

Hong Kong Tang King Po College
English Enhancement Scheme

Hong Kong Tang King Po College writes to seek funding for the development of a school-based curriculum, organizing language activities for students and the professional development of its English teachers.

A. Present State of Play

SWOT	Present State of Play
A) Strengths	<ol style="list-style-type: none">1. Our teachers are experienced, enthusiastic towards new challenges, willing to collaborate with one another, with a view to improving teaching practices.2. Newly employed experienced teachers bring in new ideas and fresh perspectives which we can use to enrich our current practices.3. Our NET, who has had extensive experience in curriculum development, can be tapped in developing a holistic curriculum.
B) Weaknesses	<ol style="list-style-type: none">1. The TSA, CE and AL results show that our students are particularly weak in speaking and writing.2. Teachers have yet to make the curriculum more coherent and systematic to address our students' needs and interests.3. The English panel has yet to devise more effective ways of making various English extracurricular activities more useful and relevant to our learners.
C) Opportunities	<ol style="list-style-type: none">1. The 334 NSS curriculum provides us with more room to develop and implement innovations.
D) Threats	<ol style="list-style-type: none">1. Innovations inevitably require more capital and financial resources.2. We are faced with the threat of a broad diversity of learners because all learners, under the NSS system, will eventually have to be promoted to S.6.

B. Holistic School-based Plan

Our school aims to do the following:

1. develop a school-based curriculum that more effectively addresses students' needs;
2. provide students with different learning experiences that effectively develop and integrate the four language skills, (non) language arts prescribed in the NSS curriculum and build their confidence by giving them a sense of achievement through performances and competitions;
3. strengthen teachers' professional development so that they may critically implement curriculum changes. (*Integration of NSS elements into the existing formal & informal curriculum*)

Objective 1: To develop a school-based curriculum		
Strategies	Target year / form	Details
<ol style="list-style-type: none"> 1. To develop task-based teaching packages 2. To formulate basic competency criteria 3. To devise assessment tools 	Year 1-6 Year 1 (08-09) JS1+JS1E Year 2 (09-10) JS2+JS2E Year 3 (10-11) JS3+JS3E+JS1R Year 4 (11-12) SS1+SS1E+JS2R Year 5 (12-13) SS2+SS2E+JS3R Year 6 (13-14) SS3 +SS3E+SS1R Year 7 (14-15) SS2R Year 8 (15-16) SS3R (E = Evaluation R = Review)	<ol style="list-style-type: none"> 1. A Core Curriculum Committee (CCC) will be formed comprising of the NET and two experienced English teachers. The NET will head the committee, which concentrates on curriculum development, competency criteria and assessment tools development, as well as administrative work. 1 additional GM will be needed in year 1-6 to ease the workload of the core curriculum committee. Each of them will be released for one class. (For details concerning the composition of CCC, please refer to Appendix 1.) 2. Teachers involved in the CCC will design 4 sets of task-based teaching packages a year, starting from JS1 to SS3. Different levels of activities and exercises (high, mid and low) will be designed to cater for students of different abilities. (For the themes of the packages, please refer to Appendix 2.) 3. Collaborative lesson planning meetings will be scheduled once each cycle in which subject teachers involved in the target form will be sitting together to provide information about the interests, needs and language competency of their students. 4. The teaching packages will be tried out and lesson observations will be arranged so that the CCC teachers can sit in and observe the feasibility and effectiveness of the packages. Evaluation meetings with the form teachers will be followed to improve the packages and teaching strategies. The effectiveness of the packages will be reviewed in the same year. 5. Peer observations will be arranged for teachers in other forms. All teachers are required to attend 16 lesson observations in three years. Teachers will meet after the peer observation to share their classroom experiences and strategies as well as to evaluate the effectiveness. A reflective teaching culture will then be engendered. 6. Basic competency criteria and assessment tools will be devised each year to effectively measure students' progress. (For an example of basic competency criteria, please refer to Appendix 3.)

Objective 2: To provide students with varied learning experiences through workshops, competitions and various activities

Strategies	Target year / form	Details
<p>A variety of programmes will be embedded in the existing curriculum.</p> <ol style="list-style-type: none"> 1. A debate programme will be co-organized with Service Provider for SS1 and SS3 students. 2. English Day activities will be co-organized with Service Provider for JS1 and JS2 students. 3. A presentation training programme will be co-organized with Service Provider for JS1 and JS2 students. 4. An impromptu speech training programme will be co-organized with Service Provider for JS3 and SS1 students. 	<ol style="list-style-type: none"> 1. Year 1: Debate programme for SS1, SS3 2. Year 3: English Day activities for JS1, JS2 3. Year 4: Presentation training programme for JS1, JS2 4. Year 5: Impromptu speech training programme for JS3, SS1; Young writers training programme for JS1, JS2 5. Year 6: Young editors programme for JS3, SS1 	<p><u>Training programmes for students</u></p> <ol style="list-style-type: none"> 1. The form teachers will prepare a list of students' needs for the Service Provider so that the latter can better understand our students to produce suitable materials in the programmes. 2. The teachers will be actively involved in the preparation work and lesson co-planning as well as evaluation meetings of the programmes with the Service Provider, co-teach with the experts in order to ensure the quality of teaching and learning. 3. Through participating in the programmes, teachers will learn the pedagogy and incorporate those strategies in their own teaching in the coming years. They will also be responsible for new teacher training programmes in future. <p><u>Link with ECA</u></p> <ol style="list-style-type: none"> 1. About 20 brighter students will be chosen to be leaders of English ECA groups, e.g. Live English Association and English Debate Club and receive leadership training provided by the ECA Team. They will be assisted by the English teachers to promote English learning in the whole school to create an English-rich environment by launching activities like inter-class debate competitions, impromptu speech competitions, and live performances. Student leaders will have the chance to assist English teachers to provide ample opportunities for their schoolmates to participate in English-related activities beyond the classroom 2. The ECA Team will meet the student leaders after the activities to help them evaluate their effort. 3. In order to take care of those students who are not members of any English ECA groups, teachers will adapt the materials in ECA groups activities and integrate them into classroom teaching. For example, they can show a debate competition in the classroom to demonstrate speaking or debating skills to students. <p><u>Young Writers/Editors Training Programme</u></p> <ol style="list-style-type: none"> 1. Class magazines will be produced and circulated in school. 2 issues will be published in each class per term. Each student in the target form will receive a copy of their class magazine and all the magazines will be published and posted on the notice board in all classes. Outstanding productions will be posted at the Pride Arcade at school for exhibition. This will create an English-rich environment in school promoting the use of English. A school anthology will be compiled at the end of each term to be circulated at school and sent to other schools.

Objective 2: To provide students with varied learning experiences through workshops, competitions and various activities

Strategies	Target year / form	Details
<p>5. A young writers training programme will be co-organized with Service Provider for JS1 and JS2 students.</p> <p>6. A young editors training programme will be co-organized with Service Provider for JS3 and SS1 students.</p>		<p><u>English Day Activities</u></p> <ol style="list-style-type: none"> 1. The ECA Team will provide initial training for about 10 brighter JS1 students in 2008 & 2009 on how to organize activities. 2. A Service Provider will come to show and teach those students how to organize interactive activities on English Day in April 2011. 3. The ECA Team will meet with those students after the English Day to help them reflect on and consolidate what they have learnt. 4. Those students will be asked to help organize similar activities in future. 5. The Service Provider will also design relevant teaching materials for teachers to use in their lessons before and after the English Day. <p><u>Evaluation</u></p> <ol style="list-style-type: none"> 1. Questionnaires will be designed to obtain students' feedback on the programmes and their feelings about the English atmosphere on campus. <p><u>Benefits for students</u></p> <ol style="list-style-type: none"> 1. They will have varied learning experiences through different kinds of class and school activities. 2. Brighter students will be trained to possess the ability to be student leaders in ECA groups. 3. Through these programmes, the help of ECA, live performances and inter-class competitions, students will gain confidence in using the target language.

Objectives 3: To strengthen teacher's professional development		
Strategies	Target year	Details
<ol style="list-style-type: none"> Professional training courses for teachers will be conducted to enhance teaching and learning of English. Service providers will demonstrate how phonics, social issues, workplace communication and popular culture can be taught effectively in the curriculum. All teachers in the English Panel will receive training and they will try out the teaching materials and pedagogy learnt in their own classes. At the end of each year, evaluation and sharing sessions will be held. 	<ol style="list-style-type: none"> Year 1: Phonics Year 2: Social Issues Year 3: Workplace Communication, Popular Culture 	<p><u>Procedures</u></p> <ol style="list-style-type: none"> Service Providers will come and show our teachers how to teach phonics, social issues, workplace communication and popular culture. It will provide teachers with teaching materials of different levels (high, mid, low) so that teachers can adopt and adapt the materials for future use. Teachers will try out what they have learnt in the programmes. During the tryout, there will be peer observation so that immediate feedback on teaching and learning effectiveness can be given. The tryout lessons will be videotaped so that the Service Provider concerned can also review and give comments and suggestions to help teachers polish their pedagogical practice. At the end of each year, evaluation and sharing sessions will be launched for reviewing and sharing on the use of teaching methods learnt. They will also be responsible for the teacher training programmes provided for new teachers or those who haven't received training from Service Providers. <p><u>Benefits for teachers</u></p> <ol style="list-style-type: none"> Teachers will have a deeper understanding of the basic principles and pedagogical strategies for effective teaching. They will be competent in finding useful teaching resources and aids. They will be given teaching materials for adoption in their lessons. They will gain confidence and competence in designing task-based learning activities and assessment tasks. This will in turn enrich the teaching packages and assessment tools designed by the CCC. <p><u>Benefits for students</u></p> <ol style="list-style-type: none"> Students will receive proper training on phonics so that their pronunciation and spelling can be improved. Their training on social issues, workplace communication and popular culture will better prepare them for the new NSS syllabus requirements.

Sustainability / deliverables: The plan is a sustainable one when our teachers try out the teaching materials and methodology and integrate them into the curriculum and teaching packages. Different activities like Student Reading Ambassadors Scheme, language competitions and performances create an English-rich environment in school and promote the learning of English in a fun way.

C. Output Targets in 2011& 2014

	Output Targets of the Program	Success criteria (2011)	Success criteria (2014)
1. Exam Results	- Public examination	- The mean % increase of credit rate* in HKCEE / HKDSE in 2009 – 2011 will be 4% higher than that in 2008.	- The mean % increase of credit rate* in HKCEE / HKDSE in 2012 – 2014 will be 4% higher than that in 2009 – 2011.
2. Formal Curriculum	- Teaching packages - Basic competency criteria - Assessment tools	- By the end of year 3, a newly revised holistic and coherent JS1-3 school-based curriculum including a comprehensive coverage of themes, learning targets and objectives will have been developed. - 12 sets of teaching packages (each with different levels) and a list of JS1-3 basic competency criteria will have been developed. - Assessment tools for JS1-3 will have been devised (No. of tools depending on basic competency criteria.)	- By the end of year 6, a newly revised holistic and coherent SS1-3 school-based curriculum including a comprehensive coverage of themes, learning targets and objectives will have been developed. - 12 sets of teaching packages (each with different levels) and a list of SS1-3 basic competency criteria will have been developed. - Assessment tools for SS1-3 will have been devised (No. of tools depending on basic competency criteria.)
3. Teachers	- Professional growth	- All teachers will be able to teach phonics, social issues and workplace communication effectively. - All teachers will be able to pass their experience concerning the 3 areas to new teachers.	- All teachers will be able to teach phonics, social issues, workplace communication and popular culture effectively. - All teachers will be able to pass their experience concerning the NSS English curriculum to new teachers.
4. Students	- Learning experience	- Students will be confident and motivated and, therefore, engaged more in English activities with reference to questionnaire results. - The lower-achievers in JS1 will be motivated and they will show more confidence in learning English with reference to questionnaire results.	- Students will be confident and motivated and, therefore, engaged more in English activities with reference to questionnaire results. - The lower-achievers in JS1 will be motivated and they will show more confidence in learning English with reference to questionnaire results.

* Level 4 or above.

D. Budget and Cash Flow

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
<p>1. Strengthening the professional development of teachers</p> <p>(a) Professional training courses for teachers to enhance teaching and learning of English</p> <p>Courses on Phonics, Social issues, Workplace Communication and Popular culture.</p> <ul style="list-style-type: none"> ● \$36,000 per course ● Contact hours: 10 hours X 4 times ● No. of beneficiary: 10 teachers 	Phonics \$36,000	Social Issues \$36,000	Workplace Communication \$36,000 Popular Culture \$36,000				\$144,000

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
2. Creating an English-rich language environment (a) Hiring service to conduct debate programme for 4 groups of SS1 students and 2 groups of SS3 students <ul style="list-style-type: none"> ● \$20,000X 6 classes (35 students from each class of SS1 and 30 students from 2 classes of SS3) = \$120,000 ● Contact hours: 18 hours X 6 times ● No. of beneficiary: 200 students 	Debate Programme \$120,000 SS1, SS3						\$730,000
(b) Hiring service to conduct presentation training programme for 4 groups of JS1 students and 4 groups of JS2 students <ul style="list-style-type: none"> ● \$20,000X 8 classes (35 students from each class of JS1) = \$160,000 ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 				Presentation Training Programme \$ 160,000 JS1, JS2			

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
(c) Hiring service to conduct impromptu speech training programme for 4 groups of JS3 students and 4 groups of SS1 students <ul style="list-style-type: none"> ● \$20,000 X 8 classes (35 students from each class of JS1) = \$160,000 ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 					Impromptu Speech Training Programme \$ 160,000 JS3, SS1		
(d) Hiring service to conduct young writers training programme for 4 groups of JS1 students and 4 groups of JS2 students <ul style="list-style-type: none"> ● \$20,000 X 8 classes (35 students from each class of JS1) = \$160,000 ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 					Young Writers Training Programme \$160,000 JS1, JS2		
(e) Hiring service to conduct young editor training programme for 50 elite students from JS3 and SS1 students <ul style="list-style-type: none"> ● \$50,000 per 50 students from JS3 and SS1 ● Contact hours: 10 hours 					Young Editors Training Programme \$50,000 50 elite students from JS3, SS1		

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
(f) Hiring service to conduct English Day activities (with teaching materials) and train students <ul style="list-style-type: none"> ● \$80,000 / Day (35 students from each class of JS1 and JS2) ● No. of beneficiary: 280 students 			English Day Activities \$80,000 JS1, JS2				
(g) To be in charge of JS1 reading programme and train a group of Student Reading Ambassadors to be facilitators of 40 lower-achievers in JS1 per year. <ul style="list-style-type: none"> ● Frequency of activities: once every cycle ● School support: Extending the existing reading period for 15 minutes. A set of big books will be funded. 							
3. Learning English through Language Arts (a) Hiring service to conduct songs and poetry programme for 4 groups of JS1 and 4 groups of JS2 students <ul style="list-style-type: none"> ● \$20,000 X 8 classes (35 students from each class of JS1 and JS2 = \$160,000) ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 	Songs and Poetry Programme \$160,000 JS1, JS2						\$480,000

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
(b) Hiring service to conduct short stories appreciation programme for 4 groups of JS1 and 4 groups of JS2 students <ul style="list-style-type: none"> ● \$20,000 X 8 classes (35 students from each class of JS1 and JS2 = \$160,000) ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 		Short Stories Appreciation Programme \$160,000 JS1, JS2					
(c) Hiring service to conduct short stories creation programme for 4 groups of SS1 and 4 groups of SS2 students <ul style="list-style-type: none"> ● \$20,000 X 8 classes (35 students from each class of SS1 and SS2 = \$160,000) ● Contact hours: 18 hours X 8 times ● No. of beneficiary: 280 students 				Short Stories Creation \$160,000 SS1, SS2			

English Enhancement Measures	Funding by School Year (HK\$)						Total (HK\$)
	2008/09 (Sep.08 – Aug 09)	2009/10 (Sep.09 – Aug 10)	2010/11 (Sep.10 – Aug 11)	2011/12 (Sep.11 – Aug 12)	2012/13 (Sep.12 – Aug 13)	2013/14 (Sep.13 – Aug 14)	
4. Employment of an additional English teacher (a) To relieve the teaching duties of 3 existing experienced staff each year to develop school-based curriculum, basic competency criteria and assessment tools for JS1 to SS3. Deliverables: <ul style="list-style-type: none"> ● A holistic and coherent school-based curriculum after 6 years ● 1 list of basic competency criteria a year, starting from JS1 to SS3 ● 4 task-based teaching packages (with different levels of activities and exercises) a year, starting from JS1 to SS3 (for the themes of the packages please refer to appendix 1) ● Assessment tools designed to measure students' progress 	\$274,000	\$274,000	\$274,000	\$274,000	\$274,000	\$274,000	\$1,644,000
Total (HK\$)	\$590,000	\$470,000	\$426,000	\$594,000	\$594,000	\$324,000	\$2,998,000

– The End –

Formation of Core Curriculum Committee (CCC):**Appendix 1**

Year	Composition
Year 1 2008/09 (Sep.08 – Aug 09)	NET Teacher 1* Teacher 2
Year 2 2009/10 (Sep.09 – Aug 10)	NET Teacher 2* Teacher 3
Year 3 2010/11 (Sep.10 – Aug 11)	NET Teacher 3* Teacher 4
Year 4 2011/12 (Sep.11 – Aug 12)	NET Teacher 4* Teacher 5
Year 5 2012/13 (Sep.12 – Aug 13)	NET Teacher 5* Teacher 6
Year 6 2013/14 (Sep.13 – Aug 14)	NET Teacher 6* Teacher 7

Details:

1. The CCC will be headed by the NET assisted by two experience English teachers.
2. Our NET has extensive experience in curriculum development can tapped in developing a holistic curriculum.
3. Under rotation, 7 teachers will gain experience in curriculum development. They will be ready for further teacher trainings regarding curriculum renewal.
4. Those teachers with an asterisk (*) will take up a lighter role in CCC so that they can have time to take charge of a reading programme in JS1 helping the lower-achievers (40 Ss each year) to develop a proper reading habit. A group of Reading Ambassadors (24 Ss each year) will be trained as facilitators of the lower-achievers in JS1. English story-telling activities will be conducted during the reading period once a cycle so as to boost students' interest in English and guide the lower-achievers to cultivate a reading habit.
5. After the successful development of a proper reading habit, the JS1 lower-achievers will have a wider exposure to the target language and thus their learning motivation will be higher.
6. A set of big books will be funded by our school providing teaching aids for the Reading Ambassadors to arouse students' interest.
7. The existing reading period will be lengthened for 15 minutes for the target students.

Task-based teaching packages:

Year	Level	Theme
2008/09 (Sep.08 – Aug 09)	JS1	1. School 2. Family 3. Hobbies 4. Festival
2009/10 (Sep.09 – Aug 10)	JS2	1. Entertainment 2. Pet 3. Transport 4. Sports
2010/11 (Sep.10 – Aug 11)	JS3	1. Shopping 2. Movie 3. Food 4. Teen Problems
2011/12 (Sep.11 – Aug 12)	SS1	1. Fashion 2. Animal Rights 3. Celebrities 4. Environment
2012/13 (Sep.12 – Aug 13)	SS2	1. Tourism 2. Charity 3. Media 4. Technology
2013/14 (Sep.13 – Aug 14)	SS3	1. Healthy Lifestyles 2. Great Inventions 3. Cultures around the World 4. Occupation

Evaluation Methods:

1. Teaching Packages

The feasibility of the teaching packages will be evaluated by those teachers trying them out. Students’ assignments will also be an objective indicator of the effectiveness of the packages. Questionnaires and interviews with students after the implementation of the packages will be another tool to collect students’ feedback. The CCC will make necessary amendments after the packages are evaluated.

2. Basic Competency Criteria

The basic competency criteria will be developed by the NET and 2 experienced teachers based on the suggested criteria by the CDC. The following provides an example of what competency criteria in speaking JS1 students are expected to attain:

JS1 Speaking Competency Criteria	
Language functions	Technical Aspects
<ol style="list-style-type: none"> 1. Convey ideas and information in simple conversations or discussions 2. Express opinions 3. Ask for personal information 4. Express likes and dislikes 5. Order food 6. Do shopping 7. Give oral presentation 	<ol style="list-style-type: none"> 1. Use correct pronunciation, intonation and phrasing 2. Read a text loudly with confidence 3. Use simple, grammatical English sentences 4. Give proper eye contact 5. Speak with appropriate body language

3. Assessment Tools

The tools will be correlated with well-established public examinations like Cambridge tests (e.g. Key English Test, Preliminary English Test, First Certificate in English) to measure its validity.