**NING PO COLLEGE**

**English Department**

**Annual Plan for 2013-2014**

1. Our Vision

Our students will be able to communicate confidently and competently with other people in English so that they can extend their knowledge in further studies, to obtain enjoyment through pleasure and to work effectively with other people in the workplace.

1. Issues to be Addressed

What to Keep - strengths

1. The junior and senior form curricula have become better bridged with, for example, earlier introduction of the NSS elective modules in junior forms, aligning the assessment of junior and senior forms.
2. Teachers have successfully motivated more students to participate in English activities and public contests and some of them are able to achieve outstanding results.
3. Self-access learning and online sharing have been introduced and students are getting used to it.
4. All the English teachers are devoted, resourceful and eager to reflect on their own pedagogical practices so as to enhance teaching effectiveness.
5. With the financial resources provided by English Enhancement Scheme and Refined English Enhancement Scheme, students will be given enriched opportunities to learn and use English, particularly language arts, in and outside of the classroom. Teachers are given more resources in tailor-making materials.
6. The fine-tuning of the Medium of Instruction policy will provide students with more exposure to English and more financial and time resources will be available.

What to Improve - Weaknesses

1. Teachers may have mainly focused on fluency rather than language accuracy in students’ language production.
2. The design of the assignments and assessments may not effectively promote the self-learning habits among weak students.
3. The potential of brighter students needs to be further developed.
4. There is additional pressure on members as a new School-based Assessment component (15% of the English total mark) has been introduced and new course books have been adopted for NSS curriculum. Teachers need much more time for preparing, tailor-making and designing teaching materials.
5. The role of English is to be strengthened to facilitate the implementation of the Refined EES programmes.
6. Our Missions

Short Term Goals

1. Students master basic sentence patterns, ‘Subject + Verb + Object + prepositional phrases/ adverbs/ time words’.
2. Students are required to read / listen to English intensively or write with attention to details regularly in and after class so as to develop the habit of reading, writing and listening to English with thinking.
3. Materials will be developed to promote reading across curriculum.
4. Students will enjoy learning English and take the initiative in participating in English public competitions.
5. Students are provided with opportunities to extend their English learning at their own pace through mini group projects.

Medium and Long Term Goals

1. Elite students should be trained up so that their outstanding performance can be reflected in public exams i.e. increase in the credit (Level 3 or above) rate.
2. All students can be competent language users.
3. Majority of students will take the initiative to be exposed to English in their own time.
4. English is the school’s Medium of Instruction so as to enhance students’ lifelong learning competence.
5. Measures in response to School’s Major Concern

**1.Domain: Learning and Teaching –Enhancing students’ ability to write proficiently with critical judgments**

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| Strategy | Schedule | Indicators | Evaluation | Staff Responsible | Resources |
| 1. 5-min Sentence Structure Teaching Time will be further extended to 10-min Intensive Mental Processing of Language Input every lesson, in which students will be asked to read/write/ listen to English with intensive mental processing in response to teachers’ questions. 2. Thought-provoking questions, including    * + 1. the guiding questions for the preparation for each module/grammar item taught        2. questions for writing journals and writing assignments        3. questions for everyday 10-min Intensive Mental Processing   will be devised by teacher-in-charge of that module/ collaboratively, discussed with rationale clarified in Form Meetings   1. Teachers make use of the class-based weekly reading and weekly newspaper discussion time in class to guide students to dissect the reading passages and discuss in groups at a deeper level in terms of    * + 1. extracting key ideas,        2. analyzing causes, problems, solutions | Throughout the year | 1. Students are enabled to regularly read, write and listen to English with thinking and attention to details in class. 2. Students are able to think at a deeper level with peer collaboration in class more regularly. | - Questionnaires  - Teachers’ Assessment  - Lesson Observation  - Assignment Inspection | Panel Head & All English Teachers | Resources involving examples of questions/tasks in Intensive English Exposure Time, reading passages and writing journals. |

**2. Domain: Students’ Growth – Stretching students’ potential and developing a morally upright character through quality education**

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| Strategy | Schedule | Indicators | Evaluation | Staff Responsible | Resources |
| 1. Students are encouraged to join at least one English activity they have not joined before or they will play a new role (e.g. from participants to organsizer etc) in each school term. Students will write one writing journal on such an experience. 2. Students write at least one writing journal on the topic involving ‘Responsibility’ and one reading report on a passage / book about that in each school term.      1. Students are required to do writing corrections based on at least TWO marking codes given by teachers in each writing assignment. Students are then required to process the mistakes on their own and work out what corrections are needed. 2. English Builder completion reports can be given to student leaders in each class to help monitor students’ progress on the completion of English Builder exercises. A progress report can even be given to Student Monitor as assistance.   S.1-3 English Builder Exercises  S.4 Social Issues Reading and Vocabulary Program (EPA Online) | Throughout the year | 1. - More students participate in a wider variety of activities.   - Over 70% of English Club activities involve students in planning and  implementation.   1. Students will be encouraged more to reflect upon the concept of ‘responsibility’. 2. Students start to build up a habit of working out and exploring the answers by themselves independently. 3. More positive peer influence on academic work can be seen. | Monthly activity reports  Observation  Questionnaires  English Club Evaluation | Panel Head & All English teachers | Teaching assistants for compiling the resources for passages on ‘Responsibility’.  English Builder Program |

**3)** Domain: Management and Organization – Promoting continuous professional development towards becoming learning organization and quality school

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| Strategy | Schedule | Indicators | Evaluation | Staff Responsible | Resources |
| 1. The target feature of assignment is to cater for diversity i.e. *motivating the weak*, *stretching the average and challenging the stronger students.*   Assignments with such quality will be selected and teachers involved will be asked to explain the rationale, outcomes and points to note when using the assignment in Form Meetings. The assignments will be scanned for record on the Intranet with a written explanation on the rationale, expected outcomes and points to note as well.   1. Uniform resources involving MySch listening resources, reading and writing genres for senior forms will be incorporated. Effectiveness will be discussed in Form Meetings and refinements will be made accordingly. 2. Form Coordinators will act as the middleperson retrieving the previously developed materials of relevant modules. Effectiveness and adaptations will be discussed and carried out before and after the implementation by subject teachers in turn. | Throughout the year | 1. Quality assignments and teaching  packages (e.g. preparation work, classroom tasks and activities) have been built up and put on the Intranet for sharing, implementation, evaluation and refinement.  2. More in-depth and effective evaluation on panel policies and assessments can be conducted. | - Questionnaires  - Teachers’ assessment  -Assignment Inspection  - Lesson observation  -Teaching resource bank  -Evaluation reports | Panel Head & All English teachers | Teaching assistants for compiling the resources on the Intranet |