

# Central Resources Centre

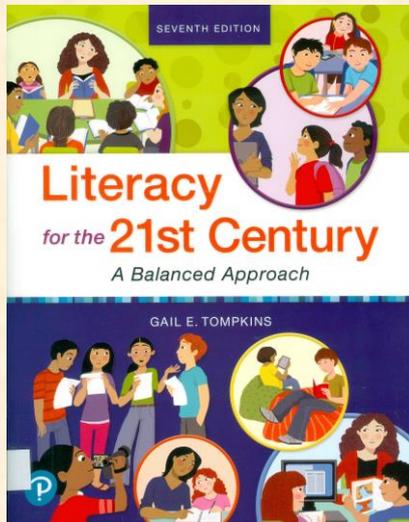
## Education Resources Newsletter



website: [www.edb.gov.hk/crc](http://www.edb.gov.hk/crc)

June 2019

### Focus of the Month-



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Classrooms are different today. Students are encouraged to assume more responsibility for learning. In a language classroom, more chances should be provided for them to discuss the books they are reading and share their writing because literacy makes a huge difference in students' lives – good readers and writers have many more opportunities throughout their school years and beyond.

The roles of language teachers are also changed. Meeting challenges for developing readers and writers has never been more important because new technologies have changed what it means to be literate. Learning to read and write well closes the achievement gap among students, affecting not only their academic success but also their future. Teachers are entrusted to guide and nurture students' learning through explicit instruction with authentic application, integrate reading and writing, incorporate digital technologies into literacy instruction, differentiate instruction to cater for learner diversity and link assessment and instruction.

If you are a language teacher, I am sure you want to be successful in enhancing the literacy skills of your students and capable of using the instructional approaches that unlock reading and writing for the students you are teaching. Come and visit our Central Resources Centre. ***Literacy for the 21<sup>st</sup> Century: A Balanced Approach*** will give you some tips and insights which you don't want to miss.

# Newsletter Content

(Please click on the hyperlink / Scan the QR Code below for more information)

## 1. Book Fair

### A. Chinese Language Education



### B. Self-directed Learning



### C. Parent Education



### 2. New ETV Resources



### 3. New References for Teaching Professionals



### 4. New Educational Journals



## CRC Education Resources Newsletter

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CRC Member Registration

<https://crc.edb.gov.hk/en/Forms>

