



Keeping Stakeholders Informed

NET Scheme news

ENET Evaluation Report

An attentive audience of around 400 attended the 'Charting the Course: An Evaluation of the ENET Scheme' presentation at the Kowloon Tong Education Services Centre on 8 February 2010. Secondary school principals, English teachers and NETs heard Professor Patrick Griffin present the key findings of his report and recommendations for the future of the ENET Scheme. Mr Peter Broe, Project Officer, responded on behalf of the NET Section.

From the report, Mr Broe identified collaboration, a developmental approach to instruction and Language Across the Curriculum (LAC) as three points of focus to guide the NET Section's support for secondary schools. The Regional NET Coordinating Team will support schools in adopting a developmental approach for teaching and learning and support the extending of language learning beyond the English classroom. Mr Broe cited examples of practices in these areas that are already being used in schools. For example, the teachers at Kwai Chung Methodist College are collaborating on implementing Stellar, which is a pilot language arts

programme, and English panel members at St Bonaventure College and High School are working together to design LAC activities.

Among the special guests were Dr K. K. Chan, Deputy Secretary for Education, and Mr K. C. Tam, Principal Education Officer, Curriculum Development Institute.

By David Wu, RNC



Charting the course . . . Prof. Patrick Griffin, Mr Simon Tham and Mr K. C. Tam

A developmental approach improves student learning

In the recent evaluation of the ENET Scheme, Professor Patrick Griffin, of The University of Melbourne, emphasised the importance of using a developmental model to improve student learning and outcomes.

This approach focuses on personalised learning for students or, more practically, groups of 'like' students. Collaborative reflection on student data will reveal an area where teacher intervention is most effective. Here the student can achieve more with help than they can manage if they work alone. Vygotsky calls this the 'zone of proximal development (ZPD)'. Teachers face

the challenge of using assessment data to identify their students' ZPD.

Prof. Griffin suggests setting up professional learning teams which use standardised assessment data. Teachers need to know how to access data, interpret it and use it to target specific interventions. These teams can be made up of teachers, school leaders, policy makers and researchers.

Further research on such topics can be found by referring to researchers such as Glaser R., Rasch G., Vygotsky L. and Griffin P.

By Gina Green, RNC

English Enhancement Grant Scheme for Primary Schools 提升小學英語水平津貼計劃

Background

From November 2009, primary schools have been invited to apply for the English Enhancement Grant Scheme.

The Grant is to enhance the learning and teaching of English in primary schools to prepare students for the diversified needs of English learning in secondary schools. It also allows primary schools to re-deploy resources to adopt school-based English enhancement measures.

Eligibility

All aided, government or Direct Subsidy Scheme (DSS) primary schools (including special schools with primary section) may apply.

Usage

The Grant should be used to build up the capacity of schools for raising students' English proficiency and to achieve sustainable effects after the completion of the Scheme.

Target areas

When formulating the plans, schools should target specific groups and/or areas of development, for example:

- facilitating the planning, development and implementation of the school-based English Language curriculum, which may include enhancing the smooth transition between different key stages of English learning and catering for learner diversity in English learning;
- addressing schools' concerns in English learning and teaching which may include strengthening the learning and teaching of English for students with special educational needs, newly arrived children and Non-Chinese Students whose mother tongue is not English or students of low socio-economic background;
- enhancing English teachers' professional development; and
- creating a rich English language learning environment.

Application

Eligible primary schools can apply in 2010, 2011 and 2012.

For details, please visit (English version)

<http://www.edb.gov.hk/UtilityManager/circular/upload/EDBCM/EDBCM09162E.pdf>

背景

教育局於二零零九年十一月邀請官立及直接資助計劃(直資)小學申請提升小學英語水平津貼計劃。

此計劃旨在加強小學英語的學與教

- 使學生為中學英語學習的多元化需要作好準備
- 調配資源，讓學校制定校本措施，提升學生英語水平。

資格

所有資助、官立或直資小學(包括設有小學部的特殊學校)均可申請。

津貼的用途

學校應運用這項津貼來提升學生英語水平的能力，從而進一步發展學校，並在計劃結束後仍可取得持續的成效。

範疇

在制定計劃時，學校應針對特定的學生群組及 / 或發展範疇，例如—

- 為學生順利過渡不同的英語學習階段作好準備及照顧學生在英語學習上的差異；
- 針對學校內有關英語學與教的關注事項，包括為特定的學生群組加強英語教學，如有特殊教育需要、新來港兒童、並非以英語為母語的非華語學生及社會經濟背景稍遜的學生。

申請方法

合資格的小學可彈性地選擇在二零一零、二零一一或二零一二年遞交有關申請。

查詢 (中文版本)

<http://www.edb.gov.hk/UtilityManager/circular/upload/EDBCM/EDBCM09162C.pdf>

Report aims to reinvigorate ENET Scheme



The recent Evaluation Report of the Enhanced NET Scheme, by Professor Patrick Griffin, aims to reinvigorate the scheme using effective models of NET deployment. The report is part of the NET Section's reflection upon practices in the ENET Scheme. The changes are in the context of the new curriculum and with a view to 'future trends and directions of the scheme'.

Prof. Griffin's report points to specific areas where investment in thoughtful NET deployment and teacher capacity building can pay dividends. Firstly, the report recommends that teachers **co-construct** teaching strategies and student learning experiences. This involves bringing specific pedagogical issues into English panel and form level meetings. As well as having an administrative function, these are occasions for robust pedagogical and theoretical discussions.

The report recognises that students learn best when their learning is scaffolded at the **appropriate developmental**

level. This involves being aware of diverse abilities and catering for these. In schools, there is scope for this in integrating content and language learning, in the selection of NSS elective modules and projects, and the promotion of a language arts approach in English classes.

Finally, the report points to the invaluable planning benefits that flow from a careful examination of **student assessment data.** This data can be collected from quizzes, uniform tests, student work portfolios or territory-wide assessment programmes. Teachers design effective learning experiences when they collaboratively interpret data to plan programme delivery.

In conclusion, I would like to add that this phase of my connection with Hong Kong education is now winding up, as I retire in May. I have been associated with the NET schemes at both primary and secondary levels for more than a decade. With these theoretically sound and research-based strategic directions mapped out, I am confident that the NET schemes will continue to improve the language learning experiences of Hong Kong students.

By Simon Tham,
Chief Curriculum Development Officer

Stellar complements General English programme



Alice Lau, Deputy EPC (Senior), May Soon, Deputy EPC (Junior), Jappe Tsang, EPC

Our school was thrilled when we found out that we were involved in the Stellar language arts programme. This year, Kwai Chung Methodist College has new English panel members and we are critically evaluating how the English Language curriculum has been working, or not working, for our students.

Keeping things simple – English games



Two English days were held in the school hall to coincide with the East Asian Games. In the spirit of keeping things simple, we trained English Ambassadors and invited fewer parent-helpers and teachers than usual. We designed a logo and had t-shirts made for all helpers.

One year level at a time came to the hall. To encourage team spirit, classes wore different coloured t-shirts. Every class performed a class cheer and all students sang the English chorus of the East Asian Games theme song during the opening ceremony.

Each student competed at least once in the five events with a focus on listening to and following English instructions. Games included ‘beanbag throwing’, ‘walking relay’, ‘table tennis relay’, ‘balancing relay’ and ‘swapping relay’.

Students received stickers for placing in a final and classes were awarded points. A tally was kept on the stage, including points for the class cheers. At the end of each session, gold, silver and bronze awards were given to the three top scoring classes for that year level.

By Muriel Morgan, NET,
SKH Tin Wan Chi Nam Primary School

We really want to develop a learner-centred approach, focusing on phonics and reading for our Form One students and building on other skills in Forms Two and Three. Language arts is to be incorporated as much as possible into the three-year junior form curriculum.

More importantly, we made the bold move of doing away with commercial textbooks. Instead, we created our own modules which allow continuity and scaffolding of skills. There’s a strong emphasis on teaching skills, vocabulary and grammar in context. Stellar complements our G.E. Programme because it increases our students’ exposure to language arts. Fortunately, the themes for Stellar are in line with what we have planned.

Stellar involves professional sharing and co-planning among the panel members. As busy teachers, we often work alone. However with Stellar we have professional dialogues and introspection. We are teachers who endeavour to improve and teach more effectively and creatively. In our English panel, we work well together because we are enthusiastic in trying out new pedagogical methods. Change need not be painful if you have a fantastic team to accompany you on the journey!

By May Soon, NET and Deputy EPC (Junior),
Kwai Chung Methodist College

Learning Across the Curriculum

Recently, secondary schools have been provided with a more flexible framework around which to plan their whole-school language policy. Teachers at St Bonaventure College and High School have started organising cross-curricular activities and supporting students to study content subjects in English. These content subjects include Integrated Science, Liberal Humanities, Visual Arts and Music. Students look at the same content from different perspectives in different subjects.

This type of work is initially very time consuming because it requires a lot of coordination between different Key Learning Areas, but it is also very rewarding. It is a great opportunity to break down barriers between traditional content subjects. In the first term, the activities we organised culminated in an exhibition in the school hall of all the projects the students had done. From this we learnt important lessons which we are now feeding back into the organisation of the second term activity.

By Serge Medeiros, NET and EPC,
St Bonaventure College and High School

Running the race



If you want to get involved in competitive running, Hong Kong has a wide variety of good races on its calendar of events, ranging from three kilometres to ultra-marathons. My favourite, however, is the China Coast Marathon because it showcases the stunning

scenery of Sai Kung.

I started running in Hong Kong because of some active staff members in my previous school. I have always found lots of good information on www.hkrunners.com when planning which events to sign up for.

To compete at a high level, I try to train consistently – four or five times a week! Being a NET at Queen's College Old Boys' Association Secondary School in Tsing Yi, I hit the road before work and early mornings at the weekend. I get more from this training than just fitness; I find running both spiritual and relaxing. The major bonus is getting to meet fellow-runners who are dynamic and successful people with positive attitudes to life. I've learnt a lot about how some Hong Kongers tick. By and large, runners are a happy, healthy bunch.

By Kevin Tither, NET,
Queen's College Old Boys' Association Secondary School

Farewell to Simon



I: We know you are retiring in May this year. What are your plans?

S: My big plan is to open a second-hand bookshop in North Point. People can spend their afternoons in my shop, read leisurely and sip coffee.

Coming from Guangdong province, China, I have always wanted to know more about my motherland. So, yes, I shall be travelling to the mainland too.

I: I know you have always been passionate about education, so it's a surprise that you are not taking up teaching again or opening a tutorial centre.

S: Well, I'm not leaving the education field altogether. I will still be doing things for education on a freelance basis – some voluntary, part-time work perhaps. And to keep myself fit, I plan to make my dollars to the gym more worth while after I retire.

I (Interviewer) S (Simon)

By Bonnie Ko, Curriculum Officer

Bangladesh? Why indeed!



Chinese New Year in Bangladesh . . . why? Why not? To travel in the land formerly known as East Pakistan is to reward one's natural curiosity about a people and a place whose independence was won just a few decades ago.

With less than two weeks, our objective was first to sail south to the incomparable Sundarbans and then to head north to be willingly swept up into the vortex of humanity that is Dhaka.

The Sundarbans is the largest single block of tidal mangrove forest in the world and is quite deservedly a UNESCO world heritage site. This expansive forest lies at the feet of the Ganges and is cut by a web of waterways, mudflats and mangroves. Words fail to describe the four days that were spent floating among the Sundarbans: time often spent looking for the Royal Bengal Tiger among the deer, monkeys and wild boar. The entire natural environment was devoid of man yet full of life as kingfishers occupied the clear open skies above, while dolphins greeted our boat, the *MV Chutti*, from below.

Dhaka, with up to 15 million inhabitants, is best experienced from the seat of one of the city's 600,000 bicycle rickshaws or from the wooden plank of a small gondola. Both modes of transport ensure complete sensory overload and an opportunity to receive the welcoming looks, smiles and warmth that define Bengali pride and the country itself.

By Daphne Symeonides, NET,
Wah Yan College, Kowloon

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