

School-based Implementation Plan

Application No.: C030 (for official use)

Focus(es) of the school's proposed English enhancement measure(s) ¹

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
1. Refinement of the English Language curriculum	Exposition and production of text types	To employ a supply teacher to provide more time and space for the core team to refine school based materials

Implementation details of the proposed measure(s)

Proposed measure(s)	Grade level	Time scale (mm/yyyy)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Refinement of the English Language curriculum <u>Core team:</u> ● To set up a core team (per level) comprising a Core Team Leader and the remaining 2 Core Team Members to refine and develop school based materials. This means that all P3 / P4 English teachers will form the core team. There will be 6 core team members overall in 2012-2013. The same applies for P5/P6 in 2013-2014 and all English teachers will be the core team members ● To release team members to refine the school-based materials for P3 & P4 in 2012-2013 & P5 & P6 in 2013-2014. The core team member responsible for designing/improving materials for each level will still teach English for that level. ● P3: 1 Core Team Leader x 6 lessons released, 2 Core Team Members x 2 lessons released = 10 lessons ● P4: 1 Core Team Leader x 6 lessons released, 2 Core Team Members x 2 lessons released = 10 lessons	P3, P4	09/2012 – 06/2013	● 7 theme-based units (2 - 3 per term) to be refined to develop students' writing skills across different genres. ● Each unit lasts approximately 1 month. ● Worksheets are integrated into students' unit books. Each unit will have a Unit Teaching Plan with links to additional resources to cater for learner diversity. Most units will lead from reception to production of a text type. There will be a spiral	● The refined school-based materials will be used for teaching and learning for many years.	● Regular meetings with the core team / regular level teachers to discuss progress. ● Peer lesson observation (1 per unit of work) & reflection during co-planning meetings (1 per unit of work). ● Materials will be adjusted after the above evaluation. ● Key components / tasks to be recorded 1-2 times

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● A total of 20 teaching lessons to be taken up by a registered supply teacher. ● The same arrangement will apply for P5 & P6 in 2013-2014 ● The supply teacher will be recruited according to the guidelines set in Circular 5/2007 and will not have joined the Early Retirement Scheme on a PT or FT basis. ● To focus on the development of school-based materials to better integrate the teaching of writing skills across genres. ● The amount of time/ lessons allocated for the curriculum will remain unchanged. <u>Refinement of the school-based curriculum:</u> Step 1: Existing Curriculum ● For P1-P5, students use unit books which have designed by the school, following CDC syllabus mandates. The school prints the books for the students to keep. Each unit incorporates both ‘text book’ and ‘work sheets’, so that everything is integrated. Each unit is based around a theme, for instance ‘Plants’. ● Unit books consist of: ➢ Activation exercises to help students utilize their prior knowledge. ➢ Introduction to grammar points as per CDC guidelines, followed by grammar exercises. The exercises are themed according to the unit. ➢ Independent research exercises – students must provide facts about the theme from their own investigations. ➢ Comprehension exercises, based around themed texts (fiction and non-fiction). ➢ Vocabulary exercises e.g. crosswords, cloze passages. ➢ Writing activities - based on the theme. ➢ Oral activities – based on the theme. ➢ Listening activities – based on the theme.			approach to teaching and learning for second language acquisition. ● Each unit will integrate the 4 skills (reading, writing, listening & speaking) and the macro-skills of grammar & vocabulary. ● The explicit teaching of the following categories of text types (from the CDC Guide): Narrative / Information / Exchanges / Procedural / Explanatory / Persuasive. ● Learners’ writing will exhibit a range of language structures and register lexical choices more suitable to the text-types being written.		per unit of work (depending on the nature of each unit. ● Records of meeting will be kept.

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Step 2: Refined Curriculum • A more structured and uniform approach will be taken to ensure progressive development with regard to writing. • Text types will be analyzed for lexis and grammatical features which will then be incorporated into each unit. • At the end of each unit, learners will be required to produce the target text type. Where possible, authentic texts will be used for input. • This will add value in the sense that it will prepare students for the kinds of texts they will meet (and produce) in English AND other subjects (EMI through-train school).					

Budget and cash flow

Proposed measure(s)	Estimated cost				
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2012/13		2013/14		Sub-total (Funded by EEGS)
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
1. Refinement of the English Language curriculum Employ a qualified registered supply teacher	\$266,805		\$233,195	\$33,610	\$500,000
Total:	\$266,805		\$233,195	\$33,610	\$500,000

Remark:

1. EEGS only supports schools to hire a supply teacher with MPS Pt 14. Any extra amount will be funded by schools.