NET Deployment Guidelines
Native-speaking English Teacher (NET) Scheme in Primary Schools
Introduction

Based on the 2012 edition of the NET Deployment Guidelines, this 2018 edition addresses the recommendations of the research team commissioned to conduct the second evaluation of the NET Scheme in Primary Schools (Primary NET Scheme). It also addresses the schools’ views collected through the annual Advisory Teaching Team School Survey conducted by the NET Section since 2012, in particular the one in the 2016/17 school year, which included a section specifically about NET deployment. The focus group meetings held by the NET Section with Principals, English Panel Chairs (EPCs), local English teachers (LETs), Native-speaking English Teachers (NETs) and Advisory Teachers (ATs) in December 2017 also provided insight and fresh perspectives regarding the more practical aspects of NET deployment, prompting deeper thoughts and further revision relevant to different school situations.

One focus of the 2018 edition is the intricate relationship between ‘hiring, keeping and achieving the best’ and NET deployment. It is hoped that with the revised Guidelines, schools will be better guided and encouraged to see NET deployment as a determining factor in maximising the benefits of the Primary NET Scheme.

Below is a brief outline of the points central to the revised Guidelines for schools’ general quick reference:

- In Part B ‘Deployment Principles’, a new highlight, ‘Hiring, Keeping and Achieving the Best - Maximising the Benefits and Potential of the Primary NET Scheme’, is introduced. With this more encompassing principle is advice on NET recruitment, and a strong emphasis on the establishment of a collaborative culture to allow the NET and the LETs to work effectively together.

- In Part C ‘Guidelines for NET Deployment’, the scope of professional duties to be undertaken by a NET is updated to better reflect the latest developments in the curriculum reform and contemporary school situations. Apart from collaborative teaching, collaborative planning, which is instrumental in school-based curriculum development, is considered a main part of a NET’s professional duties. To support school-based curriculum development, NETs are expected to contribute to the professional development of the English Panel.

- Throughout this edition, survey data and quotes from stakeholders taking part in the said focus group meetings, as well as the views of the research team conducting the second Primary NET Scheme evaluation, are used to illustrate different authentic contexts, share good practices, and give suggestions as to how the guideline in question can be implemented effectively.

“When hiring and retaining teachers, stakeholders should ensure that the candidates have the ability, experience, and qualifications to teach, but also that they respect each other’s cultures, remain open to learning from each other, and are flexible.”

Research Team conducting the 2nd Primary NET Scheme Evaluation
A. Objectives of the Primary NET Scheme

Under the Primary NET Scheme, it is expected that NETs can bring into the language classrooms of local schools their professional experience, different teaching styles and ideas, and cultural literacy that can help enrich students’ literacy experiences and the language learning environment. Playing a complementary role as resource teachers, NETs collaborate with our local teachers to achieve the following Scheme objectives. They are:

- To provide an authentic environment for children to learn English
- To develop children’s interest in learning English and establish the foundation for lifelong learning
- To work with local teachers to develop the curricula, innovative learning and teaching methods, materials, and activities suited to the needs of local children
- To disseminate good practices in language learning and teaching through teacher development programmes such as inductions for NETs, workshops, seminars, experience-sharing cluster meetings and networking activities
B. Deployment Principles

Hiring, Keeping and Achieving the Best — Maximising the Benefits and Potential of the Primary NET Scheme

Hiring the Best
Deployment planning should start as early as when a primary school, including the primary section of a special school, considers recruiting a NET. In the recruitment process, it is important to identify the attributes, expertise and experiences that are needed for the NET to best serve the school.

Keeping and Achieving the Best
The deployment should allow the NET to collaborate well with the English panel to:

- develop an enriched English Language learning and teaching environment in local primary schools;
- facilitate the implementation of the Curriculum Development Council (CDC) English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide (2017);
- address the professional development needs of English teachers; and
- adopt and promote innovative learning and teaching practices.

To achieve the above, it is crucial that there is a collaborative culture developed in the school where the NET is well integrated as a valued member of the school community.

Effective communication, mutual respect, timely feedback, due recognition and professional development opportunities are essential building blocks for such a culture.

Effective deployment of the NET within this framework will lead to the successful realisation of the Primary NET Scheme objectives. Schools participating in the Scheme are expected to take responsibility for deploying the NET effectively.

With respect to NET recruitment and appointment matters of schools, schools are advised to refer to, among others, the following three circulars / circular memorandum:

- Education Bureau (EDB) Circular No. 5/2005 (16 June 2005) on Appointment of Staff in Schools — schools are reminded that, inter alia, they should observe the principle of equal opportunities and professional qualifications required by EDB;
- EDB Circular No. 16/2017 (6 October 2017) on Measures for Strengthening the Protection of Students: Appointment Matters of Schools — schools are reminded, inter alia, to check the relevant candidates’ teacher registration status, “Certificate of No Criminal Conviction”, and “with the consent of the candidates, the school should consult their previous employers about their performance”; and
- the annual EDB Circular Memorandum on Appointment and Re-appointment of NETs — schools are to familiarise themselves with the current arrangement.

"...the NET being an integral part of the staff and contributing what skills they have.” NET

"Encourage School Heads to provide a plan to support and evaluate the impact of the Scheme at their school. This plan might include a brief description of how the work of the Scheme was supported, including time for co-planning and professional development.”

Research Team conducting the 2nd Primary NET Scheme Evaluation
C. Guidelines for NET Deployment

As indicated in the last two system-wide evaluations of the Primary NET Scheme, collaboration is the cornerstone of the Scheme. In this connection, effective NET deployment is instrumental in fostering a professional partnership between the NET and the LETs and in maximising the benefits and potential of the Scheme.

“...before a panel meeting, I will list one of the agenda items for the NET to reflect on or to share good practice... we see the NET as part of the English panel... and make her feel like she is one of our members. I think it is important.” EPC

“...for me, I think it is really important to develop a personal relationship with the teachers that you work with. So it is all about building trust and having that flexibility and understanding what the teacher needs are...” NET

Professional Duties

NETs are expected to collaborate with local teachers in the development, implementation and review of the school-based English Language curriculum with reference to the CDC ELE KLA Curriculum Guide. They also contribute to resource development and the building of the capacity of the English panel. As far as classroom teaching is concerned, it is recommended that NETs are assigned to teach 15 to 17 hours per week, with a minimum of 14 hours of collaborative teaching to appropriately combine with co-curricular activities. The recommendation takes into consideration NETs' role in curriculum and resource development.

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<tbody>
<tr>
<td>Regular and timetabled collaborative lesson planning with LETs for each grade level involved</td>
<td>14 hours</td>
<td>1 to 3 hours</td>
<td>NETs collaborate with LETs to develop school-based curriculum and resources over three levels:</td>
<td>Attending professional development activities, such as those organised by the NET Section</td>
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<tr>
<td>15 hours</td>
<td>2 to 2 hours</td>
<td>in the classroom</td>
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<tr>
<td>16 hours</td>
<td>1 hour</td>
<td>outside the classroom</td>
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<tr>
<td>17 hours</td>
<td>Nil</td>
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“...it is all based on timetabling... and why it is successful. So when we have co-planning during the scheduled school hours, everyone is focused, probably on the same page... it is involving everyone and everyone has a say...” NET

“...schools that don't have a co-planning culture, often the meeting is not timetabled, it may be ad hoc... So it is just sort of a general discussion... but when schools have to be good, they have an agenda and the meeting is better structured.” AT
1. Collaborative Planning

To allow quality time for professional exchange and collaboration, it is preferable to schedule collaborative lesson planning meetings within the school timetable. However, there may be school-specific factors that make it not feasible, such as there being no common free slots for the English teachers concerned. In such cases, individual schools may find alternative time slots in consultation with the teachers concerned. Where needed, they can seek advice from their ATs.

“We have a fixed timetable for collaborative planning sessions... I think having teachers who are well-prepared is really important, no matter whether they are the NET or the LETs. And putting these sessions in the timetable is crucial because sometimes teachers may go out together to observe lessons in another school.” PRINCIPAL

“We include all the planning sessions in the timetable... so they have a fixed time slot... everyone is happy because they have the time.” EPC

“...co-planning is not just in the staff room... You talk to each other, even if it is before the class...in 1A something went wrong, in the 10-minute recess break, I went straight to the teacher of the next lesson and said, ‘Let’s swap this part, let’s try to just focus on this more.’ That is great, this dissemination of good practice, of what was working well.” NET
2. Collaborative Teaching

To allow quality time for innovative learning and teaching, it is preferable to assign NETs to conduct 3 to 4 thirty-five minute lessons, or the equivalent, per class, which includes at least 1 double lesson per week.

Given the diverse backgrounds of both the schools and their NETs, NETs can be deployed in Key Stage 1 (KS1) and/or Key Stage 2 (KS2) as considered appropriate by individual schools. Where needed, schools can consult their ATs.

To foster professional collaboration, it is important to identify a focus and provide adequate space and time for the teachers concerned. In this regard, it is advisable for NETs to work at not more than 3 grade levels. However, this recommendation may not apply in schools where there are only one or two classes per level.

Schools taking part in one of the NET Section’s primary literacy programmes, i.e. PLP-R/W, Space Town, KIP, Keys2 and DTS, should as far as possible deploy the NET in the key stage where the programme is being taught to support its implementation.

“...I think the effectiveness of the lesson does not just come from the NET but also from better collaboration between different people.” PRINCIPAL

“Professional development is a daily process, through co-planning and co-teaching. It’s an ongoing process of people learning from each other... that has led us to many NET-style activities being done in the GE classrooms, and also vice versa.” NET

3. Co-curricular Activities

Co-curricular activities are activities that provide students with learning experiences to be gained inside or outside the classroom, including the actual environment in the community and work places. Traditionally known as extra-curricular activities, they form an integral part of the school curriculum complementing the formal classroom learning. (Basic Education Curriculum Guide, 2014)

Co-curricular activities such as those conducted with the engagement of NETs should be carefully planned to broaden students’ exposure to English. Examples include recess, lunchtime or after-school English-related activities, such as drama, puppetry, debating, and storytelling.
4. School-based Curriculum and Resource Development

School-based curriculum and resource development is a collaborative process. Under the Primary NET Scheme, it is expected that the NET and the LETs contribute to this process over three levels:

- **Level 1**
  - In the classroom

- **Level 2**
  - Outside the classroom
  - e.g. co-curricular activities, inter-class competitions

- **Level 3**
  - Beyond the school
  - e.g. inter-school competitions, educational excursions

…”through the co-planning meetings with our NET, we integrate the PLP-R/W with the GE so that we can develop a school-based curriculum…” LET

“Our meetings are really open and not really led by me… We go through the material in the meeting. A big part of it is revising or differentiating worksheets. The teachers all take turns making the adaptations. We go through the lesson plan step by step and discuss all possible implications and how to address the gaps identified. We also talk about the GE… so it leads to a kind of organic learning environment in the PLP-R/W and GE lessons.” NET

“…if a school deems it necessary to assign special teachers to take care of students’ oral English, or conduct co-curricular activities, the NET could be paired up with a local teacher so that a team effort is provided.” Research Team conducting the 2nd Primary NET Scheme Evaluation

“We have more extra-curricular activities because of the NET. Students seldom interact with foreigners after all, so they will be interested in talking to him… his presence makes learning English more authentic and natural.” EPC

“So I think the NET is developing the curriculum because he knows more about Singaporean schools and he discusses what would happen and what we are going to teach in our school in order to get students prepared for the trip.” PRINCIPAL
On these three levels, the NET collaborates with the LETs, who are more familiar with the local system and the school context, to design and provide students with rich and varied English learning experiences. Apart from collaborative planning, the preparation of materials and resources is part and parcel of the school-based curriculum development. All of these contribute to the enrichment of the English learning environment of the school and students’ learning experiences.

While school-based curriculum development requires the collaboration between the NET and the LETs, it also fosters their professional growth, which in turn enhances the English panel’s capacity and the benefits of the NET Scheme as a whole.
5. Professional Development

Continued professional development is the key to the enhancement of learning and teaching. Every year the EDB organises a range of professional development programmes to cater for teachers’ professional development needs and to support curriculum development and implementation in local schools. To foster their professional growth and collaboration, NETs and LETs should be encouraged to attend professional development programmes.

Through collaborative planning and teaching, school-based sharing sessions, as well as networking activities, NETs and LETs are encouraged to share, disseminate and explore good practices to support the promotion of innovative learning and teaching practices in schools, which facilitates their professional growth.

“Continue to encourage teachers to apply what was learned in professional development session soon after the workshop and to continue to reflect on how to adapt their practice in light of what was presented.”
Research Team conducting the 2nd Primary NET Scheme Evaluation

“I guess that one of the things that I do at my school is I conduct some professional development activities for the English team and I do that about three times a year… usually the topics are suggested by the team.”
NET

“I think that co-teaching is a good way to support our professional development… We learn a lot of teaching strategies through these co-taught lessons…”
LET

“...it is really important to network between schools, to get feedback on your teaching as well as other people’s teaching... sharing or professional development doesn’t happen just within one school but within many different schools. And it is a really great experience as well, because... it is more of a bonding experience for our English team.”
NET

“Encourage LETs who have benefitted from professional development workshops to conduct workshops with input/feedback from the NET and other LETs. It is important to create a collegial atmosphere acknowledging that both NETs and LETs have something to contribute.”
Research Team conducting the 2nd Primary NET Scheme Evaluation
Other Considerations

NETs may be required to attend special functions outside school/work hours, e.g. events organised by the Parent-Teacher Association, graduation ceremonies, school open days.

When a NET is required to attend a meeting conducted in Chinese, translation should be provided so that the NET can have a grasp of what is being discussed, thus allowing the NET to make a meaningful contribution during and after the meeting. Alternatively, NETs could be assigned other tasks and briefed about the meeting at a later stage.

Consideration should be given to NETs’ need to return to their home countries to see their families during long holidays such as Christmas and Easter. A continuous block of at least four weeks’ holiday is strongly recommended for NETs during the summer break.
D. Key Roles of Stakeholders

Enabling Effective Collaboration & Maximising Scheme Benefits

- LET
- Principal
- PSM(CD)
- NET
- AT
- EPC/SET
The LETs collaborate with the NET to implement the NET Scheme and develop the school-based curriculum including resources. They provide advice on the local culture and education context and work with the NET to develop and disseminate innovative learning and teaching practices.

“The LETs collaborate with the NET to provide an authentic English learning environment in the school. Together they develop and review the school-based curriculum and disseminate innovative learning and teaching practices.”

The Principal plays a leading role in the implementation and review of the NET Scheme and NET deployment. They support the creation of a collaborative culture within the school through providing administrative and professional support for collaborative planning and teaching.

“To create a good working environment for the NET and the local teachers, I think we should have a good policy... we should create more room and time for the co-planning meetings within the timetable. It’s important to let the teachers know the management team supports the English panel.”

“...when we have our co-planning meetings, we take turns to chair the lesson planning session and to prepare the lesson plan.”

The PSM(CD) oversees the development of school-based curriculum and aligns the school-based English Language curriculum and the NET Scheme implementation with the main curriculum goals of the school.

“...when we have our co-planning meetings, we take turns to chair the lesson planning session and to prepare the lesson plan.”

As curriculum leader in the ELE KLA in school, the EPC assists the Principal in cultivating a collaborative culture where NET-LET collaboration is fostered to enhance school-based curriculum development and students’ learning, as well as the reciprocal professional development of the NET and the LETs. Most schools nowadays have more than one EPC and assign one of the EPCs to be the School English Teacher (SET) to work closely with the NET and the AT.

“We see the NET as part of the English panel... and make her feel like she is one of our members. I think it is important.”

The NET collaborates with the LETs to provide an authentic English learning environment in the school. Together they develop and review the school-based curriculum and disseminate innovative learning and teaching practices.

“I think the role of a NET is... not to work as an individual but one in collaboration with the team, the people they are all working with, to achieve the objectives and to get the students to learn, understand and experience English.”

Please refer to Part F (page 14) for details about the support provided by the AT.
E. Good Practices

Good practices that support a collaborative culture leading to the successful implementation of the Scheme include:

- giving regular common collaborative planning time scheduled within the timetable for the NET and the LETs teaching at the same grade level;
- structuring collaborative planning meetings to allow both the NET and the LETs to take turns to lead the meetings;
- promoting collaboration by engaging the NET and the LETs in reflective teaching practices and reciprocal professional development;
- conducting collaborative teaching through assigning specific roles to the NET and the LETs in the lessons;
- enhancing the school-based curriculum development to promote innovative learning and teaching practices that provide rich and varied English learning experiences;
- deploying one of the EPCs to teach at least one grade level with the NET; and
- updating and informing parents regularly about the NET Scheme.

“Meetings which NETs are required to attend should be conducted in English or translation provided if Cantonese is used.” Research Team conducting the 2nd Primary NET Scheme Evaluation

“We specify our roles in the lesson plan... We know we have a shared role in co-teaching, not just monitoring the class discipline... We switch roles sometimes. I think it is about 50/50... So switching roles is important for professional development.” EPC

“My NET told me that he has learnt a lot from other teachers, because every teacher has their own teaching style and you learn from them... and the variety of teaching styles makes you more and more effective every day.” PRINCIPAL

“The meetings themselves should have value. So the people there have to think that it is of benefit to them and they have an ownership of the meeting.” NET
F. NET Section Support

The Advisory Teaching Team (ATT) is established under the NET Section to support the implementation of the Primary NET Scheme by:

- designing and running professional development programmes for NETs and LETs;
- providing school-based support to promote innovative and effective learning and teaching strategies;
- developing and implementing literacy programmes and Seed projects to foster collaboration between NETs and LETs and their professional development, as well as students’ literacy development;
- giving advice on NETs’ deployment;
- developing resources to support curriculum implementation;
- disseminating good practices in language learning and teaching; and
- providing peripatetic support for schools with less than six classes.

For more information, please refer to the NET Scheme e-Platform at: https://nets.edb.hkedcity.net/
Acknowledgement

The NET Section would like to express its gratitude and appreciation to the Principals, EPCs, LETs, NETs and ATs who participated in the consultation process. Their views and opinions have been very helpful in the compilation of the Guidelines (2018 edition).

Abbreviations

| AT  | Advisory Teacher          |
| ATT | Advisory Teaching Team    |
| CPD | Centralised Professional Development |
| DTS | Development of Text Sets  |
| EPC | English Panel Chair      |
| Keys2 | Keys 2 Literacy Development |
| KIP | Key Stage 2 Integration Programme |
| KS1 | Key Stage 1               |
| KS2 | Key Stage 2               |
| LET | Local English Teacher     |
| NET | Native-speaking English Teacher |
| PLP-R/W | Primary Literacy Programme – Reading and Writing (Key Stage 1) |
| PSM(CD) | Primary School Master/Mistress for Curriculum Development |
| SET | School English Teacher    |
| Space Town | Space Town Literacy Programme for Key Stage 1 |
外籍英語教師
工作調配指引
小學「以英語為母語的英語教師」計劃
小學「以英語為母語的英語教師」計劃
外籍英語教師工作調配指引

引言

以二零一二年版的外籍英語教師工作調配指引為基礎，教育局於二零一八年編訂指引修訂本。修訂本除回應小學「以英語為母語的英語教師」計劃(小學外籍英語教師計劃)第二輪評估研究小組的建議外，亦考慮了外籍英語教師組自二零一二年起通過教學諮詢小組年度調查所收集的學校意見，尤其是二零一六/一七學年的調查，當中一個部分關於外籍英語教師的工作調配安排。此外，外籍英語教師組於二零一七年十二月，與校長、英文科科主任、本地英語教師、外籍英語教師和諮詢教師舉行專題小組會議。與會者就外籍英語教師的實際工作調配安排提出他們的見解和新的觀點，使我們得以深入檢視，從而進一步修訂指引以切合不同校情。

二零一八年版本的重點之一，是闡明「聘用人才，挽留人才，至臻卓越」與外籍英語教師的工作調配息息相關。我們希望籍指引修訂本，進一步引領和推動學校在促使小學外籍英語教師計劃發揮最大效益時，以外籍英語教師的工作調配安排為一項主要考慮因素。

指引修訂本的重點概述如下，方便學校參閱：

- B部「工作調配原則」新增了一個重點，即「聘用人才，挽留人才，至臻卓越——發揮小學外籍英語教師計劃的最大效益和潛力」。在此項涵蓋層面較廣的原則下，我們就聘任外籍英語教師提出了建議，並致力鼓勵學校建立協作文化，促進外籍英語教師與本地英語教師有效協作。

- 在C部的「外籍英語教師工作調配指引」，外籍英語教師的專業職務範疇予以更新，務求更準確反映課程改革的最新發展和當今校情。除協作教學外，共同備課有助推動校本課程發展，亦是外籍英語教師的主要專業職務之一。為支援校本課程發展，外籍英語教師須協助促進校內英文科組的專業發展。

- 指引修訂本引用了調查數據，參加上述專題小組會議持份者的觀點，以及小學外籍英語教師計劃第二輪評估研究小組的意見，以說明各種實況和推廣優良做法，並就如何有效運用相關指引提出建議。

指引修訂本引用了調查數據，參加上述專題小組會議持份者的觀點，以及小學外籍英語教師計劃第二輪評估研究小組的意見，以說明各種實況和推廣優良做法，並就如何有效運用相關指引提出建議。
A. 小學外籍英語教師計劃的目標

推行小學外籍英語教師計劃，旨在把外籍英語教師的專業經驗、多元教學策略和意念、文化素養，引進本地學校語文課堂，從而豐富學生的語文學習經歷，並強化語文學習環境。外籍英語教師作為資源教師，與本地教師互為補足，齊心協力實踐計劃的下列目標：

- 提供真實語言環境幫助學生學習英語
- 培養學生學習英語的興趣，並建立他們終身學習的基礎
- 與本地教師合作發展課程、創新的教學法、教材及活動，以迎合本地學生的需要
- 通過教師專業發展活動，例如外籍英語教師入職課程、工作坊、研討會、學校羣組經驗分享會和聯網活動，推廣語文學與教的優良做法
B. Work Assignment Principles

Hiring Talent, Retaining Talent, Achieving Excellence — Maximizing the Benefits and Potential of the Elementary School Foreign English Teacher Program

Hiring Talent

Elementary schools (including special schools and elementary departments) should consider hiring foreign English teachers at an early stage. In the recruitment process, the school must clearly understand what qualities, expertise, and experience an ideal foreign English teacher should possess.

In order to achieve these goals, the school must establish a collaborative culture, allowing foreign English teachers to integrate into the school and become an important member of the teaching team.

A well-established collaborative culture is essential. Effective communication, mutual respect, timely feedback, appropriate recognition, and professional development opportunities are all indispensable.

If the school can effectively assign foreign English teachers under this framework, it will contribute to the achievement of the goals of the Foreign English Teacher Program. Schools participating in this program have a responsibility to effectively assign foreign English teachers.

In recruiting and hiring foreign English teachers, the school should refer to the following three notices/letters and other relevant materials:

- June 16, 2005 Education Bureau Notice No. 5/2005: "Hiring School Personnel" — Recruitment of school personnel should follow the principle of equal opportunity and the professional qualifications prescribed by the Education Bureau;
- October 6, 2017 Education Bureau Notice No. 16/2017: "Enhanced Measures for Protecting Students: Personnel Matters" — Schools must conduct checks on the teaching qualifications and criminal background of applicants, as well as obtaining their consent to check their past performance with their former employers; and
- Education Bureau notices issued annually regarding the hiring and rehiring of foreign English teachers — Schools must carefully review the current arrangements.

…Foreign English teachers are an important part of the teaching team, making contributions to the school.

- Encourage the principal to develop a scheme to support the Elementary School Foreign English Teacher Program and evaluate its effectiveness. The scheme can outline how the school will support the program's implementation, including the arrangement for joint planning and professional development activities.

The second round of the evaluation group for the Elementary School Foreign English Teacher Program.
C. 外籍英語教師工作調配指引

從上兩輪整體評估研究可見，協作是小學外籍英語教師計劃的基石。因此，若要強化外籍英語教師與本地英語教師的專業伙伴關係，並促使計劃發揮最大效益和潛力，便須有效調配外籍英語教師的工作。

外籍英語教師

...在籌備科組會議時，我總會加入一個議項，讓外籍英語教師有機會反思或分享優良做法……我們把外籍英語教師視為英文科組一員……讓她覺得自己是我們的一分子……我認為這點很重要。」

英文科科主任

一切在於定下的時間表……這是成功關鍵。把共同備課編入日程後，每個人均專注起來，彼此步伐一致……大家都有分參與，發表意見……」

外籍英語教師

「……在尚未建立共同備課文化的學校，許多時候備課會議沒有預先安排，而是臨時召開。因此會上討論流於籠統……要取得成效，學校必須編定議程，使討論變得更有條理。」

諮詢教師

專業職務

外籍英語教師應與本地教師協作，參考課程發展議會的英國語文教育學習領域課程指引，合力發展、推行和審視校本英文科課程。外籍英語教師亦須協助開發教學資源，並提升英文科組的專業效能。至於課堂教學，我們建議學校每周安排外籍英語教師授課15至17個小時，當中至少14個小時進行協作教學，以適切配合聯課活動。此項建議已考慮到外籍英語教師在設計課程和開發教學資源方面的職責。

設計校本課程和開發教學資源

外籍英語教師與本地英語教師協作，在三個層面設計校本課程和開發教學資源：

1. 課堂以內
2. 課堂以外
3. 學校以外

專業發展

參與專業發展活動，例如由外籍英語教師組籌辦的活動

通過共同備課與協作教學、校本分享會或聯網活動，推廣優良做法

1. 共同備課
2. 協作教學
3. 聯課活動
4. 設計校本課程和開發教學資源
5. 專業發展

<table>
<thead>
<tr>
<th>1. 共同備課</th>
<th>2. 協作教學</th>
<th>3. 聯課活動</th>
<th>4. 設計校本課程和開發教學資源</th>
<th>5. 專業發展</th>
</tr>
</thead>
<tbody>
<tr>
<td>與本地英語教師定期並按時教授的級別進行共同備課</td>
<td>14小時</td>
<td>1至3小時</td>
<td>外籍英語教師與本地英語教師協作，在三個層面設計校本課程和開發教學資源：</td>
<td>參與專業發展活動，例如由外籍英語教師組籌辦的活動</td>
</tr>
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<td>15小時</td>
<td>0至2小時</td>
<td>課堂以內</td>
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<td>通過共同備課與協作教學、校本分享會或聯網活動，推廣優良做法</td>
</tr>
<tr>
<td>16小時</td>
<td>0至1小時</td>
<td>課堂以外</td>
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<td>17小時</td>
<td>無</td>
<td>學校以外</td>
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14小時 1至3小時 15小時 0至2小時 16小時 0至1小時 17小時 無
為使教師有優質時間進行專業交流和協作，學校宜把共同備課會議編入工作日程。不過，學校也許礙於校本情況無法實行此項建議，例如參與共同備課的英語教師沒有彼此吻合的空檔。在這種情況下，學校可與教師商討，另覓時間共同備課。如有需要，學校可徵求谘詢教師的意見。

「……共同備課不限於在教員室進行……即使上課前，也可爭取時間談一談……要是1A班出了岔子，我會利用小息的十分鐘找下一節課的教師商量：『這一節調動一下吧，得先聚焦這個部分。』這方法蠻不錯，是值得推廣的優良做法。」
外籍英語教師

「我們按固定時間表舉行共同備課會議……我認為不論外籍英語教師還是本地英語教師，確保他們準備充足非常重要。教師不時要一起到其他學校觀課，因此必須編排好共同備課會議。」
校長

「我們把備課會議一一編入工作日程……按固定時間進行……由於有時間參與其中，人人都感到滿意。」
英文科科主任

1. 共同備課
2. 協作教學

- 為使教師有優質時間採用創新的教學法，學校宜安排外籍英語教師負責每班三至四個35分鐘課節(或等同時間的課節)，包括每周至少一次連堂。

- 鑑於學校和外籍英語教師背景各異，校方可因應情況指派外籍英語教師任教第一及／或第二學習階段的級別，如有需要，學校可與諮詢教師磋商安排。

- 為促進專業協作，學校須找出協作重點，並給予有關教師足夠空間及時間。如此，校方宜安排外籍英語教師任教不多於三個級別。然而，倘學校每個級別只有一至兩班，則此項建議或不適用。

- 學校若參與外籍英語教師組的小學識字計劃，即小學識字計劃(Reading/Writing、第一學習階段識字計劃(Space Town)、第二學習階段整合計劃、第二學習階段識字計劃(Keys2)及發展多元文本計劃(DTS)，則應盡量安排外籍英語教師任教相關學習階段，以支援推行有關計劃。

3. 聯課活動

- 聯課活動在課堂內外(包括在社區及工作場所等實際環境進行均可)，讓學生從中獲得學習經歷。傳統上稱之為課外活動，是學校課程不可或缺的組成部分，與正規的課堂學習相輔相成。

  (《基礎教育課程指引》(二零一四))

- 學校籌辦聯課活動，包括外籍英語教師有份參與籌辦的活動，必須精心策劃，務使學生有更多機會接觸英語。舉例說，學校可在小息或午膳期間或放學後舉辦與英語學習有關的活動，包括話劇、布偶劇、辯論和講故事環節。
4. 設計校本課程和開發教學資源

設計校本課程和開發教學資源是一個協作過程。在小學外籍英語教師計劃下，外籍英語教師和本地英語教師應在三個層面推進此過程。

層面一
課堂以內

層面二
課堂以外
例如聯課活動、班際比賽

層面三
學校以外
例如校際比賽、遊學活動

「通過與外籍英語教師共同備課，我們得以把小學識字計劃——閱讀／寫作與英語課堂結合，從而設計校本課程……」
本地英語教師

「我們的討論相當自由，並非由我一人主導……其間我們審視教材，主要是修訂工作紙內容或進行調適。教員輪流負責修訂工作。我們按部就班檢視教案，討論各種可能產生的影響，並探討如何照顧差異。我們亦會談論英語課堂的情況……因此能在小學識字計劃——閱讀／寫作和英語課堂，締造充滿生氣的學習環境。」
外籍英語教師

「……若學校認為有需要指派專責教師指導學生英語會話或籌辦課外活動，可安排外籍英語教師與本地教師協作，發揮團隊力量。」
小學外籍英語教師計劃第二輪評估研究小組

「我認為外籍英語教師能推進課程發展工作，因為他較為了解新加坡學校的情況，亦會向我們提出先見，並斟酌學校課堂的教學內容，以助學生為遊學活動作好準備。」
校長

「……若學校認為有需要指派專責教師指導學生英語會話或籌辦課外活動，可安排外籍英語教師與本地教師協作，發揮團隊力量。」
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校長
在這三個層面上，外籍英語教師與更為熟悉本港教育制度和校情的本地英語教師協作，為學生設計和提供豐富多元的英語學習經歷。除共同備課外，製作教材和教學資源亦是校本課程發展的必要部分，這些均有助於豐富學校的英語學習環境和學生的學習經歷。

校本課程發展有賴外籍英語教師與本地英語教師相互協作，同時也能促進雙方的專業發展，從而提升英文科組的專業效能及外籍英語教師計劃的整體效益。
5. Professional Development

To improve learning and teaching effectiveness, it is crucial to promote continuous professional development. The Education Bureau organizes various professional development courses annually, to meet the needs of teachers and support local schools in designing and implementing their courses. Whether foreign English teachers or local English teachers, they should all take professional development courses to promote professional development and collaboration.

Foreign and local English teachers can also share, spread, and explore various good practices through collaborative teaching, school-based sharing meetings, and online activities. They can support schools in promoting innovative learning and teaching methods, thereby promoting professional development.

"Continue encouraging teachers to apply what they learned from professional development workshops and continue to reflect on how to adjust their teaching methods."
- Secondary School Foreign English Teacher Project Evaluation Research Group

"...between schools, building a network, and exchanging with each other are very important. We cannot do this by sharing or promoting professional development alone. We need the participation of many different schools to achieve these experiences. These experiences are invaluable because...they help to promote the close cooperation of the English department."
- Foreign English Teacher

"I believe that cooperation between teachers is the key to professional development. We learn many teaching strategies in collaborative teaching classes..."
- Local English Teacher
其他考慮因素

外籍英語教師或須於正常上課或工作時間以外參與特別活動，例如家長教師會活動、畢業禮、學校開放日等。

倘外籍英語教師出席以中文進行的會議，校方須安排傳譯，讓外籍英語教師明白討論內容，從而在會上和會後作出有意義參與。校方也可考慮安排外籍英語教師在會議期間處理其他職務，稍後才向其扼述會議內容。

校方應盡量兼顧外籍英語教師在聖誕節、復活節等長假期回祖家與家人團聚的需要。暑假時，校方宜安排外籍英語教師連續休假至少四周。
D. 持份者主要職能

本地英語教師
外籍英語教師
小學學位教師 (課程發展)
校長
諮詢教師
英文科科主任/夥伴英語教師

促進有效協作及發揮計劃的最大效益
本地英語教師與外籍英語教師協作，推展外籍英語教師計劃，並設計校本課程，包括開發教學資源。本地英語教師就本地文化和教育實況提供意見，與外籍英語教師合力發展和推廣創新的學與教方法。

「要為外籍英語教師和本地教師提供良好工作環境，認識必須有策略……要在教師的工作日程預留更多空間和時間，讓他們進行共同備課會議。我們必須讓教師知道，管理層全力支持英文科組。」
校長

「知識可以通過師友計劃傳遞，舉例說，校方可安排資深的外籍或本地英語教師在一段合理期間內，為任教某一級別而經驗較淺的教師提供支援，彼此協作。」
外籍英語教師

小學學位教師(課程發展)負責監督校本課程發展，並確保校本英語課程和外籍英語教師計劃的推行，與學校的主要課程目標一致。

作為校內英國語文教育學習領域的課程領導，英文科主任協助校長建立協作文化，加強外籍英語教師與本地英語教師的合作，藉以推動校本課程發展，提高學生學習成效，並促進外籍和本地英語教師的專業發展。現時大部分的學校都有多於一位英文科主任，並會委派其中一位作為夥伴英語教師與外籍英語教師及諮詢教師緊密協作。

「我們把外籍英語教師視為英文科組一員……讓她覺得自己是我們的一分子。我認為這點十分重要。」
英文科主任／夥伴英語教師

本地英語教師與外籍英語教師協作，推展外籍英語教師計劃，並設計校本課程，包括開發教學資源。本地英語教師就本地文化和教育實況提供意見，與外籍英語教師合力發展和推廣創新的學與教方法。

「在共同備課會議上，我們輪流主持會議，擬訂教案。」
本地英語教師

外籍英語教師與本地英語教師協作，在校內提供真實英語學習環境，他們合力設計和檢視校本課程，並推廣創新的學與教方法。

「我認為外籍英語教師……不是獨自工作，而是成為團隊一分子，與同工並肩合作，務求達到目標，幫助學生從體驗中學習和掌握英語。」
外籍英語教師

有關諮詢教師提供的支援，詳見本指引F部(第14頁)。
E. 優良做法

下面介紹的優良做法，有助建立協作文化，使小學外籍英語教師計劃得以成功推行：

- 在工作日程內編定時間，讓任教同一級別的外籍和本地英語教師得以定期共同備課；
- 作出相應安排，讓外籍英語教師和本地英語教師可輪流主持共同備課會議；
- 鼓勵外籍和本地英語教師反思教學方法，並相互促進專業發展，以加強協作；
- 讓外籍英語教師和本地英語教師在課堂上擔當特定職務，以進行協作教學；
- 促進校本課程發展，推廣創新的學與教方法，務求為學生提供豐富多元的英語學習經歷；
- 指派一名英文科科主任與外籍英語教師共同任教至少一個班級；以及
- 定期向家長提供有關外籍英語教師計劃的最新資訊。

「外籍英語教師告訴我，他從同工身上獲益良多，因為教師各有本身的教學模式，他可以從中學習……不同的模式能使教學精益求精。」
校長

「會議本身理當發揮效用。與會者要明白，會議對其有所裨益，而他們是會議一分子。」
外籍英語教師

「外籍英語教師獲邀參與的會議應以英語進行；若以廣東話進行，校方應安排傳譯。」
小學外籍英語教師計劃
第二輪評估研究小組

「教案闡明了各人職責……我們亦知道協作教學講求角色分擔，而非僅是在旁維持課堂秩序。有時候，我們會調換角色。我想大概一半一半吧……此舉有助促進專業發展。」
英文科科主任
F. 外籍英語教師組所提供的支援

外籍英語教師組設有教學諮詢小組，通過下列措施支援小學外籍英語教師計劃的推行：

- 為外籍和本地英語教師設計和開辦專業發展課程；
- 提供校本支援，推廣創新有效的學與教策略；
- 筹劃和推行識字計劃及種籽計劃，促進外籍英語教師與本地英語教師的協作和專業發展，並提高學生的語文學習成效；
- 就外籍英語教師的工作調配安排提供意見；
- 開發教學資源以支援課程實踐；
- 推廣語文學與教的優良做法；以及
- 為開辦少於六班的學校提供巡迴支援服務。

如需更多資料，請瀏覽外籍英語教師計劃電子平台(https://nets.edb.hkedcity.net)。
鳴謝

為擬備本工作調配指引(二零一八年版本)，外籍英語教師組在諮詢過程中，得蒙多位校長、英文科科主任、本地英語教師、外籍英語教師、諮詢教師積極參與，提供寶貴意見，謹此衷心致謝。