



Celebrating the 20th Anniversary of the ENET Scheme

Congratulations to our NETs who have served in the ENET Scheme for 10 years or more!



BAYER, Perry
CAREY, Siobhan
COTTER, Leonie
DIETRICH, Brian
GAUGHAN, Tara
GREEN, Gina
HONE, John Patrick
KOEHOORN, George
LANE, Charles

LEHENY, Jennifer
LYE, Matthew
ORAMS, John
PINSENT PRISO, Tanya
PRITCHARD, Valerie
THANG, Jonathan
THOMPSON, Carl
TROTIER, Marc
TYMKOW, Robert



15-19 Years

HANEY, Noeleen Maree
HANNAS, Vincent
HAWTHORNE, Julien Therese
HOLROYD, Caroline
HYNEK, Ryan
LAM Catherine
LEONG Patricia
LLOYD, Michael
LO Gini
LYONS, Shawn
MALAMIDIS, Paschalis
MEDLEY, Linda
MOFFAT, Julie
MOK Mary
MORGAN, Kelly
MULROONEY, Terence

NGUYEN Trong Hoang
O'CALLAGAN, Christine Mary
PRICE, Ann Marree
REGAN, Caridad
ROBERTS, Mayura Kim
SARRAZIN, Timothy
SCHOFIELD, Bradley
SIMS Ingrid
SPARROW, Michele
THOMAS, Neil Kenneth
WARTON, Deborah
WATHEN, Marc
WESTON, Leila
WILLIAMS, Michelle
WOODS, Jason
XAVIER, Christine Margaret

ANGER, Mark
ALLAN, Martin
ARIE, Dor
ARMANELLI, Camilla
BELL, Jeffrey
BEYNON, Andrew

BRENNAN, James Willard
BROE, Peter Vincent Joseph
BULLEY, Meryn
BUNDEY, Roderick
CANDLER, Robert
CLASON-THOMAS, Anna Marie

COOLEY, Stephen Leo
CRAIG, Brett
DOBSON, Paul Taylor
DONNELLY, Mark Leonard
DUNN, Phillip
GILL, Inderbeer Kaur (Indra)

10-14 Years

ANDERSON, Ronald
BALDOO, Dharamdov
BHOWNATH, Betty
BITTNER, Kenneth Boyd
BURGER, Sharee
CHAUDHARY, Vinod
CHRISTIANOPOULOS, Victor
CHUNG Cindy
COLLEY, Gavin
COWLER, Richard Alan
DESNA-SMITH, Julie
ELLIS, Jonathan Charles
EWAL, Willy Anokbonggo
FINNERTY, Laurence
FRASER, Paul
GULDENS, Michele
GOSLING, Oliver
GRAY, Andrew
GUPTA, Neelam
GYOKERY, Lisa
HARRIS, Tammy
HART, Tanya
HEALEY, Nicholas
HONEYCHURCH, James
IU Jacqueline
KIMA, Nalini
KWASNICKI, Asha

LANE, Kellie
LAUTEN, Priscilla
LAUTEN, Trevor
LAW Yuk Wan Yvonne
LEE Chi Yeung Brian
LESSITER, Jill Deryn Ann
LEUNG Lai Ping Ivy
LEWIS, Stephanie
LI Kwai Lam
LIM Wu Peng
LIN Chona
MACKENZIE, Troy
MALBY, Mark
MARTIN, Rochelle Jane
MCLAUCHLAN, Murray
MCPIE, Jackaline
MEIN SMITH, Jeffrey
MOORE, Stephen
MUDALY, Thoganaigee
MURPHY, Daniel
MURRAY, Kenneth
NAIR, Rajeev
O'DONNELL, Bernadette
PHILLIPS, Carmel
POCHWYT, Ilona
PRENTICE, Darren
RAGAVALOO, Ruby



RICHARDS, Stephen
ROBERTS, Gareth
RODRIGUES, Mark
RUSSELL, Warren Robert
SACCONE, Luisa
SACHDEVA, Supriti
SALA, Joey
SAMIKANNU, Ananthi
SANDERSON, Ian
SAUNDERS, Shahzdeen S. Isobel
SCHOBEN, Elisabeth
SIMS, Russell

SOON May
SREEKUMAR, Rajeshwari
STEHLING, Raymond
SUNG Jennifer Sueh Hung
TAN Hui Lea
TEFFAINE, Kristine Nicole
THISTLE, Timothy
TONG-HERNANDEZ, Stefanie
TRIMBEE, Marc
TSIBOGIANNIS, Evangelos
TURNER, Philip
van WYK, Jon

WHELAN, Terrence
WHITE, Donald
WHITE, Nicholas
WHITMAN, James
WONG Kan Yu
WONG Lai Ling
WU David
YEE Tracy
YIP Mooi Ling
ZEHNDR, Sharon Ann

How to use Augmented Reality (AR) on iOS and Android:



The top photo on this page carries a video, which can be accessed by scanning the image with a mobile device through the use of Augmented Reality (AR). To access the AR video footage, simply

- download the "HP Revealed" app available on the Google Play Store (for Android) and the Apple App Store (for iOS)
- create an account
- type NETSECTION_EDB in the "Discover Auras" search field; then tap "Follow"
- tap the blue circle at the bottom of the screen and point the camera at the image



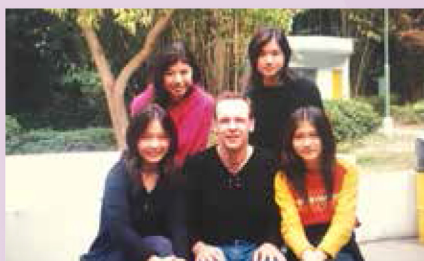
20 on 20 – Up Close and Personal with John Orams, one of the eighteen 20-year NETs

Home country: **Melbourne, Australia**

Current school: **The Hong Kong Red Cross John F. Kennedy Centre (2013-2018)**



End-of-year BBQ with my first class of seniors. I still remember some of their names but not all - a cool bunch. They were just 18-20 years old then. Hard to imagine, they must be nearing 40 now and possibly married with adolescent children of their own. (1999)



Some of the girls from Form 7A. The students at the Hong Kong Red Swastika Society Tai Po Secondary School were very welcoming and friendly. Apprehensive in my new job at first, I soon began to feel at home. (1999)



Form 2C girls from the Hong Kong Red Swastika Society Tai Po Secondary School. (1999)



Some of my Form 2C class to whom I was required to give extra lessons on Saturday mornings - I was asked to work on Saturday mornings as well as Monday - Friday in the first year. (1999)



Playing guitar with one of my 'junior' intellectual disability classes. Though they look young, most of this class are around 18 years old. We work on a modified curriculum called the Systematic Approach to Mainstream Education (SAME), which allows us the freedom to 'tailor' the learning materials to the students' special needs and abilities. (2018)

1. How has your role changed over the years?

My role has changed drastically from the time I started teaching in Hong Kong. Initially I taught just oral to every student in the school (approximately 750 students - with up to 40 students in a classroom) but by the time I left my first school, I was teaching 2 full classes and oral to just a few. I went on to teach small groups of boys with behavioural problems in an SEN school and now I teach English to small groups of physically and intellectually disabled students.

2. What have you learnt from your experience as a NET?

The longer I have stayed in Hong Kong, the more I have learnt the importance of building and maintaining good relationships with other staff and supervisors. I have also had broad and varied experiences and developed a hugely varied skill set.

3. What has been your most rewarding experience as a NET?

I was instrumental in bringing about the production of a documentary for

the National Geographic Channel called 'Falling Through the Ropes' while at The Society of Boys' Centres Chak Yan Centre School. Chak Yan was a school for troubled boys, many of whom had been convicted of petty crimes including theft and assault. Through a project called Operation Breakthrough run by the Tai Po Police and some film-maker friends of mine, a documentary was produced when I organised a group of boys to gather in Tai Po for weekly boxing training with the Police at their boxing gym. I had to liaise between the school, the boys, the parents/guardians, the Tai Po Police and the Film Production Company to make it all happen (a task easier said than done) and thus was able to start the school's first boxing programme for boys with behavioural problems. After the documentary project was finished and screened on local TV and internationally, I carried on the boxing programme for a couple more years before I left the school. After I left, I was pleased to learn that some of the boys kept up their training and were being offered new opportunities through their association with Operation Breakthrough and the Police that they never would have dreamt of otherwise.

4. What opportunities were given to you on the NET Scheme that you otherwise may not have had?

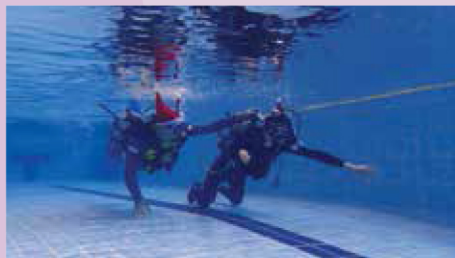
While teaching at my present school, I have been able to organise rock climbing and scuba diving activities for the disabled students. Our students have partnered with able-bodied international school students for many of these activities and this has enabled them to have contact with a much broader group of people in society than they might normally get to meet. The rock climbing activity was particularly inspiring and involved our disabled students climbing up 18-metre structures far above the ground. The scuba diving activity involved monthly training in the West Island School swimming pool and opportunities for the students to dive in the open ocean off Sai Kung and in other countries as well.



Interview in my classroom at Chak Yan Centre School in the National Geographic Documentary Film, 'Falling Through The Ropes' (available on YouTube in English and Chinese). Chak Yan classrooms had bars on the windows, cyclone fencing topped with razor wire and broken glass around the yards and high security gates manned by a guard to prevent the boys from getting out and to stop unwanted visitors coming in. (2011)



Boxing training with the first group of boys down at the Tai Po Police boxing gym. (Still shot from the National Geographic Documentary, 'Falling Through The Ropes'.) (2012)



A shot from our underwater Christmas party 2018 (hence the hat), assisting a paraplegic student to master the skills he will require later when we take him out to the sea. (2017)

5. What do you feel you have most contributed to the Scheme?

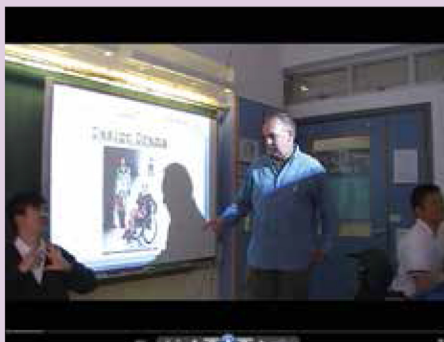
I have contributed to the education of SEN students by developing programmes which take these students out of the classroom, leading to their interaction with other students from both local and international schools. This interaction has been beneficial to both the SEN students and the international school students and broadened their understanding of each other's world. I also play the guitar and have managed to produce several music videos and short films with my students over the years. Some of the videos have been uploaded to YouTube.



Introducing and motivating my 'bad boys' to join the boxing programme 'Operation Breakthrough' run by the Tai Po Police. (Still shot from 'Falling Through The Ropes'.) (2011)



Still shot from the catwalk scene in 'Design Drama'. (2016)



Harrison (actor/narrator), Me (Producer) and Kenny (Director) during the making of our award-winning film 'Design Drama'. (2016)



Climbing the 18-metre 'Jacobs Ladder' – one of our 'disabled' students was paired up with an 'able-bodied' student from Hong Kong International School and together they assisted each other to the top. The two climbers must co-operate as the rungs are so far apart an individual climber cannot scale them. (2014)



All dressed up and ready to scale the climbing wall with two of my 'disability' students from The Hong Kong Red Cross John F. Kennedy Centre. (2015)



Doing my monthly SCUBA instructing with some of my 'disability' students and other 'disabled' divers at West Island School swimming pool with the International Association of Hand-in-hand Divers (IAHD). Christmas session. (2017)

6. How do you feel the Scheme has changed over the years?

I feel that the NET Scheme is many different things depending on the individual NET and the individual school that s/he is teaching in. The introduction of computers has perhaps modernised many things including the mentality of some of the more outlying schools. Twenty years ago, the school I first taught in felt a bit like a boot camp, with children marching up and down the playground in uniform shouting out "Left, left, left, right left ..." even on weekends. Now I'm extremely lucky to be working at The Hong Kong Red Cross John F. Kennedy Centre, where the school managers follow a much more enlightened and modern philosophy of education. Students are encouraged to be individuals, develop multiple interests and pursue their dreams.

7. How have you collaborated with other staff at your school?

While making movies at my present school, I have collaborated with the Music Department, the Art Department, the IT/ Computer Department, the Physiotherapy and Occupational Therapy Departments and the Nursing Department. When conducting the scuba diving lessons I have collaborated with the Primary PE Department and when organising the rock climbing activity I collaborated with the Secondary PE Department. Without the help of the other content subject teachers, my activities would never have taken place.

20 on 20 – Up Close and Personal with Valerie Pritchard, one of the eighteen 20-year NETs

Home country: *Wisconsin, USA*

Current school: *Concordia Lutheran School - North Point (1998-2018)*



Parallel Session at the 20th Anniversary Conference



Leveraging IT for Interactive Learning



Noah's Ark Musical

1. Which schools have you been at in the past and how many years at each?

1994-1996: Our Redeemer Lutheran School, Wauwatosa, WI
 1997-1998: Perry Tippler Middle School - Oshkosh, WI
 1992-1994, 1995-96: Evangelical Lyceum in Bratislava, Slovakia
 1998-2018: Concordia Lutheran School - North Point

2. How have you collaborated with other staff at your school?

I believe that I am very fortunate to work with a team of English teachers who believe that TEAM means "Together Everyone Accomplishes More." The teachers in our English panel are collaborating almost on a daily basis formally and informally. This includes regularly scheduled collaboration meetings for each team of form teachers to discuss achievements and difficulties encountered in our teaching and students' learning and ways to tackle the problems. This is done by sharing teaching resources and devising learning and teaching materials that address learner diversity and promote self-directed learning, IT for interactive learning, etc. Throughout each year and over many years, we work together as a department and with other departments to put together special units on topics such as charity, including a Global X-perience simulation at Crossroads, STEM and workplace communication, which includes preparing students for interviews for a Rotary Club job shadowing programme. My panel chair and I, with the support of the Form 1 and 2 English teachers, have implemented a reading programme in the lower forms. Every year I usually co-teach a class with another colleague; however, the way in which it is carried out can vary from class to class and year to year. Since I have taught with all of my colleagues at some point in time, we are very comfortable with planning and carrying out the lessons and/or curriculum, and we can play off each other's known strengths. We are constantly exploring together how to incorporate good learning and teaching practices into our classrooms.

As part of the EDB's Professional Development Scheme, I have collaborated with my colleagues to open our classrooms for teachers from other schools, and in turn we observe together teachers in other schools as well. My panel chair and I have led numerous professional development sharing sessions together with great synergy.



School Variety Show

I think that one of the greatest ways that my colleagues and I collaborated together is when we first implemented collaborative learning in our English lessons. At that time, it wasn't common in the classroom. As a result of some action research I had done for a university graduate class, we started incorporating it into our English lessons and developing other subject teachers' understanding of this as well. In 2010, we even received a group merit award from the Chief Executive for our efforts.

3. How has your role changed during your time on the NET Scheme?

My role at the school has evolved over the years from teacher to coordinator and mentor. I have always had a combination of General English classes and Oral English and/or Reading classes. I am now seen as a senior teacher and my colleagues value my contributions. I have also done a significant amount of work on developing the school-based English Language curriculum.



Chief Executive's Award for Teaching Excellence (2009/10)



Receiving an Award from the HK Federation of Education Workers

4. What have you learnt from your experience as a NET?

I like to take the initiative and develop myself professionally by attending graduate courses in the US during the summer holidays and then bringing the ideas back to the school. Some of the courses I have taken over the years include courses in Cooperative Learning, Google Apps for Education, and the Reading Programme offered by Columbia University. I have learnt a lot over the years by attending these courses and adapting the ideas to the local context in Hong Kong.

5. What has been your most rewarding experience as a NET?

Since teaching is all about the students, the most rewarding experiences for me are those occasions when former students come back to visit and tell me what they are doing with their lives and how their use of English has helped them. It is always pleasantly surprising how the students have continued to develop themselves and are now studying to be or are working as an English teacher, a journalist, a stage manager, a pilot, a representative for Hong Kong in karate, a businessman/businesswoman in big corporations and even a famous pop singer! It is particularly rewarding when students thank me for helping them. This is what makes all time, energy and effort worth it!

6. What do you feel you have most contributed to the NET Scheme?

As one of the first teachers at the start of the NET Scheme, I believe that my contribution has grown more and more over the years as it has also been for the NET Scheme. In the beginning, I was just a friendly foreign face that helped break the ice between the students and the English-speaking world. For many students, it was their first chance to speak with a blonde-haired, blue-eyed foreign English speaker and use their English for a meaningful purpose. After some time, I was no longer an alien with blue eyes, but a teacher that students and colleagues could easily approach and work well with. Later, I became an experienced teacher who understood the Hong Kong curriculum and how I could integrate and contribute to the curriculum with the learning and teaching practices that I brought from my past experience. With good enabling leadership, I have continued to develop myself and taken the initiative to help adapt our school-based curriculum to cater for the needs of our students and worked closely with my colleagues to further develop it. With the support of the school, I have had opportunities to share with teachers in other schools good learning and teaching practices. Through all of this, I have always been part of the team, doing my part to meet the needs of our students by introducing new teaching methods and spurring us on.

7. How do you feel the Scheme has changed over the years?

I think that the Scheme has developed a lot over the years. In the beginning, schools weren't quite sure how to deploy NETs. Many were given a lot of oral classes and were expected to just lead extra English activities and run the English corner. NETs were often considered just an "extra" teacher and weren't given many other teaching responsibilities. Through time, schools started to recognise the value of NETs in other ways and could see how we could play an important role in the classroom, the panel and the development of the curriculum. At the same time, NETs also started to understand how they could

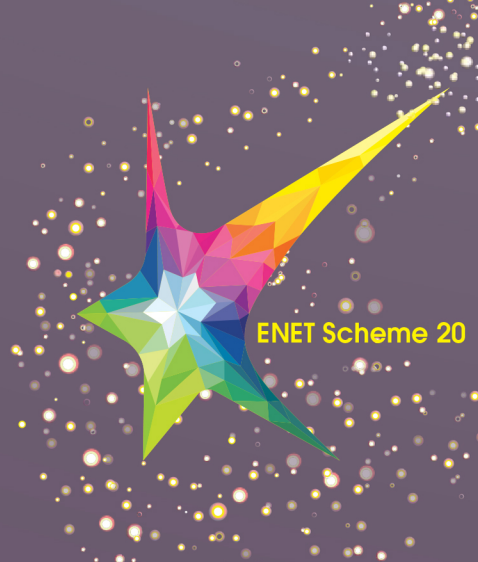


Reading with the Students

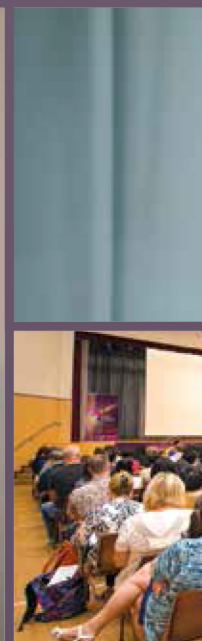
play a greater role in the whole Scheme, and they felt more empowered to do so. The establishment of the NET Section has also played an important role in bringing local English teachers and NETs together and providing opportunities for more professional exchanges. Today, NETs are contributing in meaningful ways, which has made the NET Scheme a professionally recognised programme.

8. What do you think of the support provided by the EDB for NETs in Hong Kong?

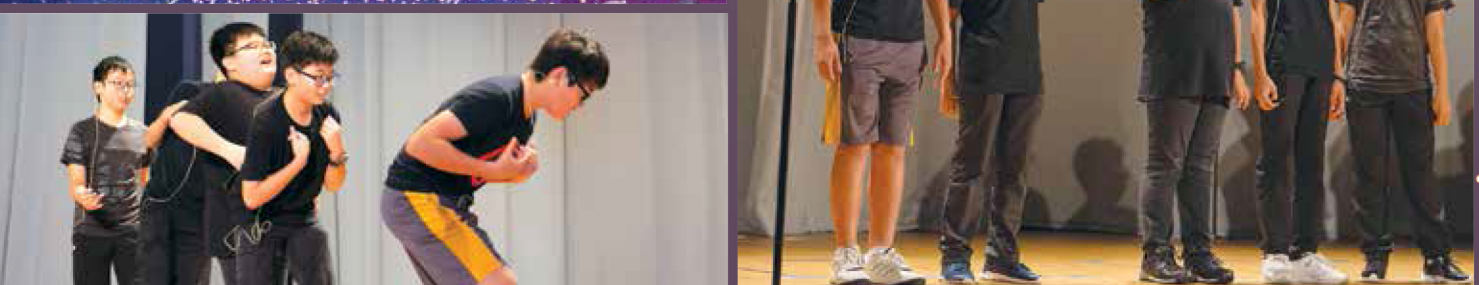
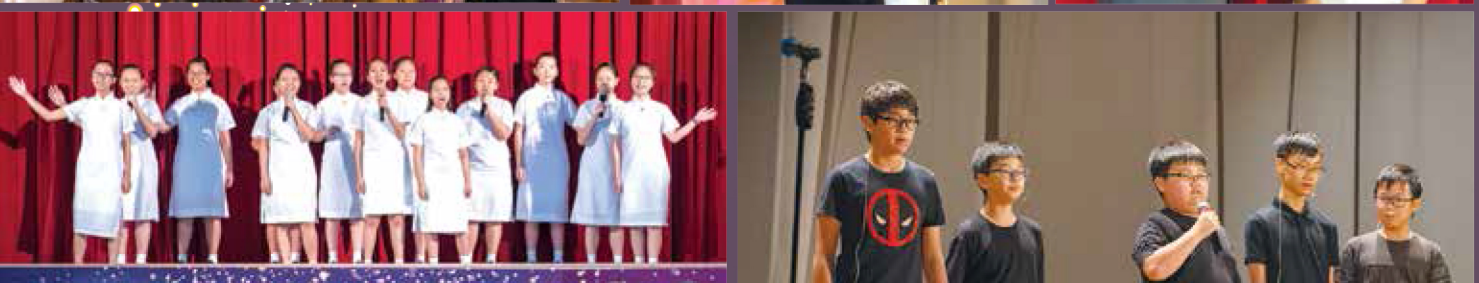
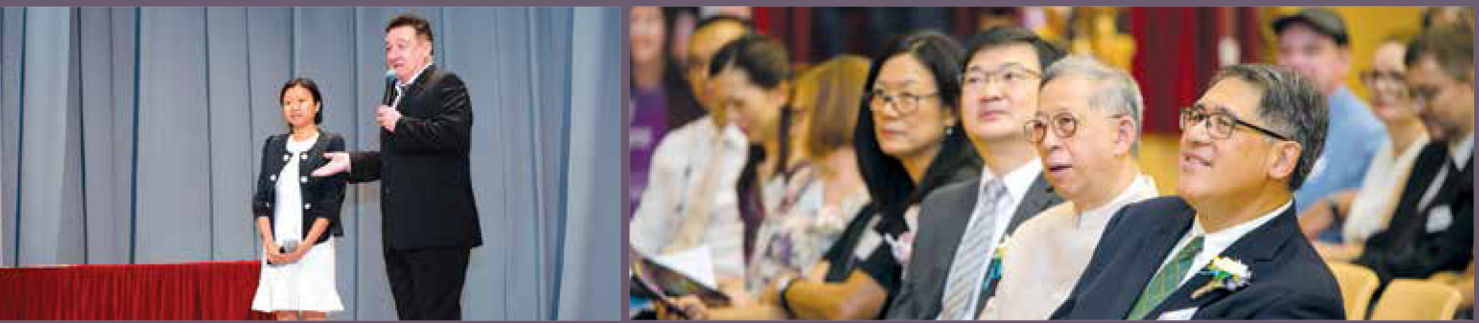
I feel that the NET Section plays a crucial part in helping bridge NETs to teaching in local schools. Their support is necessary when a NET first starts teaching in Hong Kong. As part of the first "cluster" of NETs, all of our support came from one another and what each individual school provided, which varied a lot. The NET Section can help provide the induction and support that NETs need from the beginning so that all of the guesswork can be taken away and teachers can get actively involved in their teaching sooner. The NET Section also provides NETs with opportunities to network with other NETs and other local English teachers, and they can exchange good learning and teaching practices. The NET Section provides the link between the EDB and the NETs. I believe that their support is invaluable to the NET Scheme and is one of the many factors that has enabled me to stay in one school for twenty years.



The Conference - On and Off Stage



20th Anniversary Conference of the Enhanced NET Scheme in Secondary Schools





The Conference - Parallel Sessions

