

Glossary

This glossary is aimed at facilitating readers' understanding of the meanings of some special terms used in the Report.

Central Curriculum	The central curriculum recommended by the Curriculum Development Council includes the aim and goals of the school curriculum, five essential learning experiences, the set of learning targets of each Key Learning Area framework, generic skills, values and attitudes suggested in Chapter Three, and subsequent KLA and subject guides to be issued. Other requirements may include learning time allocated to each KLA, and specific needs of KLAs, e.g. core component, essential elements of learning when appropriate. (See school-based curriculum as well)
Curriculum Framework	A supportive structure to help schools to plan and develop their own curricula. The major components are: essential learning experiences, generic skills, values and attitudes and key learning areas. The framework sets out what students should know, value and be able to do at the various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.
Exemplar(s)	Examples of approaches/modes of curriculum planning and learning and teaching activities around the curriculum framework, e.g. to illustrate how to strengthen learning to learn within an existing subject or Key Learning Area.
Key Learning Area (KLA)	Organisation of the school curriculum structured around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students in the essential learning experiences. The categorisation of KLAs may vary between places depending on contextual factors. The studies in each KLA can have different orientations such as academic, social and practical, depending on the main purpose of learning and teaching, and can also be organised into subjects, modules, units or other modes.
Key Stages	The 4 stages of schooling from primary to secondary: Key Stage 1 (junior primary P1-P3), Key Stage 2 (senior primary P4-P6), Key Stage 3 (junior secondary S1-S3) and Key Stage 4 (senior secondary S4-S5)
Learning Environment	Learning environment denotes learning at home, in the school and in the community.
Learning Objectives	Learning objectives define more specifically what students are expected to learn in accordance with the broad learning targets specified in KLAs at each Key Stage of schooling. They are to be used by teachers as a resource list for curriculum, lesson and activity planning. (See Learning Targets and Quality/Assessment Criteria.)

Learning Targets	Learning targets of a KLA set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn. (See Learning Objectives and Quality/Assessment Criteria.)
Life-wide Learning	Learning in different environments: in the classroom, school, home, community and work place. The learning experiences gained in these different environments complement each other.
Modes of Curriculum Planning	Various approaches adopted by schools to plan and develop their own curriculum around the curriculum framework to meet their varied needs and contexts. For example: (i) a subject/integrated studies/unit/module organised around key concepts, skills, values and attitudes in the curriculum framework; (ii) integration of learning elements within a subject/KLA or across subject(s)/KLAs using key concepts, skills, values and attitudes, etc. in the curriculum framework; (iii) co-curricular activities, community services and work-related experiences, etc. which complement learning and teaching in the classroom; (iv) core elements of the KLA/subject in the curriculum framework.
Quality /Assessment Criteria	These are descriptions of what students are able to do in relation to the set of learning targets and objectives set out in the curriculum. Some of these descriptions may present themselves on a scale of performance, in the form of levels or bands. They could be used by teachers to make judgement on student progress, and to inform students of their progress. (See Learning Targets and Learning Objectives.)
School-based Curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students achieve the learning targets and aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, optional studies, learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between guidance from the CDC and the autonomy of the schools and teachers.
"Seed" Project	A collaborative research and development project to (i) generate/"seed" useful experiences for the reference of schools, teachers and the community; (ii) develop a critical mass of curriculum change agents and leaders (e.g. teachers, school heads, teacher librarians) to enhance the capacity for reform and (iii) act as an impetus to school-based curriculum development.