SWOT Analysis

Coming up with a proposal to meet your school needs

School-based Curriculum Development
(Primary) Section
SBSSO, EDB
Getting started
Think-Pair-Share

What are the steps in working out the EEG proposal?
Step 1: Setting up a task force

Why?

• build consensus
• may last for 2 years
• need the concerted effort of the whole English panel
Step 1: Setting up a task force

Who are in the task force?

- English panel heads
- Principal
- English teachers
- NET

Work as a team
Step 2: Analyzing your school situations

- Use SWOT analysis
- Focus on learning and teaching of English

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<thead>
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How to analyze the school situations?

Work as a team

Work as a team
Factors to consider in SWOT analysis

**Internal Factors**

Such as:

- **School development and culture**, **Leadership**
- **Teachers’ capacities and beliefs**
Factors to consider in SWOT analysis

Internal Factors

Such as:

**Students’** abilities and needs, diversity….

Students’ performance in internal tests/exams and TSA,

Existing **resources** at school like English Room or Corner, Campus TV, books, CD Roms…
External Factors

Such as

Community/parental support in English learning

Availability of professional support

Appropriateness and cost of e-learning materials or books available on the market

Expertise of the service providers or support agents

.....
**Strengths**

- Teachers’ co-planning culture and peer observation has been in practice
- Reading programme PLPR(W) well established in KS1
- Well stock library resources
- Strong leadership of the English panel....

**Weaknesses**

- Students consistently weak in reading (TSA results 2004-2009)
- Poor internal tests and examinations results in reading
- Students not interested in reading - Low usage rate of the library resources
Opportunities

• Availability of the English Enhancement Grant Scheme

• School widely adopts Cooperative Learning Strategies to encourage communications among students

• Small-class teaching in P. 1 and 2

Threats

• Shrinking enrolment due to low birth rate

• New primary schools in the neighbourhood

• Great learning diversities among pupils, a large cohort of SEN students

• Lack of training opportunities for teachers to deal with these students
You may refer to the following evidence/documents when doing SWOT analysis:
Step 3: Identify areas for improvement and work out the proposed measures

1. What is/are the area(s) for improvement?

2. What is/are the focus(es)?
   (Reading/Writing/Speaking/Listening/Language Arts etc)

3. Who and how to carry them out?
   (measures)

4. What level? (Grade level)
5. When to implement the measures? (time)

6. What are the outcomes? (deliverables)

7. How to monitor the progress and measure the results? (evaluation methods)

8. How to continue these measures after the scheme? (sustainability)
### EEG School-based Implementation Plan (Template)

#### Part C

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School Case 1
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<td>• Classroom performances of P. 4-6 students (not confident to read / read aloud independently)</td>
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School case 1

**Strengths**

- PLPR(W) operating in P. 1 & 2 classes
- Teachers’ co-planning and lesson observation culture established
- Supportive school head and middle managers
- The school is relatively new with modern, well-equipped IT facilities
School case 1

Weaknesses

• TSA results – unsatisfactory, especially in reading
  ➢ lack vocabulary and reading skills e.g. recognition of words to process the text

• Internal tests and examinations – weak in dictation, reading comprehension
  ➢ reading speed is slow, unable to recognize both familiar and unfamiliar words, lack skills to decode (meaning) and encode (spelling) words in texts

• Classroom performances of P. 4-6 students (not confident to read / read aloud independently)

• Lack of parents’ support in English language learning
School case 1

Opportunities

• The English Enhancement Grant Scheme helps to develop school-based measures to strengthen the learning and teaching of English

• The connection with SBSSO (EDB) has been set up. Expertise and professional advice can be obtained through the existing scheme

Threats

• Shrinking enrolment due to low birth rate

• New primary schools in the neighbourhood
## School case 1

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The English Development Plan 2009-2010

Three Major Concerns:

1. Enhance students’ learning performance by adopting effective teaching strategies

2. Enhance students’ reading performance by promoting reading culture

3. Enhance students’ sense of self-discipline
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<td>- Enhance teachers’ capacity of teaching phonics skills</td>
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<td>2. To organize PD workshops on phonics teaching for the whole English panel</td>
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<td>through professional development training</td>
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<td>3. To ......</td>
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*Hire consultancy*
### Hiring of consultancy to integrate phonics into the English curriculum

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<td>Development: July 2010 – end of school year 2011</td>
<td>● Teachers can find out the basic levels and needs of students in phonics. ● Students and parents will know students’ standards in phonics through the pre-test results. ● A school-based phonics framework will be developed. ● Data (daily observation/test results/item analysis report from TSA) and feedback (views from teachers and parents) collected will be used to further improve the phonics programme. ● Teaching and learning materials on phonics will be uploaded to the intranet for future retrieval. ● Students can apply phonics skill in learning and enriching their vocabulary. Also, it can improve students’ ability to read aloud unfamiliar words in texts. ● Teachers can improve their skills in phonics teaching. Such knowledge and skills can be applied for future teaching. ● Parents can apply the skill they learnt in the workshop to assist students’ learning and provide more support at home.</td>
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<td>Evaluation: End of 1st term and end of school year</td>
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<td>● Evaluation meetings will be held in the first and second term to collect teachers’ views on the phonics framework and the teaching and learning materials</td>
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<td>● Teachers will work collaboratively with the consultant to design a school-based phonics framework with relevant teaching and learning materials.</td>
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<td>● The consultant will provide professional development training for teachers on phonics.</td>
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<td>Once (2-3 sessions) every school term [September 2010 &amp; January 2011]</td>
<td>● Teachers can enhance their knowledge and skills in mastering phonics teaching through professional training workshops facilitated by the experts. ● Teachers can learn from one another and get comments from experts through lesson observation to improve their teaching. ● With the help of the expert, teachers can evaluate the effectiveness of the programme.</td>
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<td>● Teachers will observe students’ performance on the mastery of the phonics skills (particularly in oral exams).</td>
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<td>● Phonics lessons: co-planning, teaching, lesson observation and evaluation</td>
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<td>● Parent workshops</td>
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**Proposed measures**

- **Teachers will work collaboratively with the consultant to design a school-based phonics framework with relevant teaching and learning materials.**

- **There will be 20 co-planning meetings (2 hours for each meeting) with the English teachers.**

- **The consultant will provide professional development training for teachers on how to teach phonics to our students.**

- **Phonics lessons: co-planning, teaching, lesson observation and evaluation**
  - A *pre-test* on students’ phonemic awareness will be conducted.
  - *Phonics teaching* will be conducted in class.
  - A total of 36 *phonics lessons will be observed* by teachers and the consultant.
  - *Evaluation* will be led by the consultant with teachers involved.
Proposed measures (con’ t)

- Funny sentences and rhymes, phonics board games, Tongue Twisters, word hunt, word maze etc.

• Parent workshops
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Hiring of consultancy to integrate phonics into the English curriculum
A school-based phonics framework according to students’ needs and levels can be infused into the existing GE programme for long term use.

Teachers can find out where their students’ needs and levels are in phonics and what the next step is.

Students and parents will know students’ standards in phonics through the pre-test results and where they should be going next.

Students can make use of phonics to decode and encode words in reading texts during English lessons and at home.
Expected outcomes / Deliverables / Success criteria

- Teachers can enhance their knowledge and skills in mastering phonics teaching through professional training workshops facilitated by the experts.

- *Teachers can learn from one another and get comments from experts through lesson observation to improve their teaching.*

- With the help of the expert, teachers can evaluate the effectiveness of the programme.

- *Parents can learn some basic knowledge of phonics to help their children.*

- More family support can be given to students in phonics learning.
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</tr>
<tr>
<td>Teachers will work collaboratively with the consultant to design a school-based phonics framework with relevant teaching and learning materials. The consultant will provide professional development training for teachers on phonics. Phonics lessons: co-planning, teaching, lesson observation and evaluation</td>
<td></td>
<td>Whole year</td>
<td></td>
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</tr>
<tr>
<td>- Phonics teaching will be conducted in class. - A total of 36 phonics lessons will be observed by teachers and the consultant. - Evaluation will be led by the consultant with teachers involved. Parent workshops - 6-hour parent workshops on phonics will be conducted</td>
<td></td>
<td>Once (2-3 sessions) every school term [September 2010 &amp; January 2011]</td>
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</tr>
</tbody>
</table>
Sustainability

- A school-based phonics framework will be developed.
- Data (daily observation/dictation results/item analysis report from TSA) and feedback (views from teachers and parents) collected will be used to further improve the phonics programme.
- Teaching and learning materials on phonics will be uploaded to the intranet for future retrieval.
Sustainability

- Students can apply phonics skill in learning and enriching their vocabulary. Also, it can improve students’ ability to read aloud unfamiliar words in texts.

- Teachers can improve their skills in phonics teaching. Such knowledge and skills can be applied for future teaching.

- Parents can apply the skill they learnt in the workshop to assist students’ learning and provide more support at home.
<table>
<thead>
<tr>
<th>Proposed measure(s)</th>
<th>Grade level</th>
<th>Time scale (month/ year)</th>
<th>Expected outcomes / Deliverables / success criteria</th>
<th>Sustainability</th>
<th>Method of progress - monitoring and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Hire of consultancy to have 20 co-planning meetings (2 hours for each meeting) with the English teachers.</td>
<td>P.3 - 6</td>
<td>Development: July 2010 – end of school year 2011</td>
<td>● Teachers can find out the basic levels and needs of students in phonics.</td>
<td>● A school-based phonics framework will be developed.</td>
<td>● Pre-test results will be used to track students’ progress in the mastery of phonics skill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation: End of 1st term and end of school year</td>
<td>● Students and parents will know students’ standards in phonics through the pre-test results.</td>
<td>● Data (daily observation/test results/item analysis report from TSA) and feedback (views from teachers and parents) collected will be used to further improve the phonics programme.</td>
<td>● Evaluation meetings will be held in the first and second term to collect teachers’ views on the phonics framework and the teaching and learning materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole year</td>
<td>● A school-based phonics framework according to students’ needs and levels can be infused into the existing GE programme for long term use.</td>
<td>● Teaching and learning materials on phonics will be uploaded to the intranet for future retrieval.</td>
<td>● Phonics dictation and test results on phonics will be analysed to track students’ performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Once (2-3 sessions) every school term [September 2010 &amp; January 2011]</td>
<td>● Students can learn phonics in the English lessons (once per week).</td>
<td>● Students can apply phonics skill in learning and enriching their vocabulary. Also, it can improve students’ ability to read aloud unfamiliar words in texts.</td>
<td>● Teachers will observe students’ performance on the mastery of the phonics skills (particularly in oral exams).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Teachers can enhance their knowledge and skills in mastering phonics teaching through professional training workshops facilitated by the experts.</td>
<td>● Teachers can improve their skills in phonics teaching. Such knowledge and skills can be applied for future teaching.</td>
<td>● Teachers’ feedback (survey) on the effectiveness of the training programme will be collected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Teachers can learn from one another and get comments from experts through lesson observation to improve their teaching.</td>
<td>● With the help of the expert, teachers can evaluate the effectiveness of the programme.</td>
<td>● Feedback (survey) from parents on the</td>
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<td></td>
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<td>● With the help of the expert, teachers can evaluate the effectiveness of the programme.</td>
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<td>● Teachers can improve their skills in phonics teaching. Such knowledge and skills can be applied for future teaching.</td>
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Hiring of consultancy to integrate phonics into the English curriculum
Methods of progress monitoring and evaluation

- Pre-test results will be used to track students’ progress in the mastery of phonics skill.

- Evaluation meetings will be held in the first and second term to collect teachers’ views on the phonics framework and the teaching and learning materials.

- Phonics dictation and test results on phonics will be analysed to track students’ performance.
Methods of progress monitoring and evaluation

- Teachers will observe students’ performance on the mastery of the phonics skills (particularly in oral exams).

- **Teachers’ feedback (survey) on the effectiveness of the training programme will be collected.**

- Feedback (survey) from parents on the effectiveness of the workshops will be collected.
School Case 2
## School Case 2

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Co-planning meetings are held regularly for sharing teaching ideas.</td>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>• English-rich environment has been created by the NET and LETs</td>
<td>• lack of well-established reading workshops in Key Stage 2</td>
</tr>
<tr>
<td>• Reading workshops are well-established in Key Stage 1</td>
<td>• school-based writing and speaking programmes are not well-developed especially in Key Stage 2</td>
</tr>
<tr>
<td>• English core group composing of level coordinators of each level has been formed</td>
<td><strong>Students</strong></td>
</tr>
<tr>
<td></td>
<td>• based on TSA results and internal assessments, students are weak in reading, writing and speaking skills in KS2</td>
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<td></td>
<td>• a wide range of learner diversity especially in Key Stage 2</td>
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<tr>
<td></td>
<td>• lack of confidence and motivation in learning English</td>
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<tr>
<td></td>
<td><strong>Teachers</strong></td>
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<tr>
<td></td>
<td>• lack of experience in implementing curriculum adaptation</td>
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<td>• have difficulties in tailoring materials to cater for learner diversity</td>
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<tr>
<th>Opportunities</th>
<th>Threats</th>
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<td>• Implementation of small class teaching in P.1 and will be extended to other levels in subsequent years</td>
<td>• the overall number of students in Hong Kong is dropping</td>
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School Case 2

**Strengths**

- Co-planning meetings are held regularly for sharing teaching ideas.
- English –rich environment has been created by the NET and LETs
- Reading workshops are well-established in Key Stage 1.
- English core group composing of level coordinators of each level has been formed
School Case 2

Weaknesses

Curriculum
• Lack of well-established reading workshop in KS 2
• School-based writing and speaking programmes are not well-developed especially in KS 2

Students
• Based on TSA results and internal assessments, students are weak in reading, writing and speaking skills in KS 2.
• A wide range of learner diversity especially in KS 2
• Lack of confidence and motivation in learning English
School Case 2

Weaknesses (con’t)

Teachers

• Lack of experience in implementing curriculum adaptation

• Have difficulties in tailoring materials to cater for learner diversity
School Case 2

**Opportunity**

- Implementation of small class teaching in P.1 and will be extended to other levels in subsequent years

**Threat**

- The overall number of students in Hong Kong is dropping
## School Case 2

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• English-rich environment has been created by the NET and LETs  
• Reading workshops are well-established in Key Stage 1  
• English core group composing of level coordinators of each level has been formed | **Curriculum**  
• lack of well-established reading workshops in Key Stage 2  
• school-based writing and speaking programmes are not well-developed especially in Key Stage 2  
**Students**  
• based on TSA results and internal assessments, students are weak in reading, writing and speaking skills in KS2  
• a wide range of learner diversity especially in Key Stage 2  
• lack of confidence and motivation in learning English  
**Teachers**  
• lack of experience in implementing curriculum adaptation  
• have difficulties in tailoring materials to cater for learner diversity |

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### School Case 2

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<tr>
<th>Areas for improvement</th>
<th>Focus</th>
<th>Proposed measure(s) to be funded by EEGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enhance students’ proficiency in <strong>reading and writing</strong> and to cater for the <strong>diverse needs</strong> of the students at KS2</td>
<td>Reading Writing Speaking</td>
<td>1. to develop and implement a <strong>Reading to Writing Programme</strong> at KS2</td>
</tr>
</tbody>
</table>

**Hire a Native-English speaker**

**Hire a Native-English speaker**
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<tr>
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<tbody>
<tr>
<td>To employ a qualified Native-English Speaking Teacher to develop and implement a Reading to Writing Programme in KS2</td>
<td>P. 4 P5-6</td>
<td>2011-2012 2012-2013</td>
<td>A ‘From Reading to Writing’ Programme will be developed. A double lesson per week: (1st lesson: Reading 2nd lesson: Writing/Speaking )</td>
<td>The ‘From Reading to Writing’ programme will become the standard practice of the school. It will be uploaded to the intranet for future retrieval.</td>
<td>Students’ writing portfolio will be developed. Formative tasks will be used to monitor students’ progress. About 70% of students show improvement in daily reading, speaking and writing tasks (teacher observation). Summative reading and writing tasks in the 1st and 2nd Term Final Assessment will be analyzed (item analysis report). A survey will be done to review on the effectiveness of the programme (teachers’ views).</td>
</tr>
<tr>
<td>● A qualified Native-English Speaking Teacher with relevant teaching experience will be employed.</td>
<td></td>
<td></td>
<td>● Students’ reading, writing and speaking skills will be enhanced through co-teaching by LET and the qualified Native-English Speaking Teacher. ● Students’ diverse needs in writing and speaking will be catered. ● Differentiated teaching materials will be produced. ● Graded writing and speaking worksheets/tasks will be produced.</td>
<td></td>
<td></td>
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<tr>
<td>● A ‘From Reading to Writing’ Programme in KS2 will be developed and implemented by LETs and the qualified NET.</td>
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<td>● The programme will be implemented once per week in a double lesson.</td>
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<td>● In the first lesson, whole-class teaching will be adopted, using mainly shared reading strategy.</td>
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<td>● In the second lesson, group teaching strategy will be adopted. The class will be split into two groups. The big group will have writing lessons with the LETs. The small group (same ability grouping) will have oral lessons with the qualified Native-English Speaking Teacher in another classroom.</td>
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<tr>
<td>● Writing and speaking tasks will be designed by LET &amp; the qualified Native-English Speaking Teacher in co-planning meetings according to the contents of the story book in the previous lesson as consolidation.</td>
<td></td>
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<td>● Graded writing and speaking tasks will be produced to cater for students’ needs.</td>
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</tbody>
</table>
A ‘From Reading to Writing’ Programme in KS2 will be developed and implemented by LETs and the qualified NET. The programme will be implemented once per week in a double lesson.
Proposed measures to be funded by EEGS

- In the first lesson, whole-class teaching will be adopted, using mainly shared and supported reading strategy.

- In the second lesson, group learning strategy will be adopted
  - The class will be spilt into groups. Each group will be assigned a task carried forward from the reading lesson. Local teachers and the qualified Native-English Speaking Teacher will take up their roles as facilitators for the group activities and to cater for different learning needs of students.

- Writing and speaking tasks will be designed by the local teachers and the qualified Native-English Speaking Teacher in the co-planning meetings according to the contents of the story book in the previous lesson.

- Graded writing and speaking tasks will be produced to cater for students’ needs.
<table>
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<td>● A ‘From Reading to Writing’ Programme will be developed.</td>
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<td>● Students’ writing portfolio will be developed.</td>
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<td>A ‘From Reading to Writing’ Programme in KS2 will be developed and implemented by LETs and the qualified NET.</td>
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<td></td>
<td>● Students’ reading, writing and speaking skills will be enhanced through co-teaching by LET and the qualified Native-English Speaking Teacher.</td>
<td>● About 70% of students show improvement in daily reading, speaking and writing tasks (teacher observation).</td>
<td>● Formative tasks will be used to monitor students’ progress.</td>
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<tr>
<td>The programme will be implemented once per week in a double lesson.</td>
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<td>● Students’ diverse needs in writing and speaking will be catered.</td>
<td>● Summative reading and writing tasks in the 1st and 2nd Term Final Assessment will be analyzed (item analysis report).</td>
<td>● Students’ writing portfolio will be developed.</td>
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<td>In the first lesson, whole-class teaching will be adopted, using mainly shared reading strategy.</td>
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<td>● Differentiated teaching materials will be produced.</td>
<td>● A survey will be done to review on the effectiveness of the programme (teachers’ views).</td>
<td>● Formative tasks will be used to monitor students’ progress.</td>
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<td>In the second lesson, group teaching strategy will be adopted. The class will be split into two groups. The big group will have writing lessons with the LETs. The small group (same ability grouping) will have oral lessons with the qualified Native-English Speaking Teacher in another classroom.</td>
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<td></td>
<td></td>
<td>● Students’ writing portfolio will be developed.</td>
</tr>
</tbody>
</table>
**Expected outcomes / Deliverables / Success criteria**

- A ‘From Reading to Writing’ Programme at KS2 will be developed.

- *Students’ reading, writing and speaking skills will be enhanced through co-teaching by the local teachers and the qualified Native-English Speaking Teacher.*

- Students’ diverse needs in writing and speaking can be addressed through the use of different L&T strategies and curriculum materials.

- *Differentiated teaching materials will be produced.*

- Graded writing and speaking worksheets/tasks will be produced.
2. To employ a qualified Native-English Speaking Teacher to develop and implement a 'From Reading to Writing' Programme in KS2

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<tr>
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</table>
| ● A qualified Native-English Speaking Teacher with relevant teaching experience will be employed.  
   ● A 'From Reading to Writing' Programme in KS2 will be developed and implemented by LETs and the qualified NET.  
   ● The programme will be implemented once per week in a double lesson.  
   ● In the first lesson, whole-class teaching will be adopted, using mainly shared reading strategy.  
   ● In the second lesson, group teaching strategy will be adopted. The class will be split into two groups. The big group will have writing lessons with the LETs. The small group (same ability grouping) will have oral lessons with the qualified Native-English Speaking Teacher in another classroom.  
   ● Writing and speaking tasks will be designed by LET & the qualified Native-English Speaking Teacher in co-planning meetings according to the contents of the story book in the previous lesson as consolidation.  
   ● Graded writing and speaking tasks will be produced to cater for students’ needs. | P.4 P5-6   | 2011-2012 2012-2013    | ● A ‘From Reading to Writing’ Programme will be developed.  
   ● Students’ reading, writing and speaking skills will be enhanced through co-teaching by LET and the qualified Native-English Speaking Teacher.  
   ● Students’ diverse needs in writing and speaking will be catered.  
   ● Differentiated teaching materials will be produced.  
   ● Graded writing and speaking worksheets/tasks will be produced. | ● The ‘From Reading to Writing’ programme will become the standard practice of the school. It will be uploaded to the intranet for future retrieval.  
   ● The continuity of Reading Workshops from Key Stage 1 to Key Stage 2 is established. | ● Students’ writing portfolio will be developed.  
   ● Formative tasks will be used to monitor students’ progress.  
   ● About 70% of students show improvement in daily reading, speaking and writing tasks (teacher observation).  
   ● Summative reading and writing tasks in the 1st and 2nd Term Final Assessment will be analyzed (item analysis report).  
   ● A survey will be done to review on the effectiveness of the programme (teachers’ views). |
Sustainability

- The ‘From Reading to Writing’ programme will become the standard practice of the school.

- The continuity of Reading Workshops from Key Stage 1 to Key Stage 2 will be established.
**Methods of progress monitoring and evaluation**

- Students’ writing portfolio will be developed.
- **Formative tasks will be used to monitor students’ progress.**
- About 70% of students show improvement in daily reading, speaking and writing tasks.
- **Summative reading and writing tasks in the 1st and 2nd Term Final Assessment will be analyzed (item analysis report).**
- A survey will be done to review on the effectiveness of the programme (teachers’ views).
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<td>To enhance students’ proficiency in <strong>reading</strong> and <strong>writing</strong> and to cater for the <strong>diverse needs</strong> of the students at KS2</td>
<td>Reading, Writing, Speaking</td>
<td>1. to develop and implement a school-based curriculum at KS2</td>
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Hire a consultancy
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<td>Hiring of consultancy to co-plan collaboratively with the core team to improve the school-based curriculum in KS2</td>
<td>KS2</td>
<td>2010-2012</td>
<td>School</td>
<td></td>
<td>KS2 level co-ordinators will have evaluation meetings with level teacher.</td>
</tr>
<tr>
<td>To hire language consultancy to co-plan collaboratively with the core team</td>
<td></td>
<td></td>
<td>- A 3-year strategic English Development Plan with achievement indicators</td>
<td></td>
<td>Evaluation meetings will be held 2 times in the first term and 2 times in the second term.</td>
</tr>
<tr>
<td>15 co-planning meetings will be held (once every 2 weeks, scheduled in the timetable) to develop the framework and the teaching strategies</td>
<td></td>
<td></td>
<td>- Consensus on the English curriculum development within the English Panel</td>
<td></td>
<td>2 Sharing sessions will done in the panel meeting (one in the 1st term &amp; one in the 2nd term) to report on the progress of the programme.</td>
</tr>
<tr>
<td>The core team will compose of 4 KS2 teachers and 2 panel heads</td>
<td></td>
<td></td>
<td>Curriculum</td>
<td></td>
<td>Teachers’ views will be collected.</td>
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<tr>
<td>The focus is to improve the school-based curriculum in KS2, focusing particularly on planning a vertical development of the English curriculum</td>
<td></td>
<td></td>
<td>- Curriculum framework and overview of the KS2 school-based curriculum</td>
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<tr>
<td>Horizontal curriculum development will focus on content, process and products of teaching and learning to cater for students’ diversity</td>
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<td></td>
<td>Teachers</td>
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<tr>
<td>Teaching focus in terms of core and non-core elements (receptive language Vs productive language, active vocabulary Vs passive vocabulary) will be identified</td>
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<td>- Teachers will grow professionally in designing, implementing and evaluating the school-based English curriculum.</td>
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## Proposed measures to be funded by EEGS

- To hire language consultancy to co-plan collaboratively with the core team
- 15 co-planning meetings will be held (once every 2 weeks, scheduled in the timetable) to develop the framework and the teaching strategies
- The core team will compose of 4 KS2 teachers and 2 panel heads
Proposed measures to be funded by EEGS

- The focus is to improve the school-based curriculum in KS2, focusing particularly on planning a vertical development of the English curriculum.
- Horizontal curriculum development will focus on content, process and products of teaching and learning to cater for students’ diversity.
- Teaching focus in terms of core and non-core elements (receptive language Vs productive language, active vocabulary Vs passive vocabulary) will be identified.
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<td>KS2 level co-ordinators will have evaluation meetings with level teacher.</td>
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<td>● To hire language consultancy to co-plan collaboratively with the core team</td>
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<td>KS2</td>
<td>Evaluation meetings will be held 2 times in the first term and 2 times in the second term.</td>
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<td>● 13 co-planning meetings will be held (once every 2 weeks, scheduled in the timetable) to develop the framework and the teaching strategies</td>
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<td>2 Sharing sessions will be done in the panel meeting (one in the 1st term &amp; one in the 2nd term) to report on the progress of the programme.</td>
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<td>● The core team will compose of 4 KS2 teachers and 2 panel heads</td>
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<tr>
<td>● Teaching focus in terms of core and non-core elements (receptive language Vs productive language, active vocabulary Vs passive vocabulary) will be identified</td>
<td></td>
<td></td>
<td>KS2</td>
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</tr>
</tbody>
</table>
Expected outcomes / Deliverables / Success criteria

School
● A 3-year strategic English Development Plan with achievement indicators
● Consensus on the English curriculum development within the English Panel

Curriculum
● Curriculum framework and overview of the KS2 school-based curriculum

Teachers
● Teachers will grow professionally in designing, implementing and evaluating the school-based English curriculum
<table>
<thead>
<tr>
<th>Proposed measure(s)</th>
<th>Grade level</th>
<th>Time Scale (month/year)</th>
<th>Expected outcomes / Deliverables / Success criteria</th>
<th>Sustainability</th>
<th>Methods of progress-monitoring and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hiring of consultancy to co-plan collaboratively with the core team to improve the school-based curriculum in KS2</td>
<td>KS2</td>
<td>2010-2012</td>
<td>School</td>
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<tr>
<td>● To hire language consultancy to co-plan collaboratively with the core team</td>
<td></td>
<td>2010-2012</td>
<td>● A 3-year strategic English Development Plan with achievement indicators</td>
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<tr>
<td>● 13 co-planning meetings will be held (once every 2 weeks, scheduled in the timetable) to develop the framework and the teaching strategies</td>
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<td></td>
<td>● Consensus on the English curriculum development within the English Panel</td>
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<tr>
<td>● The core team will compose of 4 KS2 teachers and 2 panel heads</td>
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<td></td>
<td>Curriculum</td>
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<tr>
<td>● The focus is to improve the school-based curriculum in KS2, focusing particularly on planning a vertical development of the English curriculum</td>
<td></td>
<td></td>
<td>● Curriculum framework and overview of the KS2 school-based curriculum</td>
<td></td>
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</tr>
<tr>
<td>● Horizontal curriculum development will focus on content, process and products of teaching and learning to cater for students’ diversity</td>
<td></td>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
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<td>KS2 level co-ordinators will have evaluation meetings with level teacher.</td>
</tr>
</tbody>
</table>
**Sustainability**

- Curriculum framework and overview of the school-based curriculum will be uploaded to the intranet for future retrieval.

- Teaching and learning materials and activities (with teaching aids) and evaluation report will be stored for future use.
**Methods of progress monitoring and evaluation**

- KS2 level co-ordinators will have evaluation meetings with level teacher.
- Evaluation meetings will be held 2 times in the first term and 2 times in the second term.
- 2 Sharing sessions will be done in the panel meeting (one in the 1st term & one in the 2nd term) to report on the progress of the programme.
- Teachers’ views will be collected.
School Case 3
Let’s walk through the thinking process together!
**Weaknesses**

- Students are generally weak in reading comprehension and they lack the skills to decode meaning from text.
- Lack of continuity in curriculum planning to develop students’ reading skills.
- Students lack motivation or interest to read English books.

### Areas for Improvement

<table>
<thead>
<tr>
<th>Focus</th>
<th>Proposed measure(s) to be funded by EEGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td><strong>Employing a supply teacher to create space for the core team members to develop a school-based reading curriculum in KS1 and KS2</strong></td>
</tr>
</tbody>
</table>

To foster students’ interest in reading and enhance students’ reading abilities.
Foster students’ reading interests & Enhance students’ reading abilities

Implementation of the RC
- Teaching of reading skills
- Home Reading Scheme
- Build language environment (English Corner)

Who
- Form a core team
- Professional development for teachers
- Parents’ workshops
- Hire a supply teacher

How
- Training (1)
  - Professional development for teachers
  - Parents’ workshops
- Training (2)
  - In-house experience sharing

What
- Build a school-based reading curriculum for KS1 & KS2
- Refine the Reading Curriculum for KS1 & KS2
- Assess reading skills in tests & exams

Timeline:
- MAY - JUNE - JULY - AUGUST - SEPTEMBER 2010
- JULY 2011
Foster students’ reading interests &
Enhance students’ reading abilities

**Implementation of the RC**
- **Teaching of reading skills**
- **Home Reading Scheme**
- **Build language environment**
  (English Corner)

How
- **Form a core team**
- **Who**
- **What**

**Build a school-based reading curriculum for KS1 & KS2**

**Training (1)**
- Professional development for teachers
- Parents’ workshops

**Training (2)**
- In-house experience sharing

**Refine the Reading Curriculum for KS1 & KS2**

**Core team**
- Teacher & parent workshops
- Draft the RC

**Implementation of the reading curriculum**
- **In-house experience sharing**
- **Student assessment**

2010-2011

**Hire a supply teacher**

**A school-based reading curriculum for students and teachers**

**Expected outcomes/deliverables / success criteria**

**Teachers**
- Teachers get familiar with various reading skills
  + parental support on promoting reading
- A reading curriculum formed
  + teaching kits for reading workshop
- Enhanced teachers’ capabilities in teaching of reading
  + more exposure to readers / reading materials
  + develop interest in reading

**Students**
- Improved students’ reading abilities

**Parents**
- A school-based reading curriculum for students and teachers

**Teachers**
- Teachers

**Curriculum**
- Curriculum

**School**
- School

**Student**
- Student
Thank you

The presentation powerpoint will be uploaded to The School-based Curriculum Development (Primary) Section webpage at http://www.edb.gov.hk/index.aspx?nodeID=2864&langno=1

For inquiry, please contact Dr Ernest Tse School-based Curriculum Development (Primary) Section at ernesttse@edb.gov.hk