been widely used in Western countries. I believe that the combination and balance of the four skills is a very effective way to help our students develop complete literacy. I think **Lighthouse for Hong Kong** can help students build up a solid foundation in learning English. The textbooks have **good unit structures** and **systematic input of grammar**, which allow the less able students to grasp the content and skills easily. **Lighthouse** also provides a **wide range of vocabulary input**. I appreciate that some modern words such as 'hoody' can be found in a unit about clothing. For more able students, our teachers provide them with additional words to expand their vocabulary range.

In English lessons, we divide our students into two or three groups according to their abilities and then teach them in different classrooms. This is an effective way to deal with student diversity. We teach the same textbook unit for all groups but with different materials so as to suit different learning pace. We find the **Lighthouse Teaching Planners** very useful for the development of our unit lesson plans. **Lighthouse** provides us with **lots of lesson ideas**, such as cooperative learning activities and small class teaching materials. We save a lot of time for brainstorming. I highly recommend the **Lighthouse Teacher Planners**.



From left to right: Ms Agnes Cheung (English Vice-Panel Chairperson), Mrs Candy Watkiss (English Panel Chairperson), Mr Fung Suk Kai (Principal), Mr Cooper (NET)



**Mrs Candy Watkiss**  
English Panel Chairperson





## Promoting Reading to Learn



Helping students develop good reading habits is also one of the focuses of CMS's internationalised curriculum.



**Mrs Watkiss:** Before the implementation of the internationalised curriculum, our teaching materials were mainly textbooks. During these past few years, we have added a wide variety of readers at different levels for our students to learn. Not only fiction or fairy tales are selected, but also non-fiction readers (e.g. Science, General Studies related) so that our students can acquire additional knowledge and learn more vocabulary of different subjects. The reading levels of the books we choose for our students are much higher than normal. For example, we choose readers of P.6 international standards for our P.6 students, but in fact these readers are designated for Hong Kong S.3 students to read. We hope our students' reading levels can be well-aligned with global standards.

**Mr Fung:** We are very pleased that the majority of our students are very fond of reading and a reading culture has been successfully formed in our school. We always see our students, both local and foreign ones, holding different kinds of books in their hands. Some books are even as thick as a dictionary. I think this phenomenon usually exists in overseas school campuses but not the local ones.



## Providing students with enjoyable English learning experiences



CMS continuously explores opportunities to broaden students' horizons and engage them in the authentic use of English through various learning activities.

**Mrs Watkiss:** We have 'Literature Week' every year, introducing students to a variety of literature. Last school year, we chose some poems about family to share with students. To arouse students' interest, activities such as finding rhyming words from newspapers in a café setting corner were arranged. Another activity, 'Characters Come Alive', encouraged students to dress up as their favourite characters from literature and present their chosen books and characters to the school.

Last February, we invited two famous former English football players, Mr Kevin Keegan and Mr Terry McDermott, to visit our school. Kevin and his team played football with our students, and after that we arranged for our students to interview them on stage in a sharing session. That was a valuable chance for students to communicate with English-speaking guests in a real-life context.



**Mr Fung:** We make continuous efforts to establish networks with overseas schools to enable students to learn about other cultures. A few months ago, a group of students from our sister school in Seoul came to visit us for a cultural exchange. Another sister school in the US and our school regularly exchange school news with each other through videos. Global learning is important in this century. Students need to know about others' lives and learn to respect different people's culture, perspectives, values and attitudes.

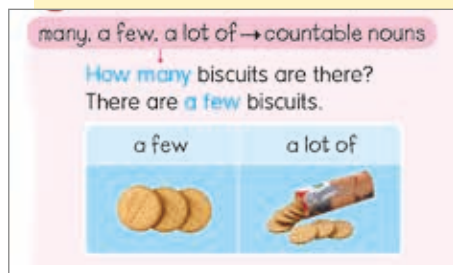
**Mrs Watkiss:** The '*Light Up the World*' section in *Lighthouse* perfectly matches with our school-based curriculum. Our students enjoy the **global topics** and the **interesting videos** very much. It is an extended section, so our teachers can feel free to go through it without pressure. The videos help students extend their **global knowledge** effectively.



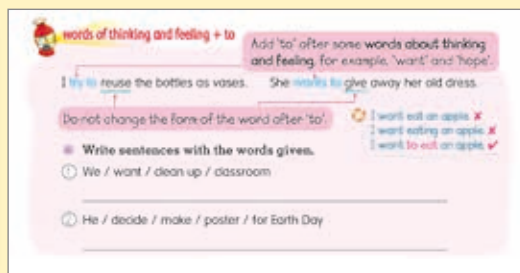
# Preparing students to become global citizens of the future

## Strengthening Grammar Skills

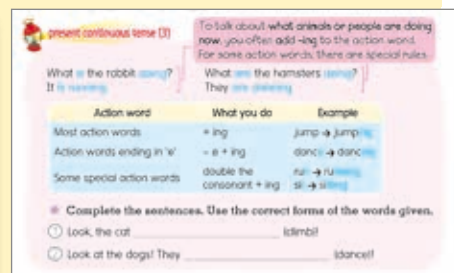
- Provide students with a solid foundation in grammar which is essential for them to become competent users of English
- Giving them clear explanations and offering them tips to avoid pitfalls



Separate tip boxes



Illustrative examples to highlight common mistakes



Explanations are given in tables for easy reference

## Light Up the World

- Expose students to a world of knowledge through its international content
- Introduce different countries and cultures under a variety of themes and the relevant vocabulary
- More than 40 places are mentioned in the series



## Blended Learning with Augmented Reality (AR) Technology

- A cutting-edge technology that allows for a digitally enhanced view of the real world



- Students can use their tablets to view additional pre-loaded resources such as 3D models, videos, sounds and slideshows directly on top of the printed text of 'Light Up the World' section
- Enhance learning and arouse students' interests

## Experience our English Diagnostic System and get a FREE gift!

- Self-directed Learning
- Catering for Learner Diversity
- Assessment as Learning

To get a trial version of our new **English Diagnostic System (EDS)**, please fill in the details below and return it to us by fax on 2408 8510.

School : \_\_\_\_\_

Contact Person : \_\_\_\_\_

Contact No. : \_\_\_\_\_

E-mail : \_\_\_\_\_

Educational Publishing House reserves the right to make all and any final decisions. If you wish to view our 'Privacy Policy Statement', please go to our official website.

Enquiry Hotline: **2942 9338**

