

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Progress Report for the period from September 2010 to August 2011
Hong Kong Tang King Po College

Part A: Implementation of the funded enhancement measures [Please refer to Part A of the *Notes on Completing the Progress Report.*]

Measures	(I) Extent of completing the measures [Please rate from 1 to 3] <i>(refer to Note (i) below, and put the figure in the brackets)</i>	(II) Extent of attaining the objective(s) stated in the approved proposal [Please rate from 1 to 4] <i>(refer to Note (ii) below, and put the figure in the brackets)</i>	(III) When any of the ratings awarded to (I) or (II) is <u>below “3”</u> , please explain briefly why so.
Professional development of teachers		(4)	
(a) Hiring service to conduct professional training courses for teachers on Phonics, Social issues, Workplace Communication and Popular culture.	(3)		
(b) Hiring service to conduct professional training courses for teachers on assesement of learning outcomes			
(c) Hiring service to conduct professional training courses on school-based curriculum development			

*The relevant evidence or documents, e.g. samples of students' work, schemes of work, teaching/ learning packages, etc. should be kept for inspection and review purposes.

Note (i) 3 = Measures completed

2 = measures partially completed

1 = Measures not yet started

Note (ii) 4 = Objective(s) well met

3 = Objective(s) satisfactorily met

2 = Objective(s) marginally met

1 = Objective(s) not met

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Creating an English-rich language environment			
(d) Hiring service to conduct a training programme on discussion skills for 4 groups of SS1 students and 2 groups of SS3 students			
(e) Hiring service to conduct a training programme on presentation skills for 4 groups of JS1 students and 4 groups of JS2 students			
(f) Hiring service to conduct a training programme on young writers for 4 groups of JS1 students and 4 groups of JS2 students			
(g) Hiring service to conduct English Day activities for 30 students and with 10 teachers trained			

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(h) Hiring service to conduct a training programme on Student Reading Ambassadors for 40 students and with 10 teachers trained			
Learning English through Language Arts			
(i) Hiring service to conduct training programme on songs and poetry for 4 groups of JS2 students			
(j) Hiring service to conduct training programme on short stories appreciation for 4 groups of JS1 students			
(k) Hiring service to conduct training programme on short stories creation for 4 groups of SS1 students			
Relieving teachers' workload for school-based curriculum development		(4)	

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(1) Employing an additional English teacher (GM) to relieve 3 English teachers each year to develop school-based curriculum, to formulate basic competency criteria and to devise assessment tools for JS1 to SS3	(3)		

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Part B: Experience(s) gained from the implementation [Please refer to Part B of the *Notes on Completing the Progress Report*.]

The positive atmosphere in which the implementation was launched continued and strengthened throughout the second and third years. Teachers willingly share their teaching practice and problems that have occurred in class, and offer each other non-judgmental and helpful advice and support. There is a genuine team atmosphere. Teachers valued the insights and practices shared and demonstrated on electives by our service provider. Students now enjoy a richer English learning experience and a curriculum that is based in their personal development and context.

Part C: Sharing of good practices [Please refer to Part C of the *Notes on Completing the Progress Report*.]

Measure(s)	Brief description of the implementation process	Features that effectiveness is hinged
Curriculum renewal	The Process continues to follow the successful model of implementation implemented in previous years (see previous year's report for a full description) As the curriculum development process is now covering more year levels, teachers are becoming more aware of the coherence and integration of the curriculum's design. They can see continuity and also feel that there is an overriding framework. The most significant development has been the emergence of more creativity in teachers. They are producing creative units of work and this development is evidence of the sustainability of the project.	We reiterate comments made in previous reports. The curriculum renewal process is hinged on <ul style="list-style-type: none">• A supportive atmosphere.• Competent staff with a high level of knowledge and skills, or a willingness to acquire them.• The Panel Chair's and Form Level Co-ordinators' involvement in and total support of the project.• The willingness of all to listen patiently to feedback and adapt materials through a number of

	<p>The major professional challenge in the last two years was the integration of SBA and electives into Core Curriculum in Forms 4 and 5. This was achieved through matching SBA units and electives with themes of the Core Curriculum so that students could acquire increasing complexity of knowledge and increasing flexibility of language use. Teachers and students both appreciated the fact that these new features were ‘built on’ not added to their previous learning.</p>	<p>revisions, or to take a change of direction where necessary.</p> <ul style="list-style-type: none"> • Constant application of hard work and vigilance to ensure the project does not lose focus or quality. • Recursive attention to each year level to create a seamless integration of all elements such as grammar, reading, listening etc. as well as to fine-tune sequencing.
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Part D: Overall rating [Please refer to Part D of the *Notes on Completing the Progress Report.*]

Taken Parts A to C above together, the overall rating on my school's implementation of the Project so far is : (3)

[3 = Good 2 = Satisfactory 1 = Can be improved]

Part E: Information for stakeholders [Please refer to Part E of the *Notes on Completing the Progress Report.*]

Please put a "✓" in the appropriate box

(1) Has your school included the Strategy and implementation Plan of the Project in the school development plan?

Yes.

No. [Please give reason(s)]:

(2) Has your school included the report(s) on the progress and evaluation of the Project in the school annual report?

Yes.

No. [Please give reason(s)]:

Signature of Principal:

Name of Principal :

Mr CHAN Wing Kin

Date :

20th September 2011