

Education and Manpower Bureau Circular Memorandum 33/2005

From :	Permanent Secretary for Education and Manpower	To :	Supervisors/Heads of Aided Primary Schools (Except Special Schools)
Ref :	EMB(CD)/ADM/150/1/278(1)	c.c.	Supervisors/Heads of DSS Primary Schools and Government Primary Schools and Heads of Sections – for information
Date:	24 March 2005		

Specialised Teaching in Aided Primary Schools

(Note: This circular memorandum should be read by supervisors, heads and teachers of aided primary schools)

Summary

This Circular Memorandum sets out the implementation details of the improvement initiative announced by the Chief Executive in his 2005 Policy Address to provide additional resources, initially for three years from the 2005/06 school year, to public sector primary schools with 12 or more classes to improve the teacher-to-class ratio with a view to reducing teachers' workload and implementing specialised teaching. Subject to Finance Committee's funding approval, the initiative will be implemented with effect from September 2005.

Details

Objective

2. The improvement initiative aims to unleash the capacity of teachers by reducing workload so that they can focus on the teaching of the subject they specialise in, with priority to be given to English Language in the 2005/06 school year, to be extended to Chinese Language and/or Mathematics in the subsequent years. The ultimate objectives are to enhance the effectiveness of learning and teaching and to help teachers deepen their pedagogical content knowledge and develop professional expertise to bring the best effect of learning and teaching based on the specific needs of their students and schools.

3. As far as possible, teachers should take classes at the same level and /or follow students through a key stage (i.e. P.1 to P.3 or P.4 to P.6). Where a teacher is required to teach more than one subject for professional and practical reasons, the teacher should be assigned to teach the two subjects to the same class so as to enhance the teacher's knowledge of the students and curriculum alignment. **Appendix 1**

provides some guidelines for reference.

4. Schools are encouraged to adapt the idea flexibly depending on the expertise available. EMB appreciates that it may take time to move towards the ideal staff deployment, and there is no intention to require extra qualifications of teachers for implementing specialised teaching. EMB will collect examples of good practices for sharing among schools in due course and review the effectiveness of implementation in three years. If the scheme is found to be successful in improving student learning outcome, and subject to the availability of resources at the time, it is likely to continue.

Implementation

5. The improvement measure covers whole day primary schools and bi-sessional schools with 12 or more classes, excluding those under the Intensive Remedial Teaching Programme (IRTP). The additional resource in the form of a cash grant named as Specialised Teaching Support Grant (STSG) will be provided initially for three years from 2005/06. The Grant is calculated on the basis of increasing the existing teachers-to-class ratio of whole day primary schools and bi-sessional primary schools by 0.1 per class, and the mid-point salary of the Certificated Master/Certificated Mistress, plus the employer's contribution under the MPF Scheme at the rate of \$1,000 per post per month. The mid-point salary will be subject to adjustment in accordance with the subsequent changes to the salary point of the Master Pay Scale.

6. For those schools which are eligible for more than one additional teacher under the improved teacher-to-class ratio, the provision, subject to a maximum of three posts, will be phased in, with one additional post each school year, starting from the 2005/06 school year. Please visit the EMB Homepage at http://www.emb.gov.hk/stsg_e for the "Administrative Arrangements for Specialised Teaching Support Grant" that sets out the details on entitlement, administrative and financial arrangements. The contents will be updated as and when necessary in the future.

Application and Briefing

7. Aided primary schools wishing to apply for the STSG for the 2005/06 school year are requested to complete and return the Application Form at **Appendix 2** to the Senior School Development Officer (SSDO) concerned on or before 5 May 2005. Each aided primary school with a headship post in its staff establishment and 12 or more approved classes (excluding those under the Intensive Remedial Teaching Programme) should submit a separate application for the STSG. Applicants will be informed of the results not later than 19 May 2005. Schools should use the STSG to implement specialised teaching in English Language in not less than half of the operating classes in the 2005/06 school year. Teachers deployed to specialise in the

teaching of English Language should have met the Language Proficiency Requirement, which will become mandatory for all English Language teachers with effect from the 2006/07 school year. English language teachers are also encouraged to use English to communicate with students both inside and outside the classroom so as to increase their exposure to English and create more opportunities for students to use English.

8. To acquaint aided primary schools with the usage of STSG for implementing specialised teaching, two identical briefing sessions will be held in April 2005. Details are as follows:

Session	Venue	Date	Time
A	Laichikok Catholic Primary School 6 Hing Wah Street West, Sham Shui Po, Kowloon.	Wednesday, 20 April 2005	9:30 a.m.- 12:00 noon
B			2:30 p.m. – 5:00 p.m.

Supervisors and/or school heads interested in the briefings are requested to complete and return **Appendix 3** to the Curriculum Development Institute by fax (Fax No. : 2573 5299, 2575 4318) on or before 15 April 2005.

DSS Primary schools

9. For DSS primary schools, the provision under this initiative will be provided through the DSS unit subsidy in the usual manner. They need not apply for the cash grant.

Enquiries

10. For enquiries on this circular memorandum and the briefing sessions, please contact the Curriculum Development Institute at 2892 5823; and for entitlement of additional resources, please contact respective Senior School Development Officers.

Dr. KK CHAN
for Permanent Secretary for Education and Manpower

Guidelines on Specialised Teaching in Primary Schools

A. Staff Deployment

1. Use the additional resources to relieve the workload of teachers so as to enable them to focus on the teaching of the subject they specialise in, with priority to be given to English Language in the 2005/06 school year. Teachers deployed to specialise in the teaching of English Language should have met the Language Proficiency Requirement, which will become mandatory with effect from the 2006/07 school year.
2. As far as possible, teachers should take classes at the same level and/or follow students through a key stage (i.e. P.1 to P.3 or P.4 to P.6). Where a teacher is required to teach more than one subject for professional and practical reasons, the teacher should be assigned to teach the two subjects to the same class so as to enhance the teacher's knowledge of the students and curriculum alignment.

B. School-based Adaptation of the Central Curriculum

1. Adopt a learner-focused approach and diversified learning, teaching and assessment strategies to suit the different needs and interests of students.
2. While making reference to the central curriculum, schools should have some flexibility in school-based curriculum development to satisfy the needs of their students.

C. Consideration in Whole-school Curriculum Planning

1. Set clear and priority learning goals and targets for curriculum development as stated in Booklet 1 of the Basic Education Curriculum Guide (BECG) and the relevant Key Learning Area Curriculum Guides.
2. Adopt the suggested time allocation in Section 2.3 of Booklet 2 of the BECG.

D. More Effective Use of Learning Time

1. Exercise flexibility in time-tabling arrangement to extend and enrich students' learning experiences such as:
 - double periods, 45 to 55-minute teaching period or a combination of long and short periods throughout the year or in different terms
 - flexible use of lesson time to enable subject setting within the same level, reading and collaborative learning, thematic study and project learning.
2. Encourage active learning by students and lower teachers' instruction time correspondingly.
3. Make reference to Chapters 4 and 5 of the English Language Education Key Learning Area Curriculum Guide (P1 to S3) and the English Language Subject Curriculum Guide (P1 to P6) in adopting appropriate strategies for assessment, learning and teaching.
4. English Language teachers should be encouraged to use English both inside and outside the classroom so that students will identify them as English-speaking role models. Hence, there are merits in having some teachers who teach English Language only.

E. Strategies for Enhancing Teachers' Professional Development

1. Link the individual learning of teachers to the organizational learning in schools.

2. Make good use of opportunities to share experience among different teachers. Encourage and facilitate teachers to share their experience through the use of artifacts such as students' work, learning and teaching resources designed, etc. Encourage teachers to reflect and inquire.
3. Fully capitalize on the experience and expertise of the NET teacher, the senior teachers of English Language and other panel members through enhanced collaboration. More details are given in EMB Circular No. 36/2001 dated 18 October 2001 and EMB Circular No. 8/2002 of 14 March 2002.

F. Examples of Specialised Teaching

School information: Whole-day primary school with 24 ordinary classes of symmetric structure, 40 periods per week and implementing specialised teaching in at least half of the operating classes in English Language in which

- Scenario 1: 4 English teachers teach 3 classes of the subject each (8 periods/week)
- Scenario 2: 2 English teachers teach 3 classes of the subject each and 3 English teachers teach 2 classes of the subject plus one other subject each
- Scenario 3: 6 English teachers teach 2 classes of the subject plus one other subject each

Staff Deployment

No. of classes implementing specialised teaching (ST) in English Language	Teachers required for specialised teaching in 2005/06		
	Scenario 1	Scenario 2	Scenario 3
12 (4 classes/level x 3 levels)	4	5	6
No. of Additional Teachers (AT) available in 2005/06	1		
Total No. of Teachers	35 (*34 + 1)		
Average No. of Periods / Teacher without AT	28 to 29		
Average No. of Periods / English ST Teachers	24	24 / 26	24 / 26

* Based on the number of classes times the teacher-to-class ratio of 1.4:1 excluding other provisions (i.e. 24 classes x 1.4 teachers/class).

Teaching load of English ST teachers

Teacher	Classes & Subjects Taught	Periods / week	Total Number of Periods
A (Scenario 1 or 2)	4A English	8	24
	4B English	8	
	4C English	8	
B (Scenario 2 or 3)	5A English	8	26
	5A General Studies	5	
	5B English	8	
	5B General Studies	5	

G. Record in the School Report

After introducing specialised teaching, schools should include in their School Report the impact on

1. relieving teachers' workload;
2. learning and teaching; and
3. teachers' professional development.

Application for Specialised Teaching Support Grant (STSG)

for 2005/06 school year

(to be returned on or before 5 May 2005)

To: **Senior School Development Officer**

Fax: _____ (School Development Section of your school district)

I. School Information

Name of School: _____

Tel.: _____ Fax: _____ School No.: _____ Treasury Code: _____

(Please '✓' in the appropriate box and '# ' delete whichever inappropriate.)

My school is a:

Whole-day School

Bi-sessional School (AM+PM / AM / PM#)

Mixed-mode School (WD+AM+PM / WD+AM / WD+PM#)

The approved class structure of my school in the 2005/06 school year is as follows:

	WD#	AM#	PM#
Number of approved classes (excluding IRTP)			

(Note: Separate form for AM and PM school each with its own headship post in the staff establishment and with 12 or more approved ordinary classes.)

II. Undertaking

My school will / will not apply for the Specialised Teaching Support Grant (STSG) for the 2005/06 school year.

[If yes, please tick in the appropriate box below. If no, just sign and return.]

I refer to EMB Circular Memorandum No. 33/2005 dated 24 March 2005. On behalf of the School Management Committee/Incorporated Management Committee#, I undertake the following upon approval for the provision of the STSG:

- a) My school has not been / has been practising specialised teaching, and will use the STSG to implement specialised teaching in English Language in not less than half of the operating classes in the 2005/06 school year.

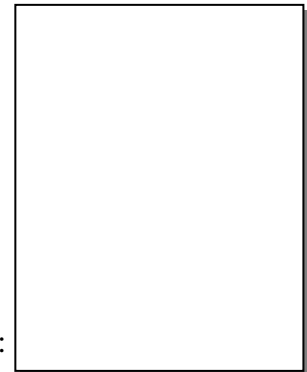
- b) My school will relieve the workload of the teachers involved in the specialised teaching of English Language to enable them to focus on the teaching of the subjects they specialise in so as to deepen their pedagogical content knowledge and develop professional expertise to bring the best effect of learning and teaching.
- c) These teachers will not be assigned to teach more than one subject. Where a teacher is required to teach more than one subject for professional and practical reasons, the teacher will be assigned to teach the two subjects to the same class as far as possible so as to enhance the teacher's knowledge of the students and curriculum alignment. As far as possible, teachers would take classes at the same level and/or to follow the students through a key stage (i.e. P.1 to P.3 or P.4 to P.6).
- d) A component on the effectiveness of implementing specialised teaching will be included in the school report which will be sent to the Senior School Development Officer of my school district or uploaded onto my school's homepage for public reference by December 2006.

Signature of Supervisor: _____

Name of Supervisor: _____

Date: _____

School Chop:



**Reply Form for
Briefing Session on
Specialised Teaching and Use of STSG
(To be returned on or before 15 April 2005)**

To: Curriculum Development Institute

(Attn.: CDO(K&P/P)2)

(Fax: 2573 5299 or 2575 4318)

(Please '✓' in the appropriate boxes and '# ' delete whichever is inappropriate)

My school will take part in briefing

Session A (20 April, 9:30 a.m. – 12:00 noon.)

Session B (20 April, 2:30 p.m. – 5:00 p.m.) and

I / The supervisor, # Dr./Mr./Mrs./Miss _____, and I
will attend the briefing session.

I shall not attend the briefing session, the # supervisor /deputy head of my school
Dr./Mr./Mrs./Miss _____ will attend the briefing session.

Tel.: _____

Fax No.: _____

School No: _____

Treasury Code: _____

Name of school _____

Signature of school head: _____

Name of school head: _____

Date: _____