

**School-based Plan on the Use of the English Enhancement Grant for
Tai Po Old Market Public School (A264)**

(I) Present state of play

The ultimate aim of our English curriculum is to develop students' ever-improving capability to use English and a wide range of programmes are implemented as platforms for students to experience the language. For the past few years, a school-based English language curriculum on enhancing students' writing through task-based approach has been designed and implemented in all six levels. Two modules of task-based learning are included in each term. This approach is learner-centered which allows for practical extra-linguistic skill building. Vocabulary, language structures and genres are built up at the pre-task stage to scaffold students' completion of the tasks, usually a piece of free writing to ensure creativity and ownership. Simultaneously, grammatical knowledge is reinforced through supplementary materials compiled in a Grammar Book, one for each term for each level. For improving students' writing skills, a Writing Book with four writing tasks in a term for each level is provided. In addition, learner diversity has been a major concern of our teachers recently and special classes have been run to cater for students' needs and interests. However, it is felt that adaptations are needed for the present curriculum to encompass co-operative learning, vocabulary building, reading and writing skills and cater for learner diversity to guarantee quality English learning and keep abreast with the developing of the latest English language curriculum so as to further enhance teachers' professionalism. Moreover, to enhance the smooth transition between Key stages 1 and 2 as well as enhancing professional dialogues, a core team made up of the Panel heads and experienced teachers will be structured to take part in the planning and implementation.

(II) A holistic school-based plan

Building on the success of task-based learning, we aim to create a more diversified curriculum with co-operative learning, reading and writing as the foci while catering for individual diversity through carefully scaffolding tasks.

A full-time qualified teacher will be employed to take up some teaching duties of a core team of teachers including the panel heads who

will be involved in the longitudinal and horizontal inspection of the current curriculum. The teachers freed are responsible for the design of a new set of Grammar Books, Writing Books and Task-books including innovative teaching resources. They are liable for the incorporation of co-operative learning, vocabulary building, reading and writing skills and learner diversity to the curriculum. It is expected that all tasks will be graded in two levels and a resource bank be built to categorize all self-devised materials. The core team is also accountable for demonstration of lessons which will both be video-recorded and observed by colleagues or parents. We are confident that such a practice will reinforce teachers' genuine involvement, sustain teacher development and guarantee a modified, enriched sustainable English curriculum.

Implementation details of the proposed measure(s)

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/year)	Resources required	Methods of progress - monitoring and evaluation
(1) Adaptation of School-based English language Curriculum in P.2 and P.3 #	<ul style="list-style-type: none"> ● With adapted and graded materials which include the trimming of redundant contents, development of study skills and premeditated graded exercises, students can learn in a more holistic and motivating way. ● Teachers involved are granted an opportunity to reflect on the present teaching and learning 	Sept 2010 to Aug 2011	<ul style="list-style-type: none"> ● Reference books on reading and writing skills ● References books on co-operative learning 	<ul style="list-style-type: none"> ● To draw up tangible plans to inspect the present curriculum longitudinally and horizontally. ● To collaborate with teachers of the same level to decide on the appropriateness of the adapted curriculum.
(2) Adaptation of School-based English language Curriculum in	<ul style="list-style-type: none"> ● All revised school-based teaching materials will be systematically evaluated, adapted and documented for 	Sept 2011 to Aug 2012	<ul style="list-style-type: none"> ● Professional development workshops 	

P.5 and P.6	future use		(Learner diversity, co-operative learning)	<ul style="list-style-type: none"> ● Students' interest and performance in doing the exercise is constantly monitored so that succeeding adjustments can be made.
(3) Adaptation of School-based English language Curriculum in P.1 and P.4 (Self-funded)	<ul style="list-style-type: none"> ● The experiences of the teachers involved will be shared among the colleagues and thus succeeding adaptations of the curriculum will be extended in the years to come. ● Professional Development workshops will be organized for teachers 	Sept 2012 to Aug 2013		<ul style="list-style-type: none"> ● Class observation by colleagues and parents. ● Questionnaires to evaluate teaching strategy.

We have just planned to have 1 elite class and 3 ordinary classes in P. 2 and 3 starting from the coming school year and it would be prime time to adapt the current curriculum to cater for individual diversity.

Remarks:

1. The supply teacher's duties:

The supply teacher works as a regular teacher. Apart from taking 2 classes of English (9 lessons per week for each class), he /she has to take English remedial lessons, English General Studies lessons or Net co-teaching lessons up to 7-9 lessons per week. He / She is required to attend after-school, staff and parents meetings and take shifts monitoring school functions at weekends or during holidays. For extra-curricular activities, he / she has to take an English after-school interest group. Other duties include being a class teacher and

a member of some committees, discipline duties during recesses and lunch breaks.

He / She is expected to teach 24 to 27 lessons (35 minutes a lesson) a week.

2. Extra free lessons school teachers will have:

The core team consists of 2 to 3 teachers. Each school teacher will have 5 to 12 extra free lessons per week. It depends on the qualification of the supply teacher and it would be more flexible to recruit core team members as the supply teachers can take over remedial or NET classes which account for two lessons a week respectively.

3. Teacher's deliverables:

Products per grade for each term include two sets of Grammar Books, Writing Books and 4 sets of Task-books. All of them will be graded in two levels to cater for learner diversity. In addition, lesson plans stressing on co-operative learning, vocabulary building, reading and writing skills are devised and a resource bank will be built to categorize all self-devised materials and lesson observation videos. All products are deliverable and in alleviating the curriculum, teachers will have sustainable development taking in the colleagues and parents' feedback.

(III) Targets to be attained

1. It is expected there will be an improvement in the TSA results and the difference of the school and territory averages will change by +3 % in P.3 by 2012 and in P.6 by 2013.
2. It is expected there will be a 3% increase of the basic competence in reading and writing in TSA in P.3 by 2012 and in P.6 by 2013.
3. Questionnaires are set for students to assess their interest, motivation and improvement in their learning with the adapted materials.
4. There will be reflections for teachers on the present teaching and learning for further enhancement.
5. There will be a professional development in curriculum leadership, a sense of ownership, strategies for co-planning and culture of sharing

among the teachers.

(IV) Budget

Measures / Activities to be funded by the Scheme	Estimated cost
(1) Employing a full-time teacher with relevant experience in the teaching of 2 English classes and 8 remedial or NET classes from Sept, 2010 to Aug, 2012.	$\$19,835 \times 12 \times 1.05 \times 2 = 499,842$ (including MPF)

(VI) Cash flow

School year	2010-2011	2011-2012
(1) Employment of a full-time teacher	\$249,921	\$249,921