

**Education Bureau**  
**Circular Memorandum No. 47/2006**  
(Formerly referred as EMB Circular Memorandum No. 47/2006)

From: Secretary for Education and Manpower  
To: Supervisors/ Heads of all aided, caput, government, DSS secondary schools adopting Chinese-medium teaching  
Ref. EMB(RP)3410/2/06  
c.c. Heads of Sections & Supervisors/Heads of aided, government and DSS secondary schools adopting English-medium teaching – for information  
Date: 14 March 2006

---

**Provision of Resources to Support the Teaching and Learning of English  
in Schools Adopting Chinese-medium Teaching**

**Summary**

The purpose of this circular memorandum is to (a) inform aided, caput, government secondary schools and those under the Direct Subsidy Scheme (DSS) adopting Chinese as the medium of instruction (CMI) about the arrangements for the provision of resources to enhance students' English proficiency; and (b) invite schools adopting CMI at junior secondary levels to apply for participation in an English enhancement scheme.

**Background**

2. The Education and Manpower Bureau (EMB) has accepted the recommendations set out in the *Report on Review of the Medium of Instruction for Secondary Schools and Secondary School Places Allocation (Report)*<sup>1</sup> submitted by the Education Commission (EC) in December 2005. The implementation details of the revised Secondary School Places Allocation (SSPA) System have been announced in [EDB Circular No. 3/2006](#) issued on 1 March 2006. The revised Medium of Instruction (MOI) arrangements as detailed in the *Report* will be implemented with effect from September 2010. In gist, we would continue to uphold the mother tongue as the principal MOI for secondary schools. Schools wishing to use or to continue to use English as the MOI from September 2010 would have to demonstrate to the EMB that they have satisfied the three prescribed criteria before the end of

---

<sup>1</sup> The *Report* has been uploaded onto the website at [http://www.e-c.edu.hk/reform/resources/MOI&SSPA\\_report\\_Eng.pdf](http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_Eng.pdf)

the 2008/09 school year. Any change in a school's MOI status, starting with S1 level and progressing each year to a higher grade level, should be announced about one year before implementation in order to dovetail with the admission process of S1 students for the following year. We will notify schools of the detailed application procedures nearer the time.

3. As recommended by the EC in the *Report*, all schools, irrespective of their MOI, should strive to enhance students' English proficiency. To this end, the *Report* has set out in Chapter 4 in detail various strategies for schools adopting mother-tongue teaching to enhance their students' English proficiency. This circular sets out the implementation details in respect of those measures involving the provision of resources by the Government.

### **English Enhancement Scheme**

4. Additional funding has been set aside from the Language Fund, to which the Government has made a new injection, for providing non-recurrent grants for the benefit of both CMI schools and schools using English as the medium of instruction (EMI) to raise students' English proficiency. For CMI schools, an English Enhancement Scheme (the Scheme) will be introduced by the Government to further strengthen the teaching and learning of English through strategic planning and implementation of holistic school-based plans for capacity building. The objective is to ensure that students in CMI schools would also be proficient in English while learning non-language subjects through the mother tongue.

5. It is envisaged that schools approved to join the Scheme would be provided with a time-limited grant normally spanning over a period of 6 years. We have not set any floor or ceiling on the amount of grant for each case at this stage. According to initial school-based plans drawn up by individual schools and for budgetary purpose, we envisage that each school would require no more than \$500,000 a year over a maximum of six years to build up capacity. The actual amount of grant for each school would depend on individual schools' proposals and implementation strategies.

6. The key features of the Scheme are as follows:

#### ***Eligibility***

- (a) All aided, caput, government or DSS secondary schools using, and would continue to use, Chinese as the medium of instruction for all non-language subjects at junior secondary levels are eligible to apply.

#### ***Application***

- (b) The Scheme is open to application from eligible schools in the 2006 and 2007 calendar years, for commencement at any time as from January 2007. Schools may flexibly consider when to apply and implement the enhancement measures within this broad timeframe (Please also see paragraph 7 and Annex III).
- (c) A panel comprising language education experts and representatives from the EMB would study each application, advise on the appropriateness and feasibility of the respective enhancement measures proposed by the schools and recommend the respective amounts of grant to be approved. Instead of a unilateral vetting process, the panel will engage in professional dialogue with the principal and teachers of the school to agree on an appropriate strategy and implementation plan, taking into account the school context.

#### ***Usage of the grant***

- (d) The grant disbursed to schools should be used to support English enhancement measures in a CMI environment. Given the non-recurrent nature of the grant, the English enhancement measures should, in principle, aim to build up the capacity of schools for raising students' English proficiency and to achieve sustainable effects even after the completion of the Scheme.
- (e) Given the diversity among individual CMI schools (in terms of school culture, students' ability profile, existing practices in the teaching and learning of English, etc.), individual schools are expected to take a school-based approach in formulating plans in their own context.
- (f) Schools should also consolidate existing resources and practices and come up with a holistic and coherent plan to ensure that the extra funding sought will make a significant and sustainable impact on student learning outcome in English.

#### ***Performance contract***

- (g) Upon approval, each school has to enter into a "performance contract" with the Government on such terms and conditions as the Government may think fit, setting out the school's strategy and implementation plan for the purpose of the Scheme. The plan should cover input parameters and output targets to be achieved within the funding period which will normally be for six years.
  - The input parameters are essentially those measures covered in the holistic school-based plan as submitted and agreed with the expert panel – see section (B) of Annex I. It should be noted that the measures do not necessarily have to be confined to those supporting the teaching of English

by English language teachers, as schools are encouraged to adopt a whole-school approach in building up an English-rich language environment and in boosting the overall capacity of the school in enhancing students' proficiency in English.

- The output target(s) will be proposed by the applicant school having regard to its circumstances and the input parameters drawn up for the period of funding. The school should initially focus on interim target(s) for achievement mid-way in the programme, e.g. by the end of a three-year period for a funding programme that spans across six years. The target(s) should include measurable and commonly recognized standards and/or other outcome-based indicators. Some examples are suggested under section (C) of Annex I.
- (h) Participating schools are required to include the implementation plan in their school development plans, report the progress and evaluation in the annual school reports, and submit to the EMB a financial statement endorsed by the School Management Committee (SMC) / Incorporated Management Committee (IMC) upon request. Normally funding earmarked for a particular school proposal will be disbursed annually according to the projected cashflow requirements.
- (i) There will be a mid-term review half-way through the programme. The review will be undertaken jointly by the school management and the EMB. It will assess whether the school has put in earnest efforts to deliver the input parameters as set out in the “performance contract” and the extent to which the interim output target(s) has been achieved. It will also give the school an opportunity to propose fine-tuning of its input parameters and to set output target(s) for the remaining funding period. EMB will, in the light of the assessment and in consultation with the school, review whether the input parameters, the final output target(s) and funding support originally earmarked for the rest of the funding period are appropriate. For individual cases where the EMB has reasons to believe that any schools have not been putting in earnest efforts to make good use of resources provided under the Scheme and / or have not complied with the terms and conditions of the “performance contract”, the Government reserves the right to suspend forthwith further funding to the schools.
- (j) Since the objective of the Scheme is to enhance English proficiency in a CMI setting, participating schools will have to commit to adopting the CMI mode for the entire programme period as agreed when funding under the Scheme is first approved. If a participating school fails to honour this commitment or

withdraws from the Scheme during the agreed programme period for no good reasons, the school shall be required to pay back to the Language Fund, from its private funds, the sum or sums which the school has received under the Scheme.

7. Schools are now invited to apply to join the Scheme. Schools are encouraged to take into account their schedule of work and the broad timeframe of the Scheme when considering when to submit their applications and when to start implementing their plans. Sufficient lead time (normally about six months) should be allowed for the EMB to process the applications. For instance, those who wish to start their enhancement measures under the Scheme as from January 2007 should submit their applications **on or before 31 July 2006**, failing which their applications may not be approved in time for the measures to commence as intended. To facilitate work planning by the EMB, schools interested in joining the Scheme are invited to indicate their tentative timing of application in Annex III and return it to the EMB by fax (No. 2574 0340 / 2904 7387) **on or before 30 April 2006**.

8. Schools applying to join the Scheme should complete the application form at Annex II, together with a strategy and implementation plan endorsed by the SMC / IMC. To save teachers' workload, the strategy and implementation plan should be kept as brief as possible, preferably in no more than five pages. It can be in note form or in the form of a powerpoint file for presentation during the professional dialogue with the expert panel. General notes and a template on drawing up the strategy and implementation plan are at Annex I.

### **Encashment of Existing Additional Teaching Posts**

9. To strengthen the teaching and learning of English, CMI schools are at present provided with additional English teachers. To enhance the flexibility in the deployment of resources, schools may, having regard to their own circumstances, opt to encash part or all of the additional teaching posts as from the 2006/07 school year. The option is irrevocable and can be exercised only when the additional teaching post(s) to be encashed becomes vacant. The rate is set at the mid-point salary of the post concerned<sup>2</sup> at the basic rank plus the employer's contribution to the Mandatory Provident Fund (MPF).<sup>3</sup> The encashed amount should be used for employing English teachers, or other usages related to the teaching and learning of English<sup>4</sup>. Schools may fill in the option form at Annex IV and return it to the

---

<sup>2</sup> At present, the mid-point salary of a Graduate Master / Mistress is MPS Pt 25, and the mid-point salary of a Certificated Master / Mistress is MPS Pt 19.

<sup>3</sup> Schools may accumulate surplus up to 12 months' provision for the year in which the grant is provided. Deficits could be topped up by the Operating Expenses Block Grant (OEBG) / Expanded OEBG. If there is still unsettled deficit, it has to be borne by school's own fund. Separate ledger account should be kept to record the income and expenditure disbursed from the encashed grant.

<sup>4</sup> School may refer to the relevant circulars and / or Code of Aid on general guidelines for appointment of teachers and / or hiring outside services.

EMB when exercising this option. Schools with IMC should note that at present they may opt for encashment, under the respective enhanced rates of the Substitute Teacher Grant, of up to 10% of the teaching establishment on a temporary or permanent basis and claim Teacher Relief Grant. In other words, these schools are already able to resort to this existing avenue should they wish to encash teaching posts for enhancing the teaching and learning of English.

### Briefing Sessions

10. Two identical briefing sessions will be organized for CMI schools. Apart from briefing on the Scheme and the related language enhancement measures, we would also cover the revised SSPA System as announced in [EDB Circular No. 3/2006](#) issued on 1 March 2006. You are invited to send two to three representatives to attend one of the briefing sessions. Please complete and return the reply slip at [Annex V](#) to the Review and Planning Section by fax (No. 2574 0340 / 2904 7387) **on or before 18 March 2006**.

Date	Programme	Venue
21 March 2006 (Tuesday) 2:15 pm–5:00 pm	Part I: 2:15 pm – 3:15 pm Revised SSPA System	Auditorium, Tsuen Wan Town Hall 72 Tai Ho Road, Tsuen Wan, New Territories. (mainly for schools in the New Territories, Sai Kung, Shamshuipo and Kowloon City Districts)
22 March 2006 (Wednesday) 2:15 pm–5:00 pm	Part II: 3:30 pm – 5:00 pm English Enhancement Scheme and Related Measures	Theatre, Sheung Wan Civic Complex 5/F, Sheung Wan Complex, 345 Queen’s Road Central, Sheung Wan, Hong Kong. (mainly for schools on the Hong Kong Island, Islands, Kwun Tong, Wong Tai Sin, Yau Tsim and Mong Kok Districts)

### Enquiries

11. If you have any enquiry, please contact Ms M F LI at 2892 6625 or Mrs S F CHAN at 2892 6628.

(Mrs Fanny K F LAM)

for Secretary for Education and Manpower

**English Enhancement Scheme**  
**General Notes for Drawing Up the Strategy and Implementation Plan**

A brief outline in about 5 pages should suffice. It can be in note form or a powerpoint file. Generally, the plan may include the following four parts:

**(A) Present state of play**

Give a brief analysis of your school's present position and needs in respect of the teaching and learning of English language including the present deployment of resources (including the existing additional teachers of English, existing strategies / measures and their effectiveness. )

**(B) A holistic school-based plan**

- (i) Briefly mention whether the existing measures as mentioned at section (A) above would be continued or modified after joining the Scheme.
- (ii) Briefly set out the measures to be funded by the Scheme.
- (iii) Briefly set out relevant measures supported by other initiatives / fundings.

In preparing items (i) to (iii) above, reference may be drawn to the following areas and examples:

- Strengthening the professional development of teachers –  
*(Examples may include having a large majority of English language teachers possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English; the curriculum leader(s) or English Panel Chairperson participating in appropriate professional upgrading courses; designing a professional development plan for English language teachers and/or content subject teachers who also play a role in school's holistic strategy on English language enhancement; strengthening teachers' capability in curriculum development and pedagogies through local/overseas immersion; networking with international schools, etc.)*
- Creating an English-rich language environment –  
*(This may include two dimensions, namely the physical environment and opportunities for students to use English. Examples on the former may include posting English notices and assignments/projects of students, making announcements/broadcasts in English, procurement of language learning resources or hardware, etc. For the latter, examples may include promoting the use of English outside the classroom, organizing English school activities, hiring professional services for English learning activities like drama, debate, public speaking, creative*

*writing, etc., with a view to transferring knowledge and skills to both teachers and students who could help to lead these English activities.)*

- Effectively deploying English language teachers –  
*(Examples may include promoting specialized teaching, more effective deployment of the Native-speaking English Teachers, etc.)*
- Developing a holistic curriculum plan –  
*(Examples may include strengthening interface between different key stages of English language learning, effective use of different modes of assessment to inform teaching and learning, extended use of English outside class/school time, reading programmes integrated with curriculum, etc. For schools adopting English-medium extended learning at junior forms and/or English-medium teaching for certain subjects in some classes at senior forms, they may include measures to promote language-across-the-curriculum.)*
- Building up a collaborative and reflective teaching culture for both English language teachers and content subject teachers –  
*(Examples may include allocating common lesson preparation time, promoting peer lesson observation, creating room for conducting action research, development of language-across-the-curriculum, fostering partnership with experts/tertiary institutions, etc.)*

**(C) Output targets to be attained**

- Schools may take into account the profile of their intakes, other support their students may have (such as family support) and learning needs of their students (such as motivation and confidence in learning English) in setting the output targets.
- Separate targets for individual measures are NOT required. Instead, schools should set one or a few specific targets to be achieved in terms of the overall performance of students. The target(s) should include measurable and commonly recognized standards and/or other outcome-based indicators. *(Examples of measurable and commonly recognized standards may include students' performance in the Hong Kong Certificate of Education Examination as reflected by an improvement in the pass / credit rates in English Language or value-addedness, or in the Territory-wide System Assessment. Other targets should be outcome-based and may focus on improvement in a specific area of English language, such as oral, writing, etc., using student work and school-based assessment as evidence. Other examples of outcome-based indicators may include the wider use of English by students in daily communication, students' achievements in school and inter-school English activities like English Week, Speech Festival.)*



**(D) A budget**

The breakdown and annual cashflow on each enhancement measure as well as the estimated total expenditure in six years should be included. Some measures may require the employment of staff (such as teachers, teaching assistants, technicians, etc.), hiring of professional services or procurement of goods. Schools may reserve a small amount of the budget to pay for administrative overheads required to support the teaching staff in implementing the measures, e.g. employment of part-time staff to assist with project administration. The general practices in the procurement of goods and services and appointment of staff as specified in the relevant circulars and/or Code of Aid should be followed as far as applicable. In estimating the costs, schools may also draw reference to rates generally used for other projects funded by the Government, such as the Quality Education Fund.

*(Template)*  
**English Enhancement Scheme  
Strategy and Implementation Plan for**  
\_\_\_\_\_ **School**

**(A) Present state of play**

**(B) A holistic school-based plan**

**(C) Output targets to be attained**

**(D) Budget**

Measures / Activities to be funded by the Scheme	Estimated cost	Delivery date (month/year)
(1)	\$ xxxx	
(2)	\$ xxxx	
(3)		

**Cashflow**

School year						
Cash Requirement	\$	\$	\$	\$	\$	\$

To: Secretary for Education and Manpower  
(Attn: Review and Planning Section,  
Education Commission and Planning Division)  
Education and Manpower Bureau  
Room 1138, 11/F Wu Chung House  
213 Queen's Road East, Wanchai, Hong Kong.  
Fax: 2574 0340 / 2904 7387

**Application to Join the  
English Enhancement Scheme**

**Part A School Particulars**

1. School Name: \_\_\_\_\_
2. School Address: \_\_\_\_\_  
  
Tel: \_\_\_\_\_ Fax: \_\_\_\_\_
3. Principal: \_\_\_\_\_
4. Teacher-in-charge: \_\_\_\_\_ Post: \_\_\_\_\_  
Contact No. (if different from the above tel. no.): \_\_\_\_\_
5. Total No. of English language teachers: \_\_\_\_\_
  - (a) No. in regular staff establishment: \_\_\_\_\_
  - (b) No. outside regular staff establishment (e.g. temporary teachers): \_\_\_\_\_
  - (c) No. of teachers under the Native-speaking English Teacher Scheme: \_\_\_\_\_
6. No. of English language teachers possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English: \_\_\_\_\_
7. No. of English language teachers who also teach other subjects: \_\_\_\_\_

**Part B Strategy and Implementation Plan**

8. A strategy and implementation plan endorsed by the School Management Committee/ Incorporated Management Committee is attached. *(Please refer to Annex I on “General Notes for Drawing Up the Strategy and Implementation Plan”.)*

Signature of Supervisor/Principal\*:

\_\_\_\_\_

Name of Supervisor/Principal\*:

\_\_\_\_\_

Date:

\_\_\_\_\_

*\* Please delete as appropriate.*

To: Education and Manpower Bureau  
(Attn: Review and Planning Section,  
Education Commission & Planning Division)  
Fax: 2574 0340 / 2904 7387

*(To be returned on or before 30 April 2006)*

**Tentative Timing of Application to Join the  
English Enhancement Scheme**

I refer to EMB Circular Memorandum No.47/2006 of 14 March 2006, and wish to indicate our tentative timing of application to join the above Scheme as follows\*:

	<u>Plans to be submitted by</u>	<u>Earliest date for commencement of funded measures</u>
1 <sup>st</sup> batch	end of July 2006	January 2007
2 <sup>nd</sup> batch	end of December 2006	July 2007
3 <sup>rd</sup> batch	end of July 2007	January 2008
4 <sup>th</sup> batch	end of December 2007	July 2008

*\*Please put a “✓” in the appropriate box.*

Signature of Principal: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Name of School: \_\_\_\_\_

Date: \_\_\_\_\_

### Claim Form for Encashment of Additional Teaching Posts for English

**To: Recurrent Subventions Section, Education and Manpower Bureau (EMB)**  
**[Attn.: AOI(RS)]**

**Name of School:** \_\_\_\_\_ **School Code:** \_\_\_\_\_

- A.** I refer to EMB Circular Memorandum No. 47/2006 issued on 14 March 2006. My school would opt for the cash grant in lieu of the following teaching post(s) which is/are provided for schools adopting mother-tongue teaching to strengthen the teaching and learning of English:

No. of posts claimed (specify the rank*)	Effective Date (a)	Official Use Only		
		Monthly mid-point salary at the effective date (b)	MPF Subsidy# \$ (c)	Amount for frozen post(s) \$ (d)
( )				
( )				
( )				
Total				\$

\* CM for Certificated Master/Mistress; GM for Graduate Master/Mistress

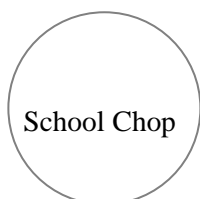
# Employer's contributions to MPF Scheme (5 % of the monthly salary capped at \$1,000) will be included.

### **B. Certification**

I certify that –

- (i) Endorsement has been obtained from my school's SMC/IMC for the encashment which is irrevocable. The usage of the encashed amount will complement the efforts of our teachers rather than add to their workload.
- (ii) In the school year \_\_\_\_/\_\_\_\_ (please specify the current school year), my school is entitled to \_\_\_\_ graduate and \_\_\_\_ non-graduate additional teaching posts for English under the MOI arrangements. Among these posts, my school has permanently frozen \_\_\_\_ GM and \_\_\_\_ CM posts, including the posts claimed above.
- (iii) There would be no other claim on the salaries of teachers nor reimbursement of supply teachers for the frozen posts.

My school will inform the Recurrent Subventions Section of EMB immediately if our entitlement to the additional teaching post(s) affects our receipt of the above cash grant. My school will refund to EMB any overpayment of the grant.



Signature of Supervisor: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Tel No.: \_\_\_\_\_

c.c. SSDO ( )

**Briefing Sessions on Revised SSPA System  
and English Enhancement Scheme for CMI Schools**

**Reply Slip**

To: Education and Manpower Bureau  
(Attn: Review and Planning Section)  
Fax: 2574 0340 / 2904 7387  
(To be returned by 18 March 2006)

The following representatives of my school will attend the briefing session as indicated below (*2-3 places are reserved for each school*):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Time:** 2:15 p.m. – 5:00 p.m.

**Date and Venue** (*Please “✓” in the appropriate box.*)

21 March 2006 (Tuesday)  
Auditorium, Tsuen Wan Town Hall,  
72 Tai Ho Road, Tsuen Wan, New Territories.  
(mainly for schools in the New Territories, Sai Kung, Shamshuipo and Kowloon City Districts)

22 March 2006 (Wednesday)  
Theatre, Sheung Wan Civic Centre,  
5/F Sheung Wan Complex,  
345 Queen’s Road Central, Sheung Wan, Hong Kong.  
(mainly for schools on Hong Kong Island, Islands, Kwun Tong, Wong Tai Sin, Yau Tsim and Mong Kok Districts)

Signature of Principal : \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Name of School: \_\_\_\_\_

Date: \_\_\_\_\_

**Remarks:**

- (a) Briefing session will be cancelled when Tropical Cyclone Signal No. 8 or above or Black Rainstorm Warning Signal is issued at or before 11:30 a.m. Participants will be notified for further arrangement in due course.
- (b) No parking space will be provided at the venue.