



6^{Issue} Scheme

KEEPING STAKEHOLDERS INFORMED

news
2007

Workshops Lend Wings to Your Professional Growth

By Patricia Wong (APM)

Since the start of the Primary NET Scheme, the Advisory Teaching Team (ATT) has been organising centralised training sessions/workshops for both NETs and local English teachers. According to the territory-wide evaluation results of the Scheme, teachers' professional development is directly related to student achievement. More than 85% of the participants found that the workshops are useful to them.



The Centralised Professional Development programmes meet the changing professional needs of teachers. They assist schools in implementing curriculum innovations. They cover a wide range of topics on English learning and teaching, such as collaborative planning and teaching, reading strategies and assessment, and managing group activities. From September 2002 to December 2006, 468 workshops were held with 16,686 teachers attending. Since last year, we have included an experience-sharing part in the workshops wherein guest speakers (NETs and local English teachers) are invited to share their teaching experiences. The workshops have been well received by the participants. The evaluation results for the workshops have been high: 4.93 (2005-2006) and 5.18 (September to December, 2006) on a 6 point scale.

In this academic year, we continue to conduct workshops on a weekly basis. You may access the information through the EMB Training Calendar System (<http://tcs.emb.gov.hk>). Workshops are practical in nature with immediate classroom applicability. We hope that the participants can disseminate more widely the ideas gained from the workshops and implement them in the classrooms more frequently.

Educating Teachers for Change

By Jenny Wai (AT)

Schools with a tradition of staff participation, a culture of inquiry and a professional network support change the best, according to Professor Mary James. Prof James is an Associate Director of the Teaching and Learning Research Programme based at the Institute of Education in London. She visited Hong Kong recently to present some findings from the Programme to local education practitioners.

Prof James highlighted the following points.

- Teachers need opportunities to develop their own knowledge, beliefs and values.
- Evidence suggests that these opportunities best arise through collegial inquiry into observed classroom practice.
- Sometimes visits from outside teachers can be challenging, however such visits can be valuable as they question assumptions.
- Levels of commitment and resilience are important.
- Targeted professional development materials and courses are valued.

Prof James also explored the contribution that teacher networks make towards expanding teachers' own learning environments. A number of aspects of education networks were explored. These included concepts such as links, nodes, space and time, traffic and rationale. Examples of electronic and face to face networks were also investigated.

'Brokerage' was another concept examined. Brokers are identified as 'representatives, rapporteurs and mediators'. They are people who 'make things happen' or 'get the right people together'. This sounds very much like one of the roles of the NET Section's Advisory Teachers and Regional NET Coordinators.

How to Register on the EMB Training Calendar System

The EMB has a huge number of worthwhile courses and workshops to offer teachers related to the different Key Learning Areas. To take part in these, please read the following instructions to register on the EMB's Training Calendar System.

1. Access the Internet and type in the URL for the EMB Training Calendar System – <http://tcs.emb.gov.hk>
2. Select the English version.
3. Select the course for which you wish to apply. If you know the course code, then type that in. The code starts with CDI (all letters) and continues with a series of numbers. If you do not know the code, you can enter a keyword in the 'Input Keyword' box. Make sure that you have the 'Latest Issue Date' box correct.
4. The objectives of the course will appear. Click on Apply Online, which is in red up the top right hand side of the screen.
5. Type in your user name and password and then click the Login button.
6. Verify the details on the Online Application Form; in particular check the e-mail address which is how you will be notified of your registration.
7. Click on the Submit button to send the application to the school.
8. You will now see a confirmation screen. You will have to wait for approval from your principal.
9. The application is finished.
10. You will know you have been successfully registered for the course when you receive a confirmation email through the e-services account.

Please note: You will need an e-services account first to be able to register. If you do not have one, ask your school administration to create one and give you a user ID and password. Those Secondary NETs applying for cluster meetings do not really need to wait for a confirmation e-mail.

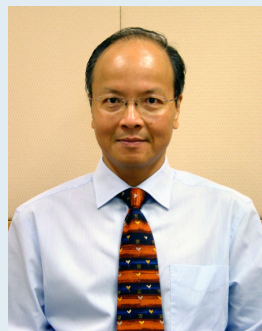
1. 在網絡搜尋器打上 <http://tcs.emb.gov.hk>
2. 選擇 **中文** 版本。
3. 選擇心儀課程。若你已得悉課程編號，請將其輸入。此等編號一般以 CDI 抬頭，一串數字緊隨其後。若未能得悉編號，請輸入課程重要字眼。緊記須選定「最新發佈日期」。
4. 課程目標應即示現。請按「網上報名」(右上角)。
5. 輸入您的用戶姓名及密碼，然後按「登入」。
6. 請核對網上申請表所填資料，尤其您的電郵地址，以便教統局作日後聯絡。
7. 按「遞交」掣，表格會送往您的學校。
8. 您會看到核實資料頁，您的校長會覆核資料。
9. 登記程序完成。
10. 請檢查你的 e-services 戶口以便確定你的申請是否被接納。

請注意: 您必須開設 e-services 戶口，方可得到以上服務。戶口須由校方提供。他們亦會給你「用戶姓名」及密碼。參加地區群集小組會議的中學外籍老師不須確認電郵。

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Centralised Professional Development

By Simon Tham
(Chief Curriculum Development Officer)



comes through school visits and through Centralised Professional Development (CPD) workshops, one of the pillars of the PNET Scheme.

Teaching strategies supported by the Primary NET Scheme follow long established and pedagogically sound principles. Students learn most effectively when highly engaged in well-structured activities. These learning activities should be developmentally appropriate and fit into a scheme of work that builds upon itself as language concepts are introduced and established.

Within the NET Section, Advisory Teachers (ATs) support schools in implementing such practices. This support

Always, the aim is to promote collaboration and cooperation between NETs and local teachers. We are working towards a time when teaching practices emanating from the NET Section and those of local English teachers coincide.

It is therefore gratifying that research conducted by Professor Patrick Griffin of the Assessment Research Centre at the University of Melbourne finds a direct link between student progress and close cooperation between local teachers, NETs and ATs.

Professor Griffin's work tracked a cohort of students from P1 in 2004 to P3 in 2006. Students made **more progress** in reading and writing in English when their LETs made frequent use of advice and support from the NET and ideas and methods derived from lessons co-taught with the NET. Another group demonstrating higher than expected progress had NETs who made frequent use of materials and ideas recommended by the ATs and strategies from CPD workshops.

More than 85% of LETs and 93% of NETs who had attended the workshops responded that they had been able to share many of the ideas and materials they gained with other teachers at their school.

Materials presented at CPD workshops have measurable efficacy. This is especially the case when such material is put into practice by local teachers, who, together with NETs, are the people who carry out English language education in Hong Kong.

Making a Difference Through Language Arts

By Gina Green (RNCT)

“My school deploys me just as a NET *should* be used – as a resource person who helps the whole English panel.” So says Jolanta Karczewski, the NET at Kau Yan College in Tai Po.

Jolanta was speaking during a NET Section Centralised Professional Development (CPD) workshop on January 18. Jolanta spoke about “Integrating Language Arts into the English Language Classroom”. She shared her written and audio materials based on a Roald Dahl novel with 45 local English teachers and NETs.

With the New Senior Secondary Syllabus’s emphasis on language arts, Jolanta’s experience and her willingness to share the ideas and resources she has developed at her school have been much appreciated by her school colleagues and CPD workshop attendees.

Jolanta’s introduction to teaching in Hong Kong was rather a shock. “Marking, marking and more marking is what I thought English teaching in Hong Kong was all about. Then I attended the Hong Kong Institute of Education’s 8-week language arts course in January 2006. For me, the course was a great refresher in poetry, drama, story and film. Now I can put into practice what I learnt on the course and all my previous knowledge to develop language arts units in my school and work with the teachers in this area,” Jolanta said. “This is an excellent way to make use of a NET – I feel I can really make a difference.”



It is both surprising, yet in the local context understandable, to see schools spending time preparing their students for the Territory-wide System Assessment (TSA).

This often takes the form of rote learning answers to potential questions and “activities” designed to assist students achieve respectable scores.

Recent school-based workshops, delivered by NET Section Advisors, have demonstrated that the successful delivery of Storytelling, Reading Aloud, Shared, Supported and Independent Reading lessons will achieve the desired results without the need for lengthy coaching sessions.

A quick scan of the theories and practices underpinning these Teaching of Reading Strategies shows an amazingly close alignment to the tasks asked of the students involved in the TSA in P3 and P6.

Relevant School-Based PD

By Peter Broe (APM)

A simple example is the discussion that takes place when a Big Book is being introduced. Students are asked to look at the cover picture, describe it and make predictions about the story. They are asked to relate it to their background knowledge/personal experiences and to offer comment.

Compare this to the TSA. Students are asked to look at a picture, describe it, make some predictions and relate it to their background knowledge/personal experiences.

There are many such examples that highlight the similarities between good classroom practice and the expectations of the TSA. NET Section personnel can assist by presenting these workshops in schools to English teachers. This will work to align classroom practice more closely with delivering student skills that will show up in territory-wide reviews of student standards.

A recent Centralised Professional Development Workshop on Independent Reading held at the NET Section office at Tsuen Wan included some unusual attendees. Ten very brave students from P4 at Kowloon Tong Government Primary School accompanied by their NET, Jeff Wall, and local Teaching Assistant, Annie Chan, were on hand to provide participants with some **live** practice at matching students to text. The enthusiastic students arrived on time half-way through the workshop and were “distributed” among the participants who were asked to chat with them and assess their reading levels from a range of books.



When Kids Turn the Tables

By Terry Martin (AT)

and written feedback (in the form of some smiley faces and simple statements) on their enjoyment of the activity.

Feedback confirmed that participants and students thoroughly enjoyed the experience. The students left with certificates of appreciation and fortified with chocolate bars for the journey back to school.

The participants were less fortunate.

A stimulating follow-up activity was then provided. The students were given the opportunity to give some oral

Lucy Vowles, a NET working in Madam Chan Wai Chow Memorial Primary School in North Point, has always liked sailing and hiking. So when the opportunity arose to take part in the grueling Hong Kong 4 Peaks race, she jumped at the chance. Lucy talks to Tanya Kempston about the race.

Piqued by Peaks

Lucy, what is the '4 Peaks' race?

It is a sailing and running event organised by Aberdeen Boat Club and is now in its 23rd year. Teams sail from the starting point in the coastal waters off Stanley to Sai Kung. Each boat drops off a team, which runs up the first of the four peaks, Ma On Shan (702 m). When the first team has completed the run and is back on board, the crew sails to Repulse Bay and a second team runs up Violet Hill (433m). The third peak is Lantau Peak (934m) on Lantau Island and the final peak is Mt Stenhouse (353m) on Lamma Island. The last peak is the most difficult as runners are dealing with the roughest terrain. This year's race was held on the weekend of 27th and 28th January.

So you run up the peaks in teams?

Yes. My team ran up Violet Hill and because it takes quite a long time to sail from Sai Kung to Repulse Bay, we were running in the dark, at midnight, with our head torches on. You have to do the run with a partner and carrying a pack containing the essentials for survival in case you don't make it back to the boat.

You must have been exhausted afterwards!

Yes, but we had been training for months beforehand and it was a real achievement to finish the race. Each team has 33 hours to finish the race and our crew managed to complete the course in 25 hours – I was very happy with that.

You should be happy! Do you have any challenges in mind for 2008, Lucy?

Possibly the 50km Greenpower hike – you have to seize the moment!



By Tanya Kempston (RNCT)

It is rewarding and yet taxing to teach in Hong Kong, which can sometimes induce a nail-biting frenzy. Take a look at the mirror, and you probably sigh, 'Me...no oil painting!' Stop slinking away from all those nagging issues. It is time to recharge and then glow.

A visit to Da Fen Oil Painting Village can surely pamper your senses and let go of the pain. The Village is located in Buji, Longgang District, Shenzhen City. A remote outpost as it appears to be, it really only takes a 15-minute taxi ride from Lo Wu Station. There are around 600 galleries and over 5,000 artists. They produce original and imitation paintings, and also

When Oils Add Fuel

sell calligraphy scrolls, handicrafts, sculptures and picture frames. I have been there a few times. I last went there on a blustery Saturday. Some artists toiled away with their sculptures in their booths, some effortlessly dabbed ink on the Chinese calligraphy, and some boldly daubed paint on their modernist pictures. All added up to a kaleidoscope, an image which best defines the Village – eclectic and electric. Treat yourself to a great trip there!

By Jeffrey Chow (AT)

Happy New Year!

Fung Kai Liu Yun Sum Memorial School (PM&WD) celebrated Chinese New Year with an English performance



of "The story of the Chinese zodiac" by Lien Thich and Robbie Ho.

Thirteen students, from Primary 1 to Primary 6, represented the 12 animals of the Chinese zodiac - and the animal which did not make it. Additional students played the Jade Emperor, his wife and a narrator.

The Jade Emperor explained to his wife that he wanted to choose 12 animals so that people didn't forget their age and birth year. The first 12 animals

to finish a river crossing race would be the animals of the Chinese zodiac.

The atmosphere was tense as 13 animals lined up. After an exciting race, the rat was first followed (in order) by the ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and pig. Sadly for the cat, the rat pushed it into the water during the race and it came 13th! According to the narrator: "The cat was very angry at the rat and from then on, the cat and the rat remain as enemies!"

While some of the other animals of the zodiac looked on, the Principal, Ms Shirley Liu, presented a certificate to the pig to acknowledge that 2007 is the Year of the Pig!

By Meg Toogood (NET)