

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employ a part-time teacher to collaborate with existing English teachers to develop a school-based reading across the curriculum (RaC) programme at P.4 to P.6					
<p>Objectives</p> <p>The current school-based reading programme was developed eight years ago which does not fully cover the elements of promoting RaC. The topics of the readers are not related to students' daily lives. Hence, students are not interested in reading the readers.</p> <p>The new RaC programme aims to guide students to read texts, which are related to other subjects (e.g. General Studies and Life Education) with different purposeful and meaningful reading tasks so as to get students engaged in reading and connect their reading with their prior knowledge and experiences.</p> <p>In light of promoting RaC, at least one reader being currently used in P.5 and P.6 will be replaced by a new reader. The teaching and learning materials for the new readers will be developed while the teaching and learning resources for other readers used in P.4 to P.6 will be refined. A part-time teacher will be hired to work with the existing English teachers to review, develop and refine the school-based reading programme. To better cater for the needs of two elite classes and the four average classes, two different sets of teaching and learning materials will be developed. The part-time teacher</p>	P.4-P.6	<p><u>Co-planning:</u> all year round in 2018/19 and 2019/20</p> <p><u>Development of materials:</u> all year round in 2018/19 and 2019/20</p> <p><u>Try-out:</u> all year round in 2018/19 and 2019/20</p> <p><u>Lesson observations:</u> all year round in 2018/19 and 2019/20</p> <p><u>Evaluation:</u></p>	<p>One set of graded teaching materials for the RaC programme will be developed at P.5 and P.6 per level.</p> <p>Teaching resources of the current reading programme will be reviewed and modification will be made.</p> <p>70% of the students are interested in reading new readers and they agree that they have a deeper understanding about the theme of the readers.</p> <p>70% of the students will improve their</p>	<p>Curriculum documents, unit plans and relevant teaching strategies will be used and modified according to students' needs in subsequent years.</p>	<p>Record of the modified materials</p> <p>Surveys to collect teachers' and students' feedback will be conducted once a year.</p> <p>Lesson Observation by the panel head and vice panel heads.</p> <p>Evaluation meeting will be conducted among core members after lesson observation once a month.</p> <p>Analysis of students' assessment result (focus group)</p>

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

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<p>will also co-teach the RaC lessons with the existing English teachers. Both the part-time teacher and existing English teachers will take up the teaching roles. While one teacher is teaching, the other teacher will observe students' performance. Hence, having one more teacher in the RaC lessons will allow teachers to review the effectiveness of the programme more easily. It is important in the initial stage of RaC programme development as it helps teachers to adjust and modify the teaching strategies and teaching contents.</p> <p>Through collaboration with the part-time teacher to be hired, existing teacher will have a better understanding of curriculum development. Thus, teachers can develop or refine school-based curriculum of other areas.</p> <p>As the teacher proposed to be hired will co-teach eighteen lessons per week with the existing English teachers only, employing the teacher in part-time mode will allow the school to expend the grant in two years for a more thorough planning and development of the school-based RaC programme.</p> <p><u>Expected qualifications and experiences of the part-time teacher</u></p> <p>The teacher is expected to be a bachelor's degree holder with relevant teaching qualification in English teaching. Teacher with teaching experiences in reading programme in either primary or junior secondary schools is preferred.</p> <p><u>Duties of the part-time teacher</u></p> <p>The part-time teacher to be hired will work three days per week, with around 24 hours. He/She will co-teach with existing English teachers for the RaC programme at P.4-P.6 in the mornings and have co-planning meetings with the core team members for developing the teaching materials in the</p>		<p>all year round in 2018/19 and 2019/20</p> <p><u>Professional Support:</u> all year round in 2018/19 and 2019/20</p>	<p>English reading skills</p> <p>80% of the existing P.4-P.6 local teachers can use the reading resources developed to teach reading across the curriculum.</p> <p>80% of the teachers are able to apply the teaching strategies to promote reading across the curriculum</p> <p>80% of the existing teachers will acquire the skills of conducting RaC lessons.</p>		

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<p>afternoons.</p> <p><u>Details of the school-based RaC programme</u> Two lessons on alternate weeks, a total of twenty-two lessons per school year, at P.4 to P.6 will be allocated to the school-based RaC programme.</p> <p>The panel heads and vice panel heads of General Studies teachers and Life Education will have co-planning meetings with English teachers to select the themes to be covered and provide content support.</p> <p>✧ <i>Tentative themes, text types and reading skills to be covered.</i></p> <table border="1" data-bbox="170 767 943 1418"> <thead> <tr> <th></th> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>Themes</td> <td>- Relationships - Food and Drink</td> <td>- Nature - Changes</td> <td>- Nature - Relationships</td> </tr> <tr> <td>Text types</td> <td>- stories - discussions - recipes</td> <td>- journals - brochures - diary</td> <td>- biographies - documentaries - explanation of how and why</td> </tr> <tr> <td>Reading skills</td> <td colspan="3">- skimming and scanning - inferring meaning of unfamiliar words - summarizing the main ideas - interpreting writer's feeling - understanding the connection between ideas (P.5) - recognize the format, visual elements and language features of a variety of text types (P.5 and P.6)</td> </tr> </tbody> </table>		P.4	P.5	P.6	Themes	- Relationships - Food and Drink	- Nature - Changes	- Nature - Relationships	Text types	- stories - discussions - recipes	- journals - brochures - diary	- biographies - documentaries - explanation of how and why	Reading skills	- skimming and scanning - inferring meaning of unfamiliar words - summarizing the main ideas - interpreting writer's feeling - understanding the connection between ideas (P.5) - recognize the format, visual elements and language features of a variety of text types (P.5 and P.6)							
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<p>✧ <i>Post-reading tasks</i> Post-reading tasks such as reading worksheets and sharing among peers will be designed for consolidation.</p> <p><u>Development of the RaC programme</u></p> <p>✧ Core team A core curriculum development team including the part-time teacher to be hired, three English Panel Chairs as well as P.4, P.5 and P.6 level coordinators will be formed.</p> <p>The core team members will be responsible for refining the current school-based reading programme, developing teaching and learning materials as well as conducting professional development sessions for other English teachers.</p> <p>✧ Planning</p> <ul style="list-style-type: none"> ✓ Selecting appropriate readers The core team will select the themes to be covered for each level with General Studies and Life Education panels. The core team will then select the text types and source appropriate readers. Other English teachers will also offer suggestions on the readers to be used. ✓ Developing RaC programme and conducting briefing session for all teachers Co-planning meetings for the RaC between the part-time teacher and the core team will be held once a month. The focus of the meeting will be reviewing the current school-based reading programme as well as the teaching and learning materials. The co-planning will also focus on incorporating the RaC element and the new readers into the current reading programme. Teaching and learning materials will be developed 					

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<p>accordingly. Before the implementation of the newly developed reading programme, the core team will organize a briefing session for other English teachers on the programme.</p> <p>✧ Implementation</p> <p>The RaC lessons will be co-taught by the part-time teacher and existing English teachers. The existing English teachers will take up around half of the teaching part during co-teaching in every lesson. The role of both teachers will be mentioned in details in the teaching plan.</p> <p>✓ Sample run down of a RaC lesson</p> <ul style="list-style-type: none"> - Pre-reading <p>Teachers will activate students' prior knowledge by asking questions related to the themes. Teachers will also provide other inputs such as videos and pictures related to the themes. Teacher will then teach students related thematic vocabulary items.</p> <ul style="list-style-type: none"> - While-reading <p>Depending on the text types of the reading materials, teachers will introduce different reading skills. Teachers will also highlight the sentence structures and textual structures of that particular text types. Students will focus not only the contents but also the features of the reading materials. Various reading tasks will be developed to help students apply the reading skills learnt.</p> <ul style="list-style-type: none"> - Post-reading <p>Post-reading tasks focusing on providing students a platform to share their reading will be assigned. Students will be asked to share with their peers on the books they read. Worksheets for consolidating students' reading will be developed.</p> <p>✓ Lesson observations</p> <p>At least 2 lessons of the new readers will be observed</p>					

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<p>by the panel head or vice panel heads to identify areas for refinements. Adjustment of the teaching strategies and modification of teaching and learning materials will be made accordingly.</p> <p>✧ Evaluation Evaluation meeting will be conducted by the English Panels, the part-time teachers and level coordinators of P.4 to P.6 once a month. Level coordinators of P.4 to P.6 will collect feedback from the level English teachers and share their feedbacks in the meetings.</p> <p><u>Integration of the RaC programme into the core English curriculum</u> The RaC programme is part of the English core curriculum. Teachers will also guide students to apply the reading skills acquired under the school-based RaC programme in completing the reading tasks during General English lessons.</p> <p><u>Professional Support to other English teachers</u> To ensure smooth implementation of the RaC programme, a briefing session on the newly developed reading programme will be conducted. The key elements such as RaC and students' reading development will be covered in the briefing session.</p> <p>Teachers of different levels will share their experience in implementing the programme and feedback on the teaching and learning resources during the regular level meeting, which will be conducted five times a year. The core team members including the part-time teacher to be employed will offer suggestions and advise teachers on improving the teaching effectiveness.</p>					