

English Enhancement Grant Scheme for Primary Schools
School-based Implementation Plan

School Name: Hennessy Road Government Primary A.M. School

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the NET): 17

2. No. of approved classes in 2010/2011 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in 2010/11 school year: (if different from the no. of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	5	5	5	5	5	5	30

4. Programme(s)/ project(s) implemented or support service(s) received at present: (more rows can be added if needed)

Name of programme/ project / support service	Grade level	Focus(es) of programme/ project / support service	External support (if any)
1. IELP	P.1-P.3	Integrated English Language Programme	CECES
2. LLELP	P.4-P.6	Learning to Learn English Language Programme	CECES

(B) SWOT analysis related to the learning and teaching of English¹:

Strengths	Opportunities
<ol style="list-style-type: none">1. Curriculum adopting the CECES Project (IELP and LLELP) has developed systematically.2. Co-planning level meetings are held regularly to further enhance the curriculum.3. Lesson observation by panel heads and peers are implemented to encourage sharing of ideas.4. Parental support is adequate in general.	<ol style="list-style-type: none">1. Availability of EEGS helps the school to implement school-based programmes to strengthen the learning and teaching of English.2. Small class teaching implemented from 2009. Smaller class size facilitates group work and teacher-student interaction.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students lack the skill of collaborating with others in group work.2. Students' writing skill is comparatively weaker than their speaking skill.3. The Language Programmes have been run for over 10 years. Some teaching materials and methodologies are outdated.	<ol style="list-style-type: none">1. Declining performance in TSA.2. Possibility of moving to a new school site affects the intake of students.3. Teacher mobility due to centralized transfer arrangement or career development.4. Apparent need of catering for learner diversity due to increase intake of SEN students.

(C) Based on the SWOT analysis, what is / are the focus(es) of the school’s proposed English enhancement measure(s)

Areas for improvement	Focus (e.g. language skills, knowledge etc.)	Proposed measure(s) to be funded by EEGS
1. Implementation of process writing lessons in upper primary levels.	<ul style="list-style-type: none"> • Implementation of process writing and co-operative learning by co-teaching lessons. • Writing workshops to equip teachers with the skills. 	<ul style="list-style-type: none"> • To deploy a one-year supply teacher to take up lessons of the core team members. • To organise related PD workshops for teachers who will try out the new strategies learnt during lessons
2. Refinement and add value to the present school-based English Language curriculum	<ul style="list-style-type: none"> • To develop a school-based English e-learning platform. (Four Skills) • Integrate drama elements into the curriculum. (Language Arts) 	<ul style="list-style-type: none"> • To purchase the permanent ownership of the learning platform. • To organise related drama workshops for teachers who will try out the new strategies learnt during lessons • To hire consultancy service from the English learning organization to run teachers’ workshops on teaching of drama.

(D) How to implement the proposed measure(s) funded by EEGS?

Proposed measure(s)	Grade level	Time scale (month/year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Employ a supply teacher to create space for a core team to refine English curriculum in P. 4-6 in the first project year.					
<p><u>(i) Implementation of process writing lessons in upper primary levels.</u></p> <p>(A) <u>Process Writing Lessons:</u> (Value-added to the curriculum) A supply teacher will be recruited in the 2011/2012 school year to take up the lessons of the 3 panel heads and the level co-ordinators of P.4, P.5 and P.6. (totally six teachers in the core team)</p> <p>The supply teacher will take up 30 lessons so each teacher involved will have five free lessons per week. The supply teacher will be tentatively deployed to take up one major subject from each core team member so as to enhance their capacity to focus on the development of our school-based curriculum. Their duty will be specified as follows:</p> <p>Class writing and individual writing are conducted for every unit in class biweekly. However, teachers believe that with the implementation of process writing in small groups, pupils' writing ability will be further developed. Pupils</p>	<p>P.4 P.5 P.6</p> <p>A process writing tasks for each unit will be prepared by the core team members. Totally there will be fourteen writing tasks for each level at the end of the year.</p>	<p>Sept 2011 to July 2013</p>	<ul style="list-style-type: none"> ● The core teachers act as the coordinators of P.4, P.5 and P.6 respectively. They are to initiate, organize and evaluate the proposed measures. They will also co-teach some lessons with class teachers. ● In-house sharing sessions, peer lesson observations and meetings will mainly focus on how to enhance teaching effectiveness and pupils' learning capability. ● Fourteen writing tasks with unit/ lesson plans, learning tasks/ activities developed for P4 – P6 will be prepared for each level. The writing materials will be ready for future use. We believe that group writing activity is vital 	<ul style="list-style-type: none"> ● With the assistance of the core teachers the above expected outcomes will be sustained as follows. ● The teaching experience the class teachers gain with the assistance of the core teachers will be very helpful in the future even though the manpower resources are reduced. ● The core teachers and permanent teachers' teaching techniques will be improved. They will work as the mentors of other teachers. ● Since the core teachers are the panel heads, experience and teaching skills they 	<ul style="list-style-type: none"> ● The grade and number of words of pupils' individual writing after each process writing lessons will be recorded. ● Feedbacks and reflections will be collected in each co-planning meeting. ● Teachers' opinions will be gathered and discussed in each sharing sessions in the panel meetings. ● Feedbacks and reflections will be collected in each co-planning meeting. ● The E-learning platform will

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<p>go through the following stages: Brain Storming, Revising, Editing, Publishing stages in the group writing lessons. Similar topics for every unit will be prepared to be done in class writing, group writing and individual writing. The core teachers will help with preparing writing materials and conduct co-teaching in the lessons. With mixed ability grouping, low ability pupils can learn from other pupils. Moreover, cooperative learning is our school-based teaching policy in all subjects. Teaching activities, like think-pair-talk, roundtable, will be in-corporated to cater for learner's diversity in the writing lesson. Pupils with different ability will be assigned different role in the writing task and they will finish different graded worksheets. We believe that practice makes perfect.</p> <p>Co-teach process writing lessons with the class teacher to teach pupils effective writing skills. Our pupils will learn the writing skills, like gathering ideas, drafting, editing, revising, publishing and even presenting in the group writing lessons. The extra manpower in the co-teaching writing lessons will monitor the pupils well. The writing skills are varied with different reading modules. Different text types are included in the</p>			<p>to the pupils' learning. With the help of the guidelines of the literacy programme and the experience of the core teachers, our pupils will learn the writing methods, like gathering ideas, drafting, editing, revising, publishing and even presenting in the group writing lessons. The extra manpower in the co-teaching writing lessons will monitor the pupils well. Through the co-planning, co-teaching and sharing, the teaching techniques of the teachers will be strengthened and so pupils' learning effectiveness will also be enhanced.</p> <ul style="list-style-type: none"> • With the writing skills they gain in the group writing, pupils will be able to develop their own individual writing. 	<p>gain in preparing writing tasks can be disseminated to other teachers in panel meetings and regular co-planning meetings in the coming years.</p> <ul style="list-style-type: none"> • The teachers involved will have confidence and readiness in implementing the school-based programs. Therefore, we can gradually extend the programs to other levels. • The materials prepared by the core teachers and the professionals of the service providers will be kept in folders as reference and teaching resources. The guidelines and the teaching materials which are established in these two years can easily be accessed and 	<p>record the result of each student automatically by the system for teacher to monitor their learning progress and identify strengths and weakness.</p> <ul style="list-style-type: none"> • Data will be collected in Pupils' and Teachers' Questionnaire. • Peer lesson observation form will be filled in by core teachers and post observation meetings will be held. • There are co-planning meetings for every unit so all those teaching materials and strategies will be discussed, kept file and recorded.

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<p>syllabus. Let's take P.5 as an example. In the first term, pupils will write on text types as Announcement, Personal Letter, Story, Email, News Report, Formal Letter. In the second term, text types like argument, journal, fable, poem, biography will be included.</p> <p>A double lesson will be allocated in implementing process writing so core teachers will co-teach with the class teachers bi-weekly. Every two weeks a co-planning meeting will be held to discuss and evaluate the progress of the plan.</p> <p>(B) Writing workshops Two writing workshops will be held by the English language organizations (service providers like CECES, /English for Asia/ Headstart) to equip teachers with the concept and skills in teaching process writing with different text types. Teacher conferencing and lesson observation. As we are a half day school, we have regular time slot in the afternoon to be allocated for PD. All English teachers will be involved. Professional development (PD) programme to enhance teachers' skills and strategies in teaching pedagogies of writing skills</p>	P.1- P.6	Workshops will be held: Oct, 2011 Mar, 2011	<p>Number of plans developed for the integration of drama elements per level: Two units will incorporate drama elements in teaching for each level in each term in the first year. Then two more units will be done in the second year. Finally drama elements will be integrated into half of the school curriculum. Examples that drama elements can be integrated in the units: Units that can be used for sense training: P.1 Unit 33: Walking through the jungle P.2 Unit 23: Clouds P.3 Unit 38: Scared P.4 Unit 8: A Letter to a Pen-pal P.5 Unit 15: The Butterfly and the Kite P.6 Unit 10: The Weirdest Diner Units that can be adapted for role-play and dramatization: P.1 Unit10 the Monkey Bridge</p>	<p>used by existing and new teachers. The activities prepared and conducted in the English lessons are inductive to pupils' learning. This will be continuously used by teachers.</p> <ul style="list-style-type: none"> The program is beneficial to our pupils as it caters for learner diversity. While group writing activity we focus here is being conducted, co-operative learning will occur simultaneously. More capable English learners will help the weaker ones. Both groups will have more opportunity and build up habits of interacting in English. Habits of speaking in English among pupils and teachers are 	<p>Workshops</p> <ul style="list-style-type: none"> We will arrange peer lesson observation to help teachers with the implementation of drama elements in lessons. Post workshops evaluation forms will be collected to give feedback to the language organization. Teacher conferencing with the professionals will be held for both writing and drama workshops. Pupils' and teachers' opinions will be collected in questionnaires.

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<p>i) Workshop for teachers: 2 workshops <u>on writing strategies</u></p> <p>ii) Advisory visit:</p> <p>Advisory visits will be carried out to assess the progress of the writing program.</p> <p>(C) Integrate drama elements into the curriculum.</p> <p>Drama element is fostered to incorporate in classroom teaching in order to achieve wide range of skills in teaching. We hope that this will make our teaching more effective and interesting. Two Drama workshops for teachers will be held with the help of external support to provide workshops that we can adapt and tailor our present reading materials to produce our own school-based teaching materials. With the professional external support, teachers will be encouraged to organize pupils' drama workshops. This will provide good opportunity for pupils to perform in public. They will also learn to appreciate western culture while performing the drama. Educational drama is using dramatic techniques to enhance language learning. It is not necessarily presenting a play with full theatrical treatment (scenery,</p>	<p>All teachers</p> <p>P.1- P.6</p>	<p>Sept 2012 to July 2013</p> <p>Workshops will be held:</p> <p>Sept 2012 Jan 2013</p>	<p>P.2 Unit 19 Birthday P.3 Unit 5 The Little Red Hen P.4 Unit 1 The Sword Fight P.5 Unit 4 Let's watch a movie P.6 Unit 1 The Paper Bag Princess</p> <p>Units that can be adapted for Process Drama: P.4 Unit 11: Reward from the Sea P.5 Unit 12: A Brave Doctor P.6 Unit7: The Giving Tree</p> <p>In fact teachers have already contributed lots of ideas on integrating drama elements in different units at different level. The above is only a small part of our proposed plan.</p> <ul style="list-style-type: none"> With various teaching skills and materials being used in lessons, pupils' confidence and skills in using English are enhanced and motivation in learning will be improved. Most 	<p>cultivated in these two years and that will be sustained.</p> <ul style="list-style-type: none"> The permanent ownership of the learning platform will be granted to our school. We are free to adapt and modify the resources on the platform. Most important of all it is convenient for our teachers to produce their own teaching materials and share with other teachers on the platform. Resource materials on drama activities jointly developed by the English teachers and the professionals will be kept in resource packs in related units. Teachers can refer to the resource packs for future teaching. Drama activities will 	

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<p>costumes, props, lights, memorizing lines, etc.) With drama elements in teaching and learning, pupils' creativity will be stimulated. Lessons with drama elements help spark enthusiasm and motivation. Teachers can integrate the four language modes and reinforce oral skills in practical settings. The lessons suit students of all ability levels and they add enjoyment and pleasure. Students who have participated in dramatic activities are less self-conscious about speaking in public, more confident and better able to work together. At the centre of all drama is communication (an important generic skill)</p> <p>Some examples of drama elements are as below: chanting, discussion and acting, process drama, freeze frames, using puppets, miming, sense training, reading with expression and using gestures, role-play and dramatization, readers' theatres.</p>			<p>important of all, pupils have fun in learning English.</p> <ul style="list-style-type: none"> ● Pupils have more opportunities to speak and listen to the native English speaker and build up their confidence of speaking English. They can also follow the good examples set up the ambassador. Their interest to acquire the language is aroused as they find it is fun to learn English in games. ● Pupils are exposed to different western cultures and they learn to appreciate the language arts of English. 	<p>be incorporated in curriculum and be tried out at least twice each year.</p>	
<p>2. Hire of e-learning consultancy to develop a school-based interactive programme to enrich English curriculum in P. 4-6</p>					
<p><u>1. Refinement and adding value to the present school-based English Language curriculum</u></p> <p>The school will own the e-learning</p>	<p>P. 4-6</p>	<p>Sept 2011 to July 2013 Estimated months of the</p>	<ul style="list-style-type: none"> ● The use of e-learning materials in class and self-learning purposes will be indicated in the lesson plans. 	<ul style="list-style-type: none"> ● To purchase the permanent ownership of an e-learning platform. ● The school will have 	<ul style="list-style-type: none"> ● Pre- and post-project questionnaires will be conducted to

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<p>materials and will be able to permanently use the platform.</p> <p>(A) To develop a school-based English e-learning platform</p> <p>The materials will be developed by teachers in collaboration with professional eLearning consultancy team. The consultancy team of the Service Provider will be providing services in instructional design, graphic and multimedia development and supports. We will have a permanent access right which allows us to use and keep everything developed and produced on the platform. According to our teaching schedule and student progress, teachers with the assistance of the core teachers can select corresponding teaching and learning materials. With the system, we can also upload and organize the materials that we designed (PowerPoints, learning sheets and exercises that are being used in our current learning platform). However, we need further support and capacity to update and modify our present teaching materials) onto the platform.</p> <p>The materials to be integrated onto the platform consist of 3 levels for our P4 to P6 students. The design of each level is based on the objectives of our curriculum.</p>		<p>following steps:</p> <p>Teachers will adapt the IT materials into their teaching. Thus, every two weeks a unit should be prepared.</p> <p><u>Co-planning Stage</u></p> <ul style="list-style-type: none"> ● Aug –Oct, 2011 (bi-weekly meetings) ● Nov - April , 2012 (monthly meetings) <p><u>Development Stage</u></p> <ul style="list-style-type: none"> ● End of Oct 2011 - first 7 units of 	<ul style="list-style-type: none"> ● A range of e-learning materials co-developed by the English teachers and the consultants and be used by teachers in class after the project years ● Enhancement of teachers ability in using IT to facilitate language teaching ● Pupils’ learning will be benefited and enhanced with the application of e-learning in the curriculum. ● The platform is integrating 4 language skills. Task-based activities with appealing graphics, sound and animation can motivate pupils to learn with fun. The platform is specially designed for the interactive English teaching and learning in the upper primary level. It can be used as a 	<p>the ownership of platform, materials, video clips and links after the service period without any additional recurrent costs</p> <ul style="list-style-type: none"> ● The teachers will be able to create and upload new materials onto the platform in future. 	<p>analyze the effectiveness of the programme.</p> <ul style="list-style-type: none"> ● As for the quality assurance, regular panel discussion to review the effectiveness of the programme will be performed. Students will be invited to attend regular focus group interviews to provide feedbacks on the programme. Adjustments will be made accordingly. ● As all the students’ work can be recorded and monitored over the platform, teachers can examine the learning progress

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<p>There will be about 20 units for each level and each unit is expected to have reading comprehension, grammar tasks, vocabulary, phonics, writing, dictation. The contents should be sufficient for covering the curriculum.</p> <p>In view of the weakness and low motivation of our students in grammar, we have planned to add one more module to strengthen our students and to motivate their interests in learning grammar. This module should be designed with interactive tasks and to have animation to illustrate the abstract ideas of grammar concepts. This module is expected to have about 16 grammar topics which are related to tenses (e.g. simple, continuous, perfect and future tenses), parts of speech (e.g. determiners, articles, conjunctions, adverbs, adjectives, nouns, etc.), and sentences (e.g. questions). With the multimedia effect of this module, teachers will be able to help students visualize the grammar explanation effectively.</p> <p>The purposes of developing the materials are to enrich our teaching in class and to provide students to practice and to consolidate what they have learned. Teachers will make use of the reading materials in class to draw students' attention to the language learning items</p>		<p>each level and Grammar Module</p> <ul style="list-style-type: none"> ● End of Dec 2011 – second 7 units of each level ● End of Feb 2012 – final 6 units of each level <p><u>Implementation Stage</u></p> <ul style="list-style-type: none"> ● November 2011 – first 7 units of each level and Grammar Module ● January 2012 – second 7 units of each level 	<p>teaching tool in daily English lesson to arouse students' learning motives and enhance their English ability. Students can also revise the assigned learning tasks at home.</p> <ul style="list-style-type: none"> ● With the refinement and new value to the curriculum, pupils' literacy level will be promoted. A wide range of text-types, interactive activities, and animated tasks can motivate students to learn English and help cultivate their sustainable learning habits. We endeavor to teach our pupils, not only reading skills, but good attitudes and values as well. Our aim is to make our pupils independent learners. ● What is most valuable is that all the students' work can be archived. This can serve as samples or useful 		<p>of their students to ensure the students' learning is on the right track.</p> <ul style="list-style-type: none"> ● Surveys will be sent out at the end of each school year to examine the students' use of e-learning materials at home and the support of parents. ● The collected data can enable teachers to understand the strengths and weaknesses of the materials and the effectiveness. of the materials. The information is useful in revising materials in the future. ● Record of co-planning

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<p>and help them understand the language in context. The concepts of how to approach vocabulary and pronouncing the words will be delivered with the help of these materials in class. How to apply what is learned will be covered in the writing materials. They can elicit our students to start with group discussion and pre-writing. Students can write their own piece of works on the platform in computer room after class or at home. In brief, the materials serve as the core text in our curriculum, and may need to be presented or referred to very frequently in class.</p> <p>For materials being assigned as homework exercises, students are expected to work on them after class or at home. Despite the features of the platform which can auto-mark their work, teachers can still give feedback to students and have discussion on any common errors found among their work.</p> <p>The school computer room is open even after class to students who do not have Internet access at home.</p> <p>(B) To conduct Professional Development Workshops for all teachers of English</p> <p>a) eLearning Session - to be conducted</p>		<ul style="list-style-type: none"> ● March 2012 – final 6 units of each level <p>Sept, 11 eLearning Session</p>	<p>references for new or less able students to follow.</p>		<p>meetings will be kept (core team meetings and consultant’s visits)</p>

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<p>review their first few lessons with the school-based eLearning materials on the platform, and to share their experience in using them in class. Consultancy Team of the Service Provider will demonstrate the uses of the materials on the platform and provide feedbacks to teachers, helping teachers be equipped with the know-how to best use the materials for classroom teaching and for student learning.</p> <p>(C) Consultation , Collaboration and Supports</p> <ul style="list-style-type: none"> ● Core Team Teachers work out the framework of the contents, meet with the Consultancy Team of the Service Provider for their advice on e-learning strategies and possibilities of the design, and develop the materials in text. Core team teachers will consist of panel teachers and level coordinators who teach senior students, each level with one core team teacher, representing teachers of their own level. That is, 3 teachers in total for P4, 5 and 6. ● The Consultancy Team of the Service Provider will provide instructional design, and will programme graphic and multimedia and interactive elements for the materials and the platform. 		<p>10 meetings: Sept, 2011 (2 meetings) Oct, 2011 (2 meetings) Nov, 2011 Dec, 2011 Jan, 2012 March, 2012 April, 2012 May, 2012</p>			

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<ul style="list-style-type: none"> • The consultation meetings between the Core Teacher Team and the Consultancy Team will be conducted on a regular basis. The first four meetings will be conducted bi-weekly so as to have a well-monitored planning stage. The meetings afterwards will be conducted monthly for programme review, progress review and for problem solving. In between the consultation meetings, the Core Teacher Team will need to collect feedback from or communicate with the teachers of the level that they are representing. • Onsite Supports Class observations and onsite teaching supports will be provided by the Consultancy Team of the Service Provider. The visit and the support are to ensure the lessons are run well and to provide timely advice as well as adjustment whenever applicable. • We have regular lesson observations by the panel heads and peer lesson observations twice every year so we can evaluate the effectiveness of classroom use and make adaptation regularly. <p>(D) Parent Seminar Parents' understanding and support</p>		Expected month:			

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<p>are important in helping us to implement the English e-learning platform and in helping their children to succeed and to enjoy the process of learning. Therefore, a parent seminar is proposed to be conducted before the launch of the platform. During the seminar, it is expected the Service Provider will introduce a brief idea of e-learning in education by sharing of cases, and how parents can use the platform to keep track of their children's work. The seminar will also provide an opportunity for the parents to ask any questions about how to use the platform. (English teachers will take part in the parent seminar so as to pick up the skills to conduct briefing sessions after the service period.)</p>		Nov, 2011			

(E) Budget and cash flow *(Please provide a breakdown of the costs for each measure per school year)*

Proposed measure(s)	Estimated cost				Sub-total
	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
1. Employ a supply teacher for one year (monthly salary with MPF included) x months $\$19,945 \times 1.05 \times 12$	\$251,307				\$251,307
2. A School-based English e-learning platform for P.4-6 a) Teaching and Interactive Exercises (unit cost) x no. of teaching units x exercises x levels $\$200 \times 20 \times 10 \times 3$ b) Animated Grammar for Self-access Learning 16 items $\$20,000$ * Cost indicated in this section is estimated as one-off cost with the permanent right to use the platform and materials.	\$140,000				\$182,750

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	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>* Cost indicated in this section is solely for the use of English subject.</p> <ul style="list-style-type: none"> ● Professional Development Workshops eLearning Session (1 hour) \$3,000 Software Training Session (1.5 hour) \$4,000 Application Session (1.5 hour) \$4,000 ● Consultation, Collaboration and Supports \$750 x 10 meetings x 2.5 hours Onsite Supports and Class Observation (10 hours) \$9,000 ● Parent Seminar (1.5 hour) 	\$11,000				
	\$27,750				
	\$4,000				
<p>3. 2 Writing Workshops, 2 Drama Workshops for teachers, 2 Drama Workshops for pupils and Advisory Visits</p> <p>Professional development (PD) programme to enhance teachers' skills and strategies in teaching pedagogies of writing skills</p> <p>i) Workshop for teachers</p>	\$17,000				\$21,000

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	If the measure is funded by EEGS and other sources, please specify the amount separately for each relevant item				
	2011 /12		2012/13		
Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)		
2 workshops X \$8,500/workshop ii) Advisory visit 2 visits x \$2,000/visit Professional development (PD) programme – Using Drama in lessons i) Workshop for all English teachers: 2 Workshops X \$11,800 per workshop ii) Lesson demonstration/co-teaching 2 lesson demos x \$4,900 iii) Advisory visit 3 advisory visits x \$3,000/visit <u>Remarks:</u> i) each workshop lasts for 3 hours ii) the session will include lesson demonstration, evaluation and feedback. Each session lasts for about 2 hours iii) each advisory visit comprises lesson observation and group conferencing by grade level	\$ 4,000		\$23,600 \$9,800 \$9,000		\$42400
Total:	\$455,057		\$42,400		\$497,457