

Ho Dao College
English Enhancement Scheme - Implementation Plan
(2007/2008 – 2012/2013)

A. Present State of Play

Ho Dao College, located in Yuen long, is a CMI school. Students are almost all in Band 3. Among them, about 45% are in bottom 10% of *SSPA. Of all students, 55% are the needy students or those who are in the social security net. This suggests their families are financially vulnerable and they receive little parental support. Without much chance of exposing to English after school, they lack confidence to acquire the language and some of them are even afraid of trying it out. With this in mind, English Department has currently implemented a number of measures at different levels of the school to facilitate them to catch up with their fellow peers and to further consolidate their basic competence in English. To make the best use of the English Enhancement Scheme funding, a close scrutiny of the school's current situation, the path to pursue in the years to come and the requirements of the NSS English Language is of paramount importance. Here are the different aspects that we have taken into consideration when preparing the six-year implementation plan.

Strengths	<ol style="list-style-type: none"> 1. Support from Sik Sik Yuen, the Sponsored Body and the school authority 2. Collaboration with English Teams of Sister Schools under Sik Sik Yuen 3. Teachers of English and students have some experience in teaching and learning language arts respectively. 4. Better deployment of resources to facilitate effective teaching and learning of English inside and outside the classroom
Weaknesses	<ol style="list-style-type: none"> 1. Teachers in need of professional development in the teaching of language arts and their readiness for the NSS 2. Students' English Proficiency far below the standard required.
Opportunities	<ol style="list-style-type: none"> 1. Greater input of human resources allows better attention to students with diverse English ability and the compilation of a teaching resource bank 2. 2. Fostering self-access learning culture and inspiring insights in teaching and learning English
Threats	<ol style="list-style-type: none"> 1. Specific and increasing demand on students in public examinations/assessments 2. Competition for students from neighboring schools
Keep	<ol style="list-style-type: none"> 1. Using tailor-made teaching materials/Book A of the Course Book 2. Further streaming the classes and refining the enhancement programs for cream students and supportive programs for academically low-achievers
Improve	<ol style="list-style-type: none"> 1. Nurturing the reading culture through reading lessons/programs 2. Infusion of language arts into the English Curriculum 3. Creating the settings and the atmosphere in which the use of authentic English is more frequent 4. More collaboration with other subject departments
Stop	<ol style="list-style-type: none"> 1. Mechanical teaching and over-drilling of grammar 2. Excessive emphasis on teacher-centered teaching approaches
Start	<ol style="list-style-type: none"> 1. Introducing 'Assessment for Learning' to address the diverse needs of students and to cope with the change from 334 education system 2. Sustaining the impact of the current measures/policies

C) Output Targets to be Attained

1. Qualitative Evaluation

a. All programs under the ESS will be evaluated by different means like questionnaire, interview, the comparison between the pre-test and post-test, in the following aspects :

- i. the teaching and learning effectiveness
- ii. the quality of the teaching materials
- iii. the quality of trainers/facilitators
- iv. the usefulness and suitability of the courses/programs etc.

b. Briefing and debriefing sessions will be conducted to ensure the thorough understanding of teachers regarding the purpose and design of the programs/courses.

c. As the observers/co-teachers/facilitators of the programs/workshops under ESS, teachers will be able to adopt, further refine the skills and the teaching methodologies and share them with the colleagues when preparing students for the NSS curriculum.

d. A quality set of teaching resource bank catering for the needs of teachers and students under the requirements of NSS can be compiled.

2. Quantitative Evaluation

School-based Targets	By the end of 1 st phase	By the end of 2 nd phase
a. A rich and graded teaching and learning resource bank can be compiled addressing to students' diverse English proficiency.	S.2 – 4 NSS resources bank (3 Electives)	S. 1- 6 NSS resource bank (4 to 6 Electives)
b. The increase in the number of students participating in the school/inter-school English activities/competitions.	* 1% - 3%	*5 % - 8%
c. Improvement in students' performance in the school/inter-school English activities/competitions.	* 1% - 3%	*5% - 8%
d. Increase in the passing rate of all English papers in the school examinations.	* 1% – 3%	*3% - 5%
e. Students speaking to teachers in English outside classroom can be up to:	30 minutes of the school hours per day.	45 minutes of the school hours per day.
f. Cream students (about 10%) are expected to complete 1.5 levels of the on-line program within 1 academic year and measurable improvement is expected between pre-test and post-test results. Other students are expected to complete 1 level.		
Measurable & Commonly Recognized Targets		
a. The increase in the number of students who attain the standard required in TSA	*2%	*3%
b. In cream groups/classes, a percentage increase in the passing rate of the HKCEE	*1% - 3%	*3% - 5%
c. In normal groups/classes, a percentage increase in the passing rate of the HKCEE/HKDSE	*1% - 2%	*1% - 3%

**Compared the results/data with that of the previous year*

D. The Objectives of the 6-year program

With the funding of the English Enhancement Scheme, the emphasis first falls on learners' speaking ability with the supplement of reading and listening. It is comparatively easier for learners to perceive and produce. After getting the initial taste of success, learners are then more eager to move on putting effort on reading and writing, coupled with the consolidation of their listening skills. After the implementation of the 6-year plan, we expect to achieve the following objectives.

1. Encourage learners to pick up and apply the language in authentic situations
2. Equip students to prepare well in all papers of public assessments/examinations
3. particularly develop students' speaking skills to allow them to perform well in the paper of public assessments like TSA or SBA
4. Enhance teachers' professional development in language arts, their readiness and preparation for the NSS
5. Sustain the impact of the scheme after the implementation of the 6-year plan

The School-based Plan by Year

Phase 1 (2007/2008 – 2009/2010)

The Skill Focused : Speaking with the supplement of Listening, Reading and Writing

Year	Workshop/Item	Delivery	Target	Focus
Year 1 2007	1) Workshop on Phonics & Language Arts Course 2) Drama / Performance Course 3) A full-time contract teacher 4) A part-time NET	Performance(s)	1) S.1 2) S.3 3) All Ts & Ss 4) All Ts & Ss	1) to enable students to master basic phonic skills 2) to develop students' effective speaking skills and improve reading skills 3) to work with the English Team to give better attention to students with diverse English proficiency 4) to work with the English Team to provide more practices for students to interact with native-English speaking teachers in classroom setting, simulated and authentic situations
Year 2 2008	1) Workshop on Phonics & Language Arts Course 2) Drama / Performance Course 3) A full-time contract teacher 4) A part-time NET	Performances for the whole school Launching/ running clubs and activities	1) S.1 2) S.3 3) All Ts & Ss 4) All Ts & Ss	1) to allow learners to effectively manipulate the skills of pronunciation accurately 2) to expose learners to authentic and thematic materials and facilitate their improvisation 3) to help compile a resource bank of which the teaching materials are better refined and tailor-made to suit students' ability 4) to provide more opportunities for students to interact with native-English speaking teachers and help enrich the environment in the language
Year 3 2009	1) Workshop on Phonics & Language Arts Course 2) Drama / Performance Course 3) Workshop on Presentation 4) English Writing Program 5) A full-time contract teacher 6) A part-time NET	Professional sharing / collective lesson planning among Ts Teaching resource bank	1) S. 1 2) S.3 3) S.3 4) S.4, S 6 5) All Ts & Ss 6) All Ts & Ss	1) to foster the attitude of speaking up the language with the use of phonetic symbols 2) to build individual confidence and encourage creativity 3) to offer students professional training on specific speaking skills 4) to boost learners' confidence in writing for producing articles for public speaking or publication 5) to further work with English Team to enrich the resource bank to better ensure the teaching and learning effectiveness 6) to work with the English Team to launch different sorts of activities/programs to enhance students' learning motivation and the spontaneous use of the language

Phase 2 (2010/2011 – 2012/2013) The Skills focused : Reading & Writing with the Supplement of Speaking and Listening

Year	Workshop/Item	Delivery	Target	Focus
Year 4 2010	1) English Writing Program 2) Workshop on Public Speech 3) A full-time contract teacher	A student news-letter/ anthology Launching/ running	1) S.4 & 6 2) S.4 3) All Ts & Ss	1) to produce a variety of quality short texts and develop interactive skills with peers under the guidance of the native-English speaking teachers 2) to learn public speaking techniques and develop personal speaking charisma and speaking confidence 3) to further work with English Team to enrich the resource bank which facilitates the implementation of the NSS curriculum
Year 5 2011	1) English Writing Program 2) Workshop on Debate 3) A full-time contract teacher	clubs/ activities professional sharing / collective	1) S.4 & 6 2) S.5 3) All Ts & Ss	1) to produce a portfolio of the core team and help launch the mechanism with the language skills required in the publication of anthology / newsletter 2) to teach students to give impromptu speech and learn by performing with a sense of achievement 3) to adapt the teaching materials to bridge the gap between classroom learning, requirements of public assessments and daily activities, thus better gearing towards the knowledge and the skills required in authentic situations
Year 6 2012	1) A full-time contract teacher	lesson planning among Ts	1)All T & Ss	1) to adapt the teaching materials to bridge the gap between classroom learning, requirements of public assessments and daily activities, thus better gearing towards the knowledge and the skills required in authentic situations 2) More collaboration with the school and outside institutions to sustain the momentum gained

The School-based Plan by Measure

A. The measure for meeting students' needs and enhancing teachers' capacity and sustainability

- For academically low achievers

- Class size will be reduced to about 1 to 25 in each form instead of 1 to 40 if additional human resources given. More and better attention to students can be given. Students are to be streamed according to their English language proficiency.
- S.1 supportive program for bottom 10% students continue to be implemented to help students keep abreast with the standard required.
- Further refine the junior form schemes of work and the SBRSP mechanism to suit students' ability
- More collaborative activities/program across curricular
- More and varied kinds of activities for all students and teachers to simulate the environment in using the language.
- Refine the strategies to enhance the environment rich in English at different levels
- Better integrate the Extensive Reading Program into the curriculum particularly in the operation of SBA

- purchasing professional service /on-line program for teachers and students

a. For teachers

- School teachers will take part in both the workshop and curriculum development with the workshop instructors and sit in the workshops as observers during the first training year.
- In the 2nd training year, the teacher of English will co-teach those workshops with workshop instructors to gain hands-on experience and immediate feedback.
- Teachers will gradually be able to take over the teaching role after the training cycle.
- English Language teachers are to be divided into groups. Group members, in each academic year, take turns to get involved in the program(s)/workshop(s).
- After the training cycle, core teachers of the respective workshops will then be teamed up to allow professional development and avoid the loss of human resources because of the possible staff turnover.
- Workshops will be recorded for sharing among teachers. A complete set of teaching materials comprising scheme of work(s) and all audio/visual aids will be compiled in the teaching resource bank.
- With the comprehensive teaching and learning experience got from these workshops, teachers do not just integrate and implement new teaching ideas and activities into the curriculum to benefit the students, but are also exposed to new teaching concepts and approaches so as to advance their professional development.

b. For students' needs

- Cream students receiving more attention will become 'core students'.
- Some non-core students will also get involved in assisting the extended activities like editing the anthology, helping with the visual and/or audio effect when staging performances or organizing competitions etc..
- The overall target students to be benefited will be expected to be 1.5 times the number of the core students.
- By extending core students' knowledge and skills acquired to run clubs/activities or take part in competitions, they would help motivate and incubate schoolmates in learning the language..

Workshops to be purchased conform with the speaking focus in stage 1 (2007/2008 – 2009/2010)

Workshop	Target (No. of Ss)	Objective
1. Workshop on Phonics and Language Arts Course	S.1 (40)	1) to enable students to master basic phonic skills 2) to allow learners to effectively manipulate the skills of pronunciation accurately 3) to foster the attitude of speaking up the language with the use of phonetic symbols
2. Drama /Performance Course	S.3 (16 – 20)	1) to develop students' effective speaking skills improve reading skills 2) to expose learners to authentic and thematic materials and facilitate their improvisation 3) to build individual confidence and encourage creativity

Programs to be purchased conform with the focus of reading and writing in stage 2 (2009/2010 – 2011/2012)

Workshop	Target (No. of Ss)	Objective
3. English Writing Program	S.4 (20) S.6 (20)	1) to produce a variety of quality short texts and develop interactive skills with peers under the guidance of the native-English speaking teachers 2) to produce a portfolio of the core team and help launch the mechanism with the language skills required in the publication of anthology

The measure catering for the Department's development and students' needs

- Students with diverse English Proficiency need more and better attention in the class
- Additional human resources allow smaller class size.
- The strategic deployment of human resources spare teachers' energy to refine teaching materials to suit students ability and get ready for the resource bank of the NSS
- The mechanism of designing and refining the teaching materials is to be run form-wise.

Regarding the deployment of part-time NET

- Help split the speaking class of S.6 and S.7
- Help launch different sorts of activities
- Enhance the environment richer in the language
- Help compile the speaking resource bank

Item	Target	Scope of Duties
A full-time contract teacher	Ts & Ss	1) to work with the English Team to give better attention to students with diverse English proficiency 2) to help compile a resource bank of which the teaching materials are better refined and tailor-made to suit students' ability 3) to further work with English Team to enrich the resource bank to better ensure the teaching and learning effectiveness 4) to further work with English Team to enrich the resource bank which facilitates the implementation of the NSS curriculum 5) to adapt the teaching materials to bridge the gap between classroom learning, requirements of public assessments and daily activities, thus better gearing towards the knowledge and the skills required in authentic situations
A part-time NET	Ts & Ss	1) to work with the English Team to provide more practices for students to interact with native-English speaking teachers in classroom setting, simulated and authentic situations 2) to provide more opportunities for students to interact with native-English speaking teachers and help enrich the environment in the language 3) to work with English Team to launch different sorts of activities/programs to enhance students' learning motivation and the spontaneous use of the language 4) More collaboration with English Team, other subject departments, functional departments, English Ambassadors and student committees to radiate the impact and gather the momentum 5) More collaboration with the school and outside institutions to sustain the momentum gained