

ISSUE 30

NET

SCHEME NEWS





“Talent wins games, but teamwork and intelligence wins championships.”

Michael Jordan

Teaching is never a solo effort or performance. When a teacher asks a question, he or she expects a response. When students show hesitation, the teacher will rephrase the question and/or prompt the class. When a student shares a good idea or makes a good attempt, the teacher will show appreciation and expect the rest of the class to do the same. Put another way, teaching unfolds as it engages learners and as it responds to, fosters and enables learning.

It has always been a pleasure to see how a talented and enthusiastic teacher builds motivation, inspires learning and creates shining eyes in the classroom. However, no matter how talented, committed and experienced such a teacher is, he or she will not be able to cater for all the learning, affective and growth needs of a student, let alone those of a class of 20- or 30-plus individuals. That is why teaching is a team sport (Scharberg, 2015)¹. That is why we need teachers to work, learn and innovate together to design and provide engaging learning experiences for our students. This is also the very essence of the work the NET Section is doing with local teachers in order to maximise the benefits and potential of the NET Scheme.

In this issue we share stories about the various competitions, projects and school-based activities that are designed and conducted to nurture talent among both teachers and students, to encourage and foster teamwork, to build partnerships among participants, and to add meaning and purpose to our work.

Every year the NET Section organises a range of competitions to provide opportunities for students to develop and demonstrate both their language and generic skills in a creative, collaborative and fun manner. This year, to prepare students for Clipit, a competition where participants work in groups to plan and produce a photo story or short film, we coordinated two ‘FilmLabs’ that provided opportunities for IB Film students from international schools to share their skills with local primary and secondary school students. You can read an article about one of the ‘FilmLabs’, a one-day film-making programme, in which over 60 local and international school students enjoyed the fun and fruit of communication and collaboration as they teamed up to produce a one-minute film on the theme “\$10”. We also have a report about “Speak Out Act Up”, an improvised drama competition, in which Lui Yan Yan from Christian Alliance S. C. Chan Memorial College shares how she has benefitted from her participation – ‘From two unknown topics to two fantastic plays, the Improvised Drama Competition gave us a chance to work together and we not only built two story plots, but we also built a strong bond among us.’ The kind of learning experience presented in these two stories underlines the importance of purpose, fun and collaboration in learning.



Speak Out Act Up judges and participants at Tuen Mun Town Hall

Our competitions also cater for the professional development of the participating teachers. We believe when teachers have fun and feel empowered after attending our professional development activities, they will be able to inspire their students to enjoy both learning and practising for the competition they have entered. In the article on our first “Shorts on Stage” competition, where students perform a drama script they have prepared based on a short story from *Shorts 2010-2014: Student-created short stories for reading and appreciation*, we learn that the teachers who had received training “went back to their schools to take students through the same collaborative process that they had experienced at the workshop”. This illustrates well why teaching is not a solo effort, but a team sport.

Shorts on Stage First Prize winners:



Christian Alliance SC Chan Memorial College, AA session (am)



SKH Lam Kau Mow Secondary School, AB session (pm)





At CCC Hoh Fuk Tong College, one of the CRAW schools

Innovation is instrumental in enhancing the impact of the NET Scheme. To promote innovation, we design and implement collaborative research and development projects, also known as “Seed Projects”. As the name suggests, these projects require collaboration not only between members of the school project team but also between those teachers and the NET Section project team. As innovation is the focus, there is no one single approach to achieving the project objective – be it about the development and use of text sets, the promotion of e-learning, language across the curriculum or critical literacy, or the articulation between KS2 and KS3 curricula. It is interesting

to note in the article about our new Seed Project, CRAW², that there has been “a steep but fascinating learning curve for all involved”, including members of both the NET Section and the school project teams. This speaks for all other projects and the professionals involved. With good teamwork, we expect to achieve success like the experience shared by Jessie Chu, a teacher seconded to the NET Section this year to support the project, Development of Text Sets (DTS), in her comment – “I’m so pleased to see how DTS makes ‘DTS (Dedicated Teachers & Students)’ at my school!”

Learning is not just about learning to know, but about learning to be, to do and to live together³. When it comes to nurturing compassion in our children, everyone plays a part. The article, “Showing the World We Care”, contributed by Cherie Sexsmith, a serving NET, includes a thank-you message to the custodial staff and all of the teachers and students at her school for the part they played in enabling students to experience “the benefits of volunteering and the process of donating second-hand clothing and shoes to a charity in Africa”. Cherie summarised what made this meaningful experience possible in one simple statement – “The whole school helped to make this happen”.



Second-hand clothing and shoes donation organised by NET, Cherie Sexsmith

As 21st century educators, we champion learning for all. We know it takes more than the solo effort of a dedicated teacher to address the diverse needs of a child. We need professional learning communities where lateral learning takes place, where teamwork is promoted and celebrated, where good ideas are generated and trialled to create better strategies and practices, and where the love for teaching is shared and bigger dreams are dreamt.

Two school project team members, Amy Chui and Richard Austen, who have been supporting the Seed Project, Interface⁴, since the 2014/15 school year said recently, “It is our belief that we should help students to make academic progress, broaden their horizons and develop a love for learning. We share similar ideas with the NET Section officers and it is a pleasure to work with people having the same goal.” This is the voice of the professional learning community we are building.



Students from Caritas St Joseph Secondary School proudly presenting their work for the Interface Project



Let’s make this voice big and prepare ourselves for even greater collaboration and success.

Joe Leung,
Chief Curriculum Development Officer, NET Section

¹ In her blog entitled “Teaching Is a Team Sport” at <http://inservice.ascd.org/teaching-is-a-team-sport/>, Klea Scharberg, project manager for Whole Child Programs at ASCD, discusses why it is important to have teams of teachers working together.

² CRAW stands for *Developing Critical Readers And Writers through Reading-driven Units of Work*.

³ Please refer to “Learning: The Treasure Within – Report to UNESCO of the International Commission on Education for the Twenty-first Century” (UNESCO, 1996) available at http://www.unesco.org/education/pdf/15_62.pdf.

⁴ Interface refers to the Seed Project entitled *Building Teachers’ Capacity to Address Interface Issues Concerning English Learning and Learning in English at KS2 & 3*.

The KS2 & KS3 Interface Project: Collaborating for Change in Learning & Teaching



Starting from the 2014/15 school year, the new KS2 & KS3 Interface Project has been focusing primarily on the continuity and progression in English language learning across key stages. This year, our project team is collaborating with two seconded teachers as well as frontline English teachers working in different primary and secondary school contexts. The objective is to support the understanding of curriculum articulation between KS2 and KS3 through our collaboration with English teachers on refining pedagogical practices, designing meaningful learning activities and developing school-based resources.



Seconded teachers:
Katie Kung (left) &
Annette Pun (right)

Having a clear purpose and a heart to serve



"It is our belief that we should help students to make academic progress, broaden their horizons and develop a love for learning. We share similar ideas with the NET Section officers and it is a pleasure to work with people having the same goal. With this clear purpose in mind, we are motivated to introduce new elements to the English classroom. This year the school has even extended the project into both S1 and S2 classes, which is also a great success as the ENRICH elements incorporated in teaching and learning have not only enhanced students' motivation but also our teaching capacity."

Ms Amy Chui (school project coordinator) & **Mr Richard Austen** (NET),
Caritas St Joseph Secondary School

Project collaborations are often prompted by a shared goal. At the heart of the collaboration between our project team and the frontline partners are the love for the students and the passion for teaching. Through the provision of an array of opportunities for students to acquire language skills and knowledge, to develop higher levels of thinking and to undertake challenging learning tasks, the Interface Project has indeed opened up an avenue for us to engage the teachers in professional discourse that promotes better learning and teaching.

Being inspired by fresh and workable ideas

"I was thrilled to see how much ENRICH can motivate students to learn and how effectively IT can be used as a formative assessment tool. Not only was I inspired by this better ENRICH model, but I also enjoyed the co-planning time with the NET Section officers, during which we generated and shared knowledge."

Ms Jan Chiu (English Panel Chairperson),
Queen Elizabeth School Old Students' Association Branch Primary School



Based on previous experience in offering school-based support services, we have found that some research-based instructional strategies, pedagogical principles and other initiatives could be too abstract for frontline teachers to understand and put into practice. For this reason, we introduced ENRICH as a framework that guides teachers to select the best strategies in planning and designing meaningful learning activities for the students.



Opening lines of communication

"When we first signed up for this project, we merely expected to see some positive changes in students' learning, for example, more fun and challenging activities designed for students. But the NET Section officers' sincerity, openness and professional attitude have led to open and frank communication, resulting in more professional discussion among other panel members who gradually have become more involved in the project."

Ms Lennie Lam (English Panel Chairperson)
& **Ms Winsome Lam** (project coordinator),
Yan Chai Hospital Wong Wha San Secondary School



Collaboration does not just happen. It takes three things to make collaboration work: a well-defined purpose, practical ideas and open communication. One of the humbling aspects of our collaboration with schools is a reminder of how closely we are connected by our ardent commitment to education, learning and teaching.

Adys Wong & Winnie Cheung, Curriculum Development Officers, NET Section

Developing Critical Readers And Writers through Reading-driven Units of Work

CRAW SEED PROJECT



Perennial questions in education are about how we meet the needs of contemporary society. For example, what literacy skills are required by the average 21st century citizen and how can schools meet these needs? The literacy landscape has expanded to include multi-modal texts that go beyond the once-filtered world of books, magazines and newspapers to the infinite and uncensored realm of the Internet where the competition to win hearts and minds is fierce and can have serious consequences for the security and direction of our society.

The recruitment of impressionable youngsters to the terror crusade run by ISIL is an extreme example but there are many equally influential campaigns for both good and evil on the Internet and this has raised our awareness of the need for a specific set of skills to decode and comprehend the real meaning of these texts. From advertisements and editorials to Facebook posts, memes, Twitter tweets and Instagram photos, students need to be aware of whose voice is privileged and whose voice is silenced, and how an issue and the audience are being positioned through language choice. This is called Critical Literacy.

Five secondary schools are currently collaborating with Regional NET Coordinating Team (RNCT) officers in a Seed Project, affectionately referred to as CRAW. In this project, we are taking an issue and looking at it from multiple perspectives. We are reading a variety of texts, including visual and multi-modal texts, and analysing how the language is used to try to influence the reader/viewer. We are identifying the stereotypes, attitudes and ideologies that shape the text.

The pedagogy is based on the Four Resources Model developed by Allan Luke and Peter Freebody, in which a reader simultaneously takes on four roles as they read. The first role is Code-breaker and this involves not only recognising the grapho-phonetic relationships within words and the grammatical systems that connect them but also the text type 'code' or structure. As Participants we bring our knowledge and experience of the world to the text and make meaning from the words and sentences. We interact with the text and 'participate' in it to comprehend it. As Users we need to know who created the text and why, and where these types of texts are used and by whom and for what purpose. The answers to these questions shape the text to distinguish it from other texts written for other purposes, e.g. an editorial is quite different from a letter of advice. Finally, we need to ask how this text is positioning the subject and how it is trying to influence the reader. Whose voice is heard? Whose is excluded? Why? And, of course, how is this achieved through language choices within the text?

The topics covered by the schools this year include teenage stress, protest, world hunger, technology and heroism. In the second year of the project we intend to consolidate and refine the units of work already produced and to move the work into a second form level. So far the student response has been rewarding and the teachers involved have participated enthusiastically.

The first year of this project has been a steep but fascinating learning curve for all involved. None of us can look at a text again without being conscious of its position and we hope to instil this same automatic response in our students, for without these skills it would be easy for them to be brainwashed into uncritical adoption of attitudes, ideologies and policies that could be damaging to the future of society.

Julien Hawthorne, Regional NET Coordinator, NET Section



Marvellous Multimedia Tasking 2.0 (MmT2.0) Project

The Multimedia Tasking 2.0 (MmT2.0) Project at Ju Ching Chu Secondary School (Yuen Long) is at its second stage this academic year for the implementation of digital technology in English learning and teaching. Based on the experiences of last year, our S1 and S2 students continue to create and share short digital stories and presentations on iPads using different web applications with the support of the NET Section, EDB.

In Term 1, S1 and S2 students experimented with Adobe Voice, a web application to create and share their writing digitally. S1 wrote on My Home and S2 students created a new ending to ***Snow White & the Seven Dwarfs*** respectively. As for Term 2, S1 and S2 students carried out research on endangered marine and land animals. Edmodo was adopted as a platform for distributing and submitting written and speaking assessments. In addition, students uploaded graphic organisers into their Google Drive for taking notes on the animals they selected before they embarked on creating and recording their speech presentation on Adobe Voice, with a focus on 'saving our wildlife'.

For the effective design and preparation of the programme, S1 and S2 English teaching panels have regular collaborative planning sessions, peer-observation and demonstration lessons with the Regional NET Coordinators (RNCs) at the NET Section. Our teachers continue to participate in workshops for the planning of related technology curriculum and the design of writing tasks for their students.

Teachers' Feedback

The positive responses of the students are amazing. They are eager to explore and use different functions of the app in order to put together words, images and voices to produce a good product, which also requires them to be extra careful of the language input. Students' interest and confidence in using English in terms of writing and speaking have been greatly boosted. Though some students were shy about recording their own voice, others could not wait to show off their creativity and voice-acting skills. Making a show-and-tell video or a new short story ending also proved an enjoyable experience with the use of iPads and Adobe Voice. Tinkering with the background music too was great fun. This project has definitely fostered students' collaborative and digital writing skills.

Catherine Lam, NET, Ju Ching Chu Secondary School (Yuen Long)

Students' Feedback

The lesson was fun and amazing. We could use an iPad to write a story about our home. We could also record our own voice and play the story. It was fun trying the different background music. I like the scary music a lot. I hope we can try it again.'

Matthew Fong S1A

We like learning English with an iPad. This year, we've learnt a lot from using Adobe Voice. We've mastered how to download pictures to make the story interesting. This was our first time using an iPad for doing recording of the story too. The lessons were much more interesting than expected. Our classmates were also excited to be voice actors. It was fun to record our story and watch it with the music.

Andrew Au & Ada Lam S2A



Step by step, we'll get you there - implementing LAC in a cross-curricular collaborative project

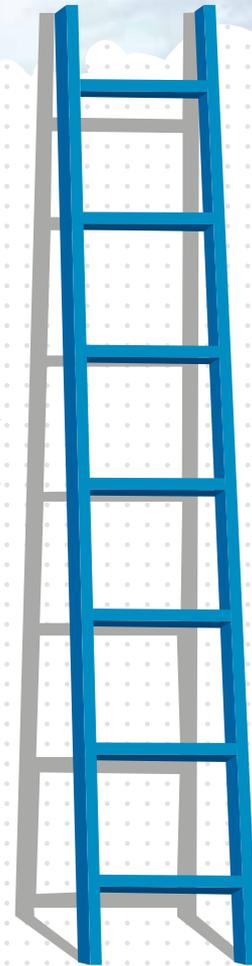
The Regional NET Coordinating Team (RNCT) of the NET Section has been supporting schools in their implementation of school-based fine-tuned medium of instruction (MOI) arrangements through the Seed Project **Extending English Learning to Content Subjects** (ExEL2C) since 2011. It is a cross-curricular project in which the content subject teacher and the English teacher of the target classes collaborate to develop units of work that integrate content and language learning. The general approach adopted in the project is Language Across the Curriculum (LAC).

As language is the vehicle of communicating the content to students in any subject, if students can master the language specific to the content subject, i.e. content literacy, they can learn the content subject more effectively. Their overall language repertoire will benefit as their content literacy develops, which is what their English teachers will be happy to see. Aiming to achieve this, teachers from the English and content subject departments set off, hand in hand, on their LAC journey.

Different models of cross-curricular collaboration are adopted in the ExEL2C schools with a different combination of the well-defined roles of the content subject and English teachers.

If you would like to find out more about how the teachers collaborate in ExEL2C, you may contact your Regional NET Coordinator (RNC) or the NET Section at evachiu@edb.gov.hk.

Eva Chiu, Curriculum Development Officer, NET Section



Maths teacher and English teacher co-planning with RNC to make Maths in English happen in the classroom (St Francis of Assisi's College)



Integrated Science teacher co-constructing with students a written explanation of the water cycle at Kiangsu-Chekiang College (Kwai Chung)



Students presenting their PPT about a pendulum after receiving teacher feedback on previous drafts (Buddhist Hung Sean Chau Memorial College)



RNC co-teaching with English teacher to prepare students for the target language needed for the IS lesson (CCC Fung Leung Kit Memorial Secondary School)

SOAU 2016

The eighth successful 'Speak Out – Act Up!' (SOAU) Improvised Drama Competition was held between 16 and 26 April over six sessions with students from 65 local secondary schools throughout Hong Kong taking part. Teams of 4 to 6 students were asked to perform a 4-minute improvised drama skit based on a given scenario. Two scenarios were sent out one week before the competition and on the day the team 'lucky drew' one of the two topics to perform. For fun, some teams had a chance to perform their second scenario while the judges deliberated.

The 11 experienced judges, many of whom were judging for at least the second or third time, said that the performances were improving every year with students articulating well and learning many new drama skills. One of those judges, Ms Amanda Chapman, said she had noticed students' ability to perform and use the space had greatly improved over the years.

As part of the competition, teachers also took part in two 3-hour drama workshops in January. They then went back to their schools and trained their students in improvised drama skills.

Students from some of the winning teams were keen to share their experiences and thoughts on the competition:

'Overcoming all the difficulties, being flexible and confident is what I learnt.'

Leung Sin Tung, Chiu Lut Sau Memorial Secondary School

'Designing the story was fun and I learned a lot of new vocabulary and more about important people in Hong Kong.'

Alvin Chan, Salesian English School (Their winning skit had characters such as CY Leung)

'All the students on my team were really interested in the other schools' dramatic stories. We watched their performances carefully and were surprised that we had no problem following the other students' English, even though we come from a CMI school.'

Wu Hei Ying, Angela, Fanling Rhenish Church Secondary School, winner of an individual prize

'Improvised drama is like everyday interactions – we cannot prepare a script – we have to listen, think on our feet and respond appropriately.'

Ng Cheuk Kit, South Tuen Mun Government Secondary School

'From two unknown topics to two fantastic plays, the Improvised Drama Competition gave us a chance to work together and we not only built two story plots, but we also built a strong bond among us.'

Lui Yan Yan, Christian Alliance S C Chan Memorial College

For more information on the 'Speak Out – Act Up!' Improvised Drama Competition, please refer to: www.edb.gov.hk/net/enet/speakoutactup. We welcome your participation next year!

Gina Green,
Regional NET Coordinator, NET-Section



2015/16 Prize List



'Speak Out - Act Up!' team prizes:

1ST PRIZE:

- Chiu Lut Sau Memorial Secondary School
- Christian Alliance S C Chan Memorial College
- PLK Tang Yuk Tien College
- Salesian English School
- South Tuen Mun Government Secondary School
- SKH Tsang Shiu Tim Secondary School

TEAMWORK:

- CUHKFAA Chan Chun Ha Secondary School
- Homantin Government Secondary School
- Chiu Lut Sau Memorial Secondary School
- CCC Kwei Wah Shan College
- Wah Yan College, Kowloon
- HKWMA Chu Shek Lun Secondary School

USE OF LANGUAGE:

- SKH Lam Kau Mow Secondary School
- Buddhist Sin Tak College
- CUHKFAA Thomas Cheung Secondary School
- Buddhist Hung Sean Chau Memorial College
- Nam Wah Catholic Secondary School
- The YWCA Hioe Tjo Yoeng College

CREATIVITY:

- CCC Chuen Yuen College
- CNEC Christian College
- Ying Wa College
- Salesian English School
- PLK Ma Kam Ming College
- Hoi Ping Chamber of Commerce Secondary School

DRAMATIC TECHNIQUE:

- Christian Alliance S C Chan Memorial College
- PLK Tang Yuk Tien College
- TWGHs Sun Hoi Directors' College
- Sacred Heart Canossian College
- Kwun Tong Kung Lok Government Secondary School
- St Teresa Secondary School

'Speak Out - Act Up!' individual prizes:

SPEAK OUT – ACT UP! SUPERSTAR AWARD (BEST OVERALL PERFORMANCE):

- SKH Lam Kau Mow Secondary College – **Wong Chun Yin, Fergus**
- PLK Tang Yuk Tien College – **Yu Ho Yan**
- TWGHs Sun Hoi Directors' College – **Cheng Ka Kei**
- Sing Yin Secondary School – **Siu Yu Shing**
- NTHYK Tai Po District Secondary School – **Wong Tin Long**
- The YWCA Hioe Tjo Yoeng College – **Tsang Yuk Wah**



ACT UP! STAR AWARD (BEST ACTING):

- CCC Chuen Yuen College – **Lee Hoi Ying, Anna**
- Buddhist Sin Tak College – **Kathy, Mok Ka Hei**
- Fanling Rhenish Church Secondary School – **Wu Hei Ying, Angela**
- Buddhist Hung Sean Chau Memorial College – **So Wing Tung**
- Christ College – **Kevin Ng Ka Chun**
- St Teresa Secondary School – **Cherry Wu Ying To**



SPEAK OUT! STAR AWARD (BEST USE OF ENGLISH):

- Christian Alliance S C Chan Memorial College – **Lui Karen Ka Lam**
- Queen's College Old Boys' Association Secondary School – **Fu Ka Chi**
- Ying Wa College – **Trevor Lam**
- Buddhist Kok Kwong Secondary School – **Gary Li**
- King's College – **Sze Tik Ryan**
- NLSI Lui Kwok Pat Fong College – **Chan Toi Yi**



Audience prize:

- St Margaret's Girls' College, Hong Kong
- Wong Shiu Chi Secondary School
- Wah Yan College, Kowloon
- St Teresa Secondary School
- Confucian Tai Shing Ho Kwok Pui Chun College
- International Christian Quality Music Secondary and Primary School

Clipit 2016 A Student Film Competition

Extended Collaboration: FilmLabs!

This year, the NET Section facilitated collaboration between the city's English Schools Foundation (ESF) and International schools' Film & Media students and local primary and secondary school students via the coordination of two 'FilmLabs'.

FilmLab@CIS

Chinese International School (CIS) Film & Media students developed a one-day filmmaking programme for the 16 April FilmLab@CIS.

Over 60 local and IB Film students happily collaborated to produce a one-minute film.

The result? Twelve teams completed their one-minute films on the theme '\$10'.



FilmLab@SIS

South Island School (SIS) Film & Media students prepared a four-hour filmmaking programme for the 7 May FilmLab@SIS. Over 100 local students with their teachers participated in an engaging midday session which started with an introductory skit with Mr Iain Williamson (Head of Film, TV & Media) and his IB film students setting the stage for the day. This was quickly followed up with student presentations on five different filmmaking roles (scriptwriter, director, cinematographer, sound person and editor). After a break, local Clipit teams were able to seek assistance (scripts, storyboards, shot lists, filming, editing) from SIS students during a two-hour clinic.

Phillip Weber, Regional NET Coordinator, NET Section



'Shorts on Stage' Drama Competition 2016

On 17 May 2016, the Regional NET Coordinating Team at the NET Section hosted the first ever 'Shorts on Stage' Drama Competition. A total of 17 teams from different schools competed in two separate sessions, 9 teams in the morning and 8 in the afternoon, adapting short stories to the stage in what turned out to be a day full of fun and excitement.

This day also marked the official launch of the 'Shorts 2010-2014' eBook, a collection of prize-winning short stories from Shorts: A Short Story Writing Competition. The eBook is now available to all secondary schools in Hong Kong through the EdBookShelf at www.hkedcity.net.



All the short stories that were performed in the 'Shorts on Stage' Drama Competition came from the 'Shorts 2010-2014' eBook collection. In essence, teams of students dramatised short stories written by other teams of students. It was truly exciting!

The preparations for the competition began in January, when teachers attended the 'Adapting Short Stories to the Stage' CPD workshop at the NET Section, a prerequisite for entering students in the 'Shorts on

Stage' Drama Competition. In this hands-on workshop, teachers practised techniques for writing a drama script based on a short story and dramatising the story on stage.

After the workshop, teachers went back to their schools to take students through the same collaborative process that they had experienced at the workshop in preparation for the competition day. Working in teams of 3-4, students were expected to submit a drama script by 13 May based on one of the short stories from the 'Shorts 2010-2014' eBook. On 17 May, they performed their adaptations of the stories on stage.

Stephen Cooley, Regional NET Coordinator, NET Section



Christian Alliance SC Chan Memorial College performing 'Crossroads', AA session (am), First Prize

Prize List

AWARDS AND PRIZES	AA SESSION (AM)	AB SESSION (PM)
TEAM PRIZES		
First Prize	Christian Alliance S C Chan Memorial College	SKH Lam Kau Mow Secondary School
Best Script	Salesian English School	SALEM Immanuel Lutheran College
Creative Interpretation	Po Leung Kuk Tang Yuk Tien College	King's College
Use of Language	Kwun Tong Maryknoll College	Yuen Long Merchants Association Secondary School
Dramatic Technique	Sacred Heart Canossian College	SKH Lam Kau Mow Secondary School
Teamwork	Lung Kong WFSL Lau Wong Fat Secondary School	Wah Yan College, Kowloon
The People's Choice	Salesian English School	King's College
INDIVIDUAL PRIZES		
Best Actor	Kwun Tong Maryknoll College - Justin, Kwok Chun Hin	CSBS Mrs Aw Boon Haw Secondary School - Gurung Satoshi
Best Actor	St Mark's School - Cheung Yee Kwan	The Methodist Church Hong Kong Wesley College - Yue Ho Yin
Best Actor	Po Leung Kuk Tang Yuk Tien College - Koo Hin Fung	King's College - So Ki Hin, Rambo

English Week at Ho Yu College and Primary School

At a recent Regional Cluster Meeting on 17 March, I gave a presentation on English Week celebrations at my school. Here's a glimpse of what I shared.

English Week was a much awaited event at our school. It was celebrated from 7-11 December 2015 and aimed to get students involved in language-based task-oriented activities and to make English visible in our school.

The week was packed with activities including a drama performance and competitions. There were various language-based activities for all students during lunchtime. We saw some hilarious results as students rattled off tongue twisters at the Tongue Twister Challenge! Participants could throw balls, pop balloons and try their hand at creating some beautiful handicrafts. They used English to ask for directions, answer questions, read and follow instructions. Students were at ease and enjoyed the activities without worrying too much about making mistakes. Another activity, The Amazing Race, was exciting as it was a cross-curricular initiative keeping English in the spotlight.

As our school is a through-train school, activities were designed for primary as well as secondary students. It was indeed a joy to see primary and secondary students mingle, communicate and accomplish goals. We hope English Week next year will be as exciting and rewarding!

I hope my presentation at the Regional Cluster Meeting was useful to other teachers and I certainly am looking forward to sharing more at future cluster meetings.

Madhu Prakash, NET, Ho Yu College and Primary School



Students enjoying The Amazing Race

Fostering a Collaborative Culture through the Space Town Literacy Programme

In the 2015/16 school year, our school set out to improve our student's reading and writing skills by enhancing our literacy programme in KS1 and putting an emphasis on formative assessment, self-directed learning and e-learning. The Space Town Literacy Programme (KS1) has given us a solid platform for this and allows our teachers to collaborate by providing the time and space for meaningful communication and for discussing learning and teaching.

All of our P1 teachers along with the NET (that's me) and the Classroom Assistant (CA) have a scheduled co-planning meeting in the timetable for an hour and a half every week. Having the meeting set in the timetable allows us to avoid having meetings after school, a time when teachers are busy with other activities and providing extra support for students.

Each week two different teachers take turns planning the Units of Work and General English Package. During the meeting we have time to reflect on previous lessons and discuss how to use resources in the English Room and the classroom. Most importantly of all, we can discuss how to cater for our students' learning needs. We can modify materials, activities and teaching approaches for individuals or groups of students. By looking at our students' writing drafts, we are able to pinpoint how we can help our students to revise and edit their work.

During our reading and writing lessons, we have the NET, a LET and the CA in the classroom. This helps us to better support students through the writing process, conduct guided reading and do formative assessment in the lessons.

Our students love learning in the English Room, where they take part in a variety of speaking and listening games, read books and feel successful and supported with their writing. As teachers, we are proud to know that our collaboration has led to such a positive learning culture.



Pepe Smith,
NET, PLK Stanley Ho Sau Nan Primary School



Students Learn Better in Keys2 at Chung Sing School

The Keys2 Literacy Development (Keys2) is a very systematic programme. The resources and Schedules of Work are well organised and practical, catering well to the needs of our teachers and students. Linked to the current curriculum, all the supporting materials including videos are easy for our teachers to locate and use. Teachers can also access digitised lesson plans through the use of iPads and computers.

Through co-planning, our Advisory Teacher (AT) helped us to better plan the flow of the lessons and understand the materials. Our teachers were able to learn the pedagogies, marking techniques and the rationale of the unit plans during the workshops the AT provided. It was a valuable experience.

Students were able to have fun and learn through a variety of activities that consolidated what they had learned. Through cooperative learning, the students were able to work together through a variety of interesting activities such as Beat the Clock, Silly Descriptions and Who Wants to Be a Millionaire. Our class had a lot of fun doing Readers Theatre with Fun Bus. Students showed enthusiasm and motivation with the reading and writing materials and they were able to extend their own ideas with the help of different tools

like mind maps and revising triangles. Most students could add extra details to their writing in their revising stage. Some could add meaningful dialogue to their characters which really brought their writing to life.

Keys2 has helped our students become better readers and writers. There was clear progress among them, with the less able students learning how to write at their own pace, and the more able students extending themselves further through good supporting materials.

The P.4 Keys2 Team, Chung Sing School



TEL.com at Tsuen Wan Government Primary School

This year has seen the P6 students and teachers at my school, Tsuen Wan Government Primary School, take part in the first year of the TEL.com (Text Types and e-Learning for Communication) Seed Project from the NET Section. This involves regular collaboration and co-planning between the TEL.com team and the school. These regular meetings have helped to make the planned tasks as effective as possible ensuring that all the participants are aware of the steps in the lessons.

In the past year, the P6 students were engaged in a project about their favourite countries for a unit in their textbook. Because of our school's positive e-learning experiences in the previous year, we decided to have student pairs write an e-book version of the project this year, titled 'My Favourite Country'. Time-tabled co-planning meetings meant that the school's Advisory Teacher (AT) could meet with us as needed and assist in our planning, suggesting and demonstrating suitable apps for our tasks and guiding us to effectively plan the lessons to suit our students' needs. Co-planning also gave us the chance to better plan our co-teaching and share the tasks among the LETs, the school's AT, and me.

Using Safari for locating specific information from the Internet for their 'Hot Facts' sheets and chosen topics as well as traditional pen and paper for drafting, the students were able to complete their drafting templates quickly. They were encouraged to use the previously learned steps of process writing to revise and edit their drafts. We then gave them the opportunity to present some of their information in the form of a short advertisement for their country.

The publishing of the students' writing is still in progress. The students are using the Book Creator app for their work. The enjoyment they gain from this type of activity is evident in every lesson and the participation level from all students has been high. The positive feelings about this year's tasks stem from the collaborative planning, lesson designing and co-teaching that have taken place in all the lessons.



Prue Wade, NET, Tsuen Wan Government Primary School



DTS - Collaboration on Planning and Teaching at St. Paul's Primary Catholic School

This is the second year that we are implementing the Seed Project, Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level.

Using diverse, multi-modal and multi-genre texts of high quality on selected themes, the project aims to enhance students' literacy development and to provide students with opportunities to develop and apply a range of language and generic skills including reading, writing, listening, speaking, viewing and critical thinking.

The project objectives are very appealing to us as it is so much in line with our school development plan which aims at enhancing teachers' professional development and teaching effectiveness, and nurturing students to become self-directed learners.

During the implementation, a flexible timetable was set for the NET, Miss Bernice Ng, so that she could have extra lessons co-teaching with the local teachers (LETs). She co-taught with all four subject teachers of the year level, and she analysed and evaluated the effectiveness of the lessons with the LETs and revised lesson plans to suit students' needs in the other classes. This is an extremely productive way to further improve our teaching plans and to enhance learning and teaching effectiveness. The reflection of our NET was also critical as she had the whole picture of what all four classes had been doing and she was the only teacher who had tried out different versions of the plans. Through co-planning and developing learning and teaching resources, we were given more chances to exchange pedagogical experiences and ideas. Our Advisory Teacher also gave us lots of teaching ideas and concrete comments after observing our lessons.



Students were so engaged and motivated. They learnt various reading comprehension strategies and the expansion of their vocabulary bank greatly increased their interest in reading English books outside the classroom. The exposure to various texts enabled the students to learn about the theme more deeply and to think more critically about the social issues related to their daily lives. The authentic assessment tasks also helped them to demonstrate what they had learnt throughout the unit and to evaluate their own learning progress.

I'm so pleased to see how DTS makes 'DTS (*Dedicated Teachers & Students*)' at my school!

Jessie Chu, English Teacher, St. Paul's Primary Catholic School

Showing the World We Care

The Chun Tok School conducts yearly celebrations with a carnival, and it is one of the biggest school events. The activities are cross-curricular and include primary five students creating and hosting game booths in English as part of their English lessons.

This year a new activity was added. The students collected second-hand clothing and shoes and donated these to K. Nyame Education Foundation, a charity in Ghana, West Africa.

Classes were shown videos and photos in their English lessons about conditions in Ghana, which led to discussions about how Ghanaian children did not have the same things that Hong Kong children have. As a unique learning activity, the students discussed the benefits of volunteering and the process of donating. This included why the clothes went by sea and not air, and the price of both shipping methods. The students were surprised to hear that it took three months for shipments to arrive by sea.

The whole school helped to make this happen, so

a big thank-you to the custodial staff and all of the teachers and students of Chun Tok. Their time, energy and donations are well appreciated! Any NET or LET who is interested in doing this activity at your school, please do not hesitate to contact teachakidinafrica@gmail.com.

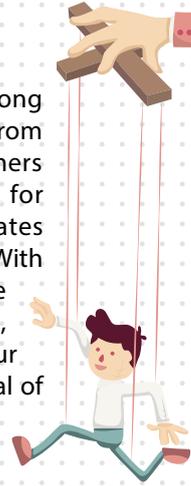
Cherie Sexsmith,
NET, Chun Tok School



“Story to Stage”

Primary Puppetry Competition 2015-2016

What amazing performances the primary schools from various districts around Hong Kong came up with in this year’s “Story to Stage” Primary Puppetry Competition 2015-2016. From scriptwriting to bringing their puppets to life, these young puppeteers and their teachers described their experience with sincere candour. Students from the winning teams, for instance, encountered challenges in learning the lines and coordinating their teammates behind the puppet tent. The teachers found that time was one of the biggest constraints. With holidays and exams (to name a few of these constraints), difficulty in finding time to practise with students was truly a hurdle. However, the moment the teams found out they had won, their utter joy made up for all the tears and sweat experienced. Though there were only four first-prize winners, everyone was a winner in one way or another. As Ms Irene Lai, Principal of Pat Heung Central Primary School shared, “Showing up in the competition is already a win.”



Congratulations and a job very well done to all the participating schools!

The puppetry competition (primary) results and the videos of the four prize-winners’ winning performances are now available via this link: www.edb.gov.hk/net/storytostage on our webpage. Enjoy.

Puppetry Team, ATT, NET Section

Below are the competition results:

7 April AM 1st Prize
Buddhist Lam Bing Yim Memorial School



Buddhist Lam Bing Yim Memorial School

7 April PM 1st Prize
CCC Tai O Primary School



CCC Tai O Primary School

8 April AM 1st Prize
Laichikok Catholic Primary School



Laichikok Catholic Primary School

8 April PM 1st Prize
SKH Holy Spirit Primary School



SKH Holy Spirit Primary School

The Backstage Balancing Act

The teams arrive onstage from the waiting room and begin setting up for their performances. After hours of preparation, tensions may rise as the time to shine has finally arrived!



Backdrops go up. Check.

Students, like statues, motionless, eyes closed, mouthing their lines with puppets in hand moving in unison. Check.

Reminder, “2 minutes to curtain, how are we doing?” Check.

Soundboard, cables and batteries in place for audio. Check.

Velvety deep red curtains ready to draw open. Check.

Final reminder, “1 minute to curtain. All crew clear the stage.” Check.

Performers in position. Check.

Master of Ceremonies begins, “Ladies and gentlemen, boys and girls...” Check.

“Curtains on my count! Five, four, three, two - GO!” Check.

Puppetry Team, ATT, NET Section

Our Newsletter and Proofreading Teams

NEWSLETTER TEAM

Editor-in-chief: Teresa Chu

Team members: Jessie Chu, Julien Hawthorne, Garlanda Kwan, Annette Pun, Phillip Weber, Christine Xavier, Kit Yong

PROOFREADING TEAM

Coordinator: Teresa Chu

Team members: Gina Green, Julien Hawthorne, Anne Macpherson, Roland Smith, Marian Tighe, David Wu

This newsletter is prepared by the NET Section, CDI, EDB.

All comments and suggestions on the newsletter can be sent to teresachu@edb.gov.hk.