

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Progress Report for the period from September 2012 to August 2013
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.			
(b) Hiring service to conduct professional training courses for teachers on assesment of learning outcomes	(3)		
(c) Hiring service to conduct professional training courses on school-based curriculum development			
Creating an English-rich language environment		(4)	

*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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(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	(3)		
(g) Hiring service to conduct English Day activities for 30 students and with 10 teachers trained	(3)		
(h) Hiring service to conduct a training programme on Student Reading Ambassadors for 40 students and with 10 teachers trained			

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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)	
(l) 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*.]

With continuous exposure to the curriculum renewal project as well as the teachers' professional training workshops held, teachers are inducted into the methodologies and pedagogies applicable to the reform process. They are now confident in taking up the responsibility for writing supporting materials for the curriculum. Moreover, they are willing to share their teaching practice and problems that have occurred in class, and offer each other non-judgmental and helpful advice and support. A genuine team atmosphere is formed in the English Department.

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	<ul style="list-style-type: none">• For the first time in the implementation, the Curriculum Designer was able to teach a class in the focus year level – Form 3. This was important as all of the teachers had decided that they did not want a core language textbook. In the past, teachers and students had used the Longman <i>Elect</i> texts in the Junior years. Thus the demand this year on the Curriculum Designer was high in that she had to create and/or compile the entire range of classroom materials (except listening materials). Hence, the Curriculum Designer needed to be entirely focused on Form 3.• The Form 3 Key Teacher was engaged in assisting the Curriculum Designer to plan the units, explain the materials to the subject teachers and develop additional materials such as vocabulary lists and tasks	<p>We reiterate comments made in previous reports (see those documents for details). We add that the success of the 2012-2013 stage of the implementation hinged on the Curriculum Designer teaching within the focus year – Form 3 – due to the subject teachers deciding they did not want to use a base textbook, but preferred to use materials developed in-house.</p> <p>The continued exposure of subject teachers to the implementation process over the previous 5 years, and the collegial practices developed over that time were also critical to the success of this year's implementation, and gave teachers the confidence to go 'free-fall' into the year without the 'safety net' of a core language textbook. This</p>

	<p>for use in the Form.</p> <ul style="list-style-type: none"> • The Form 3 Key Teacher and the Curriculum Designer developed 2 modules consisting of a total of 5 units on the themes of Growing Up (3 units) and Becoming an Adult (2 units). • Moreover, a wide range of supporting materials was also produced including: <ul style="list-style-type: none"> - a Film Study on <i>Tom's Midnight Garden</i> - a Chinese New Year oral history assignment on <i>Childhood Memories</i>. - a workshop-style reader on <i>Autobiographical Writing</i> containing reading passages and writing models. • The Form 3 Key Teacher attended a 6 week EDB in-service curriculum development course. This meant that all Panel Key Teachers have been inducted into the methodologies and pedagogies applicable to the reform process. • The Form 3 Key Teacher was given sole-responsibility for the writing of the Term 2 unit, Charity, in consultation with the Curriculum Designer, and completed this task successfully. This was important goalpost to demonstrate the sustainability of the project. 	<p>is a remarkable achievement for Hong Kong teachers to feel comfortable with the 'unknown' and with a developing practice, and can only have been a result of confidence in both the process and their own abilities to negotiate new terrain by following established professional practices, and not simply the pages of a textbook.</p>
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	<ul style="list-style-type: none"> • As the Panel is in the final stages of the implementation of the reform, there have already been a number of significant on-going evaluations both internal and external over the past 5 years. Consequently, all Panel members are quite aware of the process and direction of the reform and could comment constructively throughout the year's implementation. As a result, evaluation last year was in-house, informal and continuous, with subject teachers, the Key Teacher and Curriculum Writer all engaging in collegial dialogue and materials/practice adaptation in response to the experience teachers had with their classes during the implementation. • As a significant amount of student learning materials and teacher outlines etc. were developed over the year, there was no time to spend in developing task-specific specifications for writing and speaking. However, samples of student work for key tasks were collected in order to assist the CCC to do this work at a later date. 	
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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 :

CHAN WING KIN

Date :

9th September 2013