

English Enhancement Grant Scheme for Primary Schools
School-based Implementation Plan

School Name: WF Joseph Lee Primary School (English)

Application No.: B180 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 15

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	5	5	5	5	5	5	30

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service e.g. PLP - R/W	Grade level e.g. P.1-3	Focus(es) of programme/ project / support service e.g. reading and writing	External support (if any) e.g. NET Section
1. NIL			
The school has not received any external support recently.			

(B) SWOT analysis related to the learning and teaching of English¹:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. English-rich environment has been established by all English teachers and consultant. 2. Teachers' co-planning culture and peer observation has been in practice. 3. Teachers are experienced in preparing teaching materials which are related to foreign culture. 4. English teachers can use 100% English as a medium of instruction during English lessons. 5. Over 80% of the students are able to carry conversation in English during the lessons and outside the class time. 	<ul style="list-style-type: none"> ● The English Enhancement Grant Scheme helps to develop school-based measures to strengthen students' critical thinking skills and enhance effective communication.
Weaknesses	Threats
<p><u>Curriculum</u></p> <ul style="list-style-type: none"> ● Lack of well-established program(s) in stretching the potential of high ability students <p><u>Students</u></p> <ul style="list-style-type: none"> ● Tend to give short answers in speaking activities and rely heavily on teachers' prompts to give elaborations ● Based on TSA results and internal assessments, they are rather weak in presentation skills <p><u>Teachers</u></p> <ul style="list-style-type: none"> ● Lack of experience in implementing generic skills programs <p>Have difficulties in tailoring materials to cater for gifted students especially in KS 2. About 30% gifted students in a class.</p>	<ul style="list-style-type: none"> ● The existing textbook "<i>Cornerstones</i>" provides limited resources and support to teachers ● Local themes are seldom touched by the textbook

(C) Based on the SWOT analysis, what is / are the focus(es) of the school's proposed English enhancement measure(s) ²

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
1. To enhance students' generic skills, such as effective communication and presentation skills	<ul style="list-style-type: none"> ● speaking and listening 	<ul style="list-style-type: none"> ● to develop and implement generic skills program <p>KS1: focus on creativity and problem solving; KS2: focus on creativity, problem solving and critical thinking</p>
2. To enhance teachers' capacity of stretching the potential of high ability students through professional development training and fully utilized the existing textbook	<ul style="list-style-type: none"> ● listening, speaking, reading and writing 	<ul style="list-style-type: none"> ● To organize professional development workshops
<p>3. To enhance teachers' capacity</p> <p>(i) of stretching the potential of high ability students through</p> <p>(ii) professional development training by an expert</p> <p>(iii) on fully utilized the existing textbook</p>	<ul style="list-style-type: none"> ● listening, speaking, reading and writing 	<ul style="list-style-type: none"> ● To employ a consultant to carry out holistic supervision on all levels and organize professional development workshops

(D) How to implement the proposed measure(s) funded by EEGS? (Please refer to the “Guiding Notes” for reference)

Proposed measure(s)	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Hire of curriculum consultant to develop school-based curriculum with collaboration of English teachers in P.1-6					
<ul style="list-style-type: none"> ● Hire of consultancy to have co-planning with all P.1 to P.6 English teachers every week (creativity, problem solving and critical thinking skills are focused mainly on GE lessons, about 5 out of 9 English lessons in a week) ● The consultant should own at least a Master Degree in relevant fields and have teaching experience & expertise in curriculum development in primary school; he/she has to support teachers on carrying out a holistic review on the whole English Department and make improvement ● Two periods will be assigned in the time table per week to have co-planning with consultant. ● English Panel Chairs will be the core team members to serve as the curriculum leaders to be in charge of the programme. The panel chairs will monitor the weekly team planning meetings, the progress of 	<p>P.1 - 3 (2011-2012)</p> <p>P.4 - 6 (2012-2013)</p>	<p>-co-planning</p> <p>2 lessons per week for each level</p> <p>Sept to May: weekly team planning between consultant and all English teachers concerned</p> <p>-Implementation of the generic skills programme:</p> <p>Double lessons for P.1; double lessons for P.2 and double lesson for P.3 every week</p> <p>- development timeline of units</p>	<ul style="list-style-type: none"> ● Students’ presentation skills, critical thinking skills and communication will be enhanced ● Differentiated teaching materials will be produced. ● Around 8 units in 4 different themes will be selected ● Graded instructional methods/tasks will be delivered ● Students’ generic skills will be developed through scenario-based activities 	<ul style="list-style-type: none"> ● The routine co-planning will become the standard practice of the school after the project years. All unit plans and worksheets designed will be uploaded to the intranet (‘T’ drive) for future retrieval and conducted by teachers as part of the curriculum in future ● The same routine will be carried 	<ul style="list-style-type: none"> ● Evaluation meetings will be held in the first and second term to collect teachers’ views on the teaching and learning materials. ● A survey will be done to review the effectiveness of the program (teachers’ views). ● Peer lesson observation for each unit and follow up discussion to give feedback on the smoothness of each lesson ● Students’ responses on different question types will be recorded for further references ● Observations, worksheets and quizzes will be used to keep track of students’ learning progress ● Record of co-planning meetings will be kept.

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<p>the programme, keep track of all the developed materials, conduct class observations and evaluation.</p> <ul style="list-style-type: none"> ● Around 5 GE lessons per week will be developed with the targeted elements. ● A holistic coverage will be done e.g. design activities to train students' critical thinking skills through asking high-order thinking skills questions in each lesson ● In order to tie with GE curriculum, different activities and worksheets should be designed to cater for different needs, including less ability, average and high ability students, gifted students ● Different levels of worksheets will be designed to cater for learner difference. Three grades: Less able, average and high ability students. We will design different graded / scaffolding task sheets which include basic and higher order thinking skills for different ability students. ● Since we will implement the higher order thinking skills in all lessons, 		<p>Around 8 units in 4 different themes will be selected in a term</p>		<p>out in the following year for P.4 to P.6</p> <ul style="list-style-type: none"> ● An integration with the school's gifted education will be established. ● We are participating different programs and competitions which organized by EDB Gifted Education Section, such as Budding Poet Awards Competition; Self-learning Web-based Learning 	<ul style="list-style-type: none"> ● Data (daily observation/test results/item analysis report from TSA) and feedback (views from teachers) collected will be used to further improve the program

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<p>all students should be benefited at the same time. For the high ability students, they will get more challenging tasks than the average students.</p> <ul style="list-style-type: none"> ● The skill coverage be planned according to the EDB Curriculum Guide. ● Four themes/8 units will be developed per term for each level. There are around 4 themes in each level. One unit will normally last for 10 days. It depends on different context and different text types. ● All English teachers of the concerned level should take active part in the team planning periods. They have to draft out unit plans and discuss with consultant for comment and advice ● After trial out of lesson conducted by teachers with consultant's observation, feedback and evaluation should be done together with the consultant for further improvement ● A generic skills program will be implemented: generic skills should be integrated in all reading, 				<p>course; Hong Kong School Drama Festival. We would like to implement the poetry writing and drama in our curriculum in the long run.</p> <ul style="list-style-type: none"> ● Teaching students to write poems is one of the target skills for joining the Budding Poet Awards Competition. ● In our daily practice, we would like to use Drama as a tool to integrate 4 skills (speaking, 	

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<p>writing, speaking and listening lessons; further development on the training of high-order thinking skills is needed.</p> <ul style="list-style-type: none"> ● Questions that require higher order thinking must be set in each lesson ● Focus is put on the stretching of students' creativity ● Reasons for having consultancy on teaching generic skills: Most English teachers in our school are fresh graduates from overseas, they tend to be unfamiliar with the local Curriculum Guide and the basic teaching skills e.g. how to teach the different reading strategies ● In the designed lessons, students will learn the basic questioning techniques in critical thinking; the five keys in making a speech; the basic approaches to critical thinking and acquire effective study skills. ● All materials designed by teachers will be owned by the school. ● P.3 and 4 teachers will share their experience with other English teachers. 				<p>listening, reading & writing) and the higher order thinking skills in GE lessons.</p> <ul style="list-style-type: none"> ● The core team members will serve as curriculum leader to ensure continuity of the newly developed curriculum in future. 	

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<ul style="list-style-type: none"> ● Professional development on how to fully utilized the existing textbook ● The consultant needs to give at least 2 workshops to all English teachers and train their capacity on setting higher order thinking questions and design of various worksheets for high ability students and low achievers as well. ● Based on the textbook, listening, reading & writing worksheets are designed by each teacher based on text types and themes, add in local background content. ● More local scenarios should be set instead of all Canadian events mentioned in the textbook. ● The school will have all rights to keep the training and reference material for curriculum development 	All English teachers	<ul style="list-style-type: none"> ● 4 workshops meetings with project consultant for 2 years <p>2011/12 and 2012/13</p> <p>(The first two workshops will be between August & November; the third one will be at the beginning of the second term, around February; the last one will be around Easter)</p>	<ul style="list-style-type: none"> ● More local-based themes can be developed out of the foreign-cultured textbook ● Worksheets on the four skills will be designed for each level ● Expected number of units/ tasks to be developed: 8 units out of 4 themes will be selected; each unit includes unit plan, teaching materials, task sheets & activity worksheets ● Content should be relevant to the taught theme ● Teachers can design relevant materials on their 	<ul style="list-style-type: none"> ● Teaching and learning materials for all levels will also be uploaded to the intranet for future retrieval. 	<ul style="list-style-type: none"> ● Regular monitoring and support by English panels ● The panel head should ensure the full attendance of teachers for every team planning and each teacher has to carry out peer observation after one unit ● Teachers' feedback (survey) on the effectiveness of the training program will be collected.

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			own according to the level they teach; at least 4 worksheets for 'reading', 2 for 'writing' & 2 for 'listening'. 'Speaking' assessment will be done through class observation for each unit developed.		

(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		Sub-total
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
1. Employing a consultant (2011 – 2013) to have (a) Co-planning with teachers: \$1,200 per hour 6 hrs per week (for 3 levels) x 30 weeks = 180 hrs	(P.1 to P.3) \$1,200 x 180 = \$216,000		(P.4 to P.6) \$1,200 x 180 = \$216,000		\$432,000

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	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
(b) Lesson observation with follow up evaluation meetings for 15 teachers: \$1,000 per head (We have 15 English teachers, each teacher is responsible for both KS1 and KS2 classes, and therefore, all English teachers are involved in this project.)	\$1,000 x 15 = \$15,000		\$1,000 x 15 = \$15,000		\$30,000
(c) Consultation meetings on reviewing test and exam paper: \$1,150 per level & twice per academic year. (Since there is only one exam in a term, we can only review the exam paper by the end of each term.)	\$1,150 x 3 x 2 = \$6,900		\$1,150 x 3 x 2 = \$6,900		\$13,800
2. Professional development workshops: total 12 hours, \$1,000 per hour x 2 years First year: General knowledge of higher order thinking skills implementation in our school curriculum (3 hours); How to plan a lesson to cater for different ability students in mixed-ability classrooms (3 hours); Creativity & problem solving skills implementation (3 hours), Bloom's taxonomy thinking skills (3 hours) (Total: 4 workshops x 3 hours = 12 hours) Second year: Implementation of critical thinking skills in lessons(3 hours); Remodelling lessons for developing	\$1,000 x 12 = \$12,000		\$1,000 x 12 = \$12,000		\$24,000

Proposed measure(s)	Estimated cost				Sub-total
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
thinking (3 hours); Critical thinking skills infused in the remodeled lessons (3 hours); How to tier tasks & assignments for higher ability students in mixed-ability classrooms (3 hours) (Total: 4 workshops x 3 hours = 12 hours) First year: Creativity & Problem solving (3 hours each) Second year: Critical thinking (6 hours)					
	\$249,900		\$249,900		\$499,800

Remarks

Our School Profile

The English proficiency of our students is quite efficient especially in their reading and writing skills. A set of Canadian book “Cornerstones” is used as textbook for the past five years. TSA results are satisfactory so far; we intend to use the EEG to equip us with a more powerful pedagogical approach and a set of curriculum practices in line with the enforcement of gifted education this year. To this end, we have planned to utilize the English Enhancement Grant to employ a professional consultant to have team planning sessions with our English teachers so as to get consultancy service in designing and delivering a comprehensive school textbook-based learning materials. Hence enhancing our pupils overall proficiency in English reading and writing more effectively and develop their critical thinking skills. In addition, we will also expect the expert to equip us with the necessary capacity to sustain the impact of this plan beyond its two-year implementation period. That is to say, a train-the-trainer model will be adopted to ensure that a critical mass of English teachers have acquired the required capacity to sustain the positive impact of the project beyond two years!

Our school aims at specialized teaching; therefore the work load of all English teachers is not that heavy. Each of them is taking up two classes of English only. Hence, they have enough free time to participate in the proposed measures.