

Education Bureau Circular Memorandum No. 139/2010

From: Secretary for Education To: Supervisors/ Heads of Government,
Aided, Caput, Direct Subsidy Scheme
Secondary Schools and Special
Schools Offering the Ordinary
Secondary Curriculum

Ref. EDB(RP) 3410/24/10 c.c. Heads of Divisions/Sections
for information

Date: 24 August 2010

Refined English Enhancement Scheme

Summary

The purpose of this circular memorandum is to (a) inform government, aided, caput, Direct Subsidy Scheme (DSS) secondary schools and special schools offering the ordinary secondary curriculum about the details of the Refined English Enhancement Scheme; and (b) invite schools to apply for participation in the scheme.

Background

2. The fine-tuned medium of instruction (MOI) arrangements for secondary schools will be implemented starting from the 2010/11 school year at Secondary (S) 1 level and progressing each year to a higher form at junior secondary levels¹. Under the fine-tuned MOI framework, schools should take into account their own circumstances (including teachers' capability to teach in English, school support measures, etc.) and students' needs to make professional judgement on the most appropriate MOI arrangements. Upon the implementation of the school-based MOI arrangements in the 2010/11 school year, schools will no longer be classified into schools using Chinese as the MOI ("CMI schools") and schools using English as the MOI ("EMI schools"). The choice and number of subjects taught in the English medium may vary between classes within individual schools as well as among schools. Since schools may also conduct extended learning activities (ELA) in English for classes adopting mother-tongue teaching, school-based MOI arrangements will become more diversified. To safeguard students' learning effectiveness, schools have to plan holistically their overall school curriculum (including their whole-school language

¹ For details, please refer to Education Bureau Circular No.6/2009.

policy). Schools should ensure that their whole-school language policy embraces the strategy underpinning the MOI arrangements, and that the directions of both are consistent.

3. For enhancing students' English proficiency and building up the capacity of schools in the teaching of English, the Education Bureau (EDB) implemented the English Enhancement Scheme (EES)² in 2006. The project was premised on the situation that schools would continue to be classified into CMI and EMI schools. To tie in better with the fine-tuned MOI arrangements, individual schools continuing with their EES projects may need to revisit their existing school-based measures and make appropriate refinements, and schools which have not applied for the EES or may have completed their EES projects will also merit the provision of some incentive to further enhance their English language environment for developing their whole-school language policy including the diversified MOI arrangements.

Latest development

4. The Government has made a new injection into the Language Fund in the 2011-12 year. Part of this injected funding has been set aside for schools to apply under the Refined English Enhancement Scheme (referred to as "Refined EES" hereafter).

Objective

5. The Refined EES aims at enabling schools to build on the basis of the original EES where appropriate and refocus their school-based measures upon changing circumstances. Through the Refined EES, in the years to come (i.e. until the 2013/14 school year when schools will have fully implemented their fine-tuned MOI arrangements at junior secondary levels), schools will implement new measures or enhance the existing measures as well as devise whole-school language policy to continue to strengthen their capacity of teaching and learning English.

Eligibility

6. All government, aided, caput, DSS secondary schools and special schools offering the ordinary secondary curriculum are eligible to apply³.

Budgetary ceiling

7. Since schools will no longer be classified into CMI and EMI schools upon the

² For details, please refer to EDB Circular Memoranda Nos. 47/2006 and 48/2006.

³ The eligibility is the same as that of the English Enhancement Scheme implemented in 2006.

implementation of the MOI fine-tuning, the funding to be applied by each school would not exceed \$1.0 million. But the actual amount of additional funding to be granted to each school under the Refined EES would depend on the proposals of individual applicant schools.

8. Schools still in the process of implementing their existing EES measures should note: If they wish to make refinements to any approved items under the EES, they should state those items to be refined with the approved funding to be vired to the proposed new measures with justifications in the application. We would consider holistically the information provided by the schools. If schools propose only new measures, they just need to set these new measures out and provide the estimated expenditure. In principle, each school can continue to make use of the funding approved under the EES while applying for new funding not exceeding \$1.0 million from the Refined EES.

Usage of funding

9. Schools should make use of the funding of the Refined EES to enhance their capacity to raise students' English standard as well as to ensure that there will be sustainable effects after the scheme. When mapping out the measures, schools should focus on specific student groups or development areas. These include in-depth collaboration between English language and non-language subject teachers to promote a cross-curricular curriculum to enhance the learning of English and/ or develop effective modes in English language teaching, preparing students for the smooth transition between different stages of learning the English language, addressing students' diversities in learning English, enhancing students' confidence, motivation and ability in using English, strengthening the ability of English language teachers and/or non-language subject teachers in using English, formulating and developing the whole-school language policy to the effect that the whole school will participate in enhancing the opportunities for students to be exposed to English, etc. As circumstances between schools vary, the funding of the Refined EES is supplementary in nature. When applying for funding under the Refined EES, schools should coordinate existing measures and resources to attain holistic planning. Besides strengthening the existing measures, schools can launch new measures to ensure that the additional funding allocated will have sustainable effects on facilitating students to learn English effectively.

Vetting

10. A vetting panel comprising language education experts and representatives

from the EDB will be set up to assess the appropriateness and feasibility of the English enhancement measures proposed by schools in the Refined EES. In the vetting process, the vetting panel will not require applicant schools to undergo professional dialogue on their proposal. A number of factors will be considered by the vetting panel, including how the contents of the proposal and the proposed measures of individual schools would integrate with its whole-school language policy inclusive of MOI arrangements, school's remaining school-based measures under the EES and school's capability in conducting the proposed measures under the Refined EES.

Monitoring

11. Schools which are approved to participate in the Refined EES have to sign a performance contract with the Government which will cover implementation details including the targets, individual measures and the approved funding, the total approved funding, the cashflow within the project period, the expected learning outcomes and other conditions such as the related administrative arrangements and the submission of financial reports, etc.

12. In accordance with the School Development and Accountability Framework, as the school-based measures implemented by schools under the Refined EES would be a part of their whole-school language policy, they have to be included in schools' development plan to be uploaded onto school websites. Schools should be held responsible for assessing the effectiveness of related measures and whether the measures are effective in facilitating the implementation of the fine-tuned arrangements in school. In addition, the EDB will conduct supervisory school visits to assess schools' performance so as to validate the implementation of the various measures and to provide advice.

Application and implementation period

13. Eligible schools may apply before the dates as shown below. We have not set any quota for the number of applicant schools for each batch of applications. In principle, before considering making an application, schools should assess the effectiveness of their implementation of the school-based measures under the EES, especially for those schools which are still implementing these measures. They should examine particularly measures yet to be implemented in order to map out holistic plans with continuity to ensure effectiveness. As such, we may adjust the dates of application for some schools if required.

<u>Batch no.</u>	<u>Deadlines for application</u>	<u>The earliest dates for implementing school-based measures</u>
1	15 October 2010	3 January 2011
2	31 March 2011	1 September 2011

In general, two years will be given to schools approved of participating in the Refined EES to implement the scheme. But in any event, schools should complete all their funded school-based measures (including any items with supplemented funding) by the end of the 2013/14 school year.

14. Schools are requested to complete the **Indication of Intention Form** (Annex 1) according to the above application and implementation timeframe and return the Form to the EDB by fax (fax no.: 3582 4002/ 2574 0340) on or before **15 September 2010**. Applicant schools are also requested to complete the attached “**Application Form**” and submit it together with their school-based proposal (Annex 2) to the EDB by e-mail (e-mail address: refined_ees@edb.gov.hk) before the closing dates of the respective batches of applications.

Sharing sessions

15. We have introduced the features of the Refined EES in early June this year in our briefing sessions on the implementation of the fine-tuning of the MOI arrangements. If teachers of individual schools (including English teachers and/ or non-language subject teachers) responsible for drafting the proposals wish to join a sharing session on how to map out school-based measures, please complete the **Sharing Session Reply Slip** (Annex 3) and return it to us on or before **15 September 2010** to facilitate our arrangements. We will inform teachers about the details of the sharing sessions by a separate mail. Nil return is not required if teachers of your school do not intend to join any sharing sessions.

Enquiries

16. For enquiries, please contact the Review and Planning Section of this Bureau on 2892 6605, 2892 6608, 2892 6625, 2892 6463 or 2892 5930.

(Ms Ruby SHEUNG)
for Secretary for Education

To: Senior Education Officer (Review and Planning)
Review and Planning Section
Education Bureau
Fax: 3582 4002 / 2574 0340

Refined English Enhancement Scheme (Refined EES)

Indication of Intention Form

(To be returned by 15 September 2010)

(Please indicate by inserting a “✓” in the appropriate box.)

- My school will join the first batch of the Refined EES.** We will submit the plan before 15 October 2010.
- My school will join the second batch of the Refined EES.** We will submit the plan before 31 March 2011.
- My school will not join the Refined EES.**

Signature of *Supervisor / Principal: _____

Name of *Supervisor / Principal: _____

Name of School: _____

Date: _____

** Please delete if inappropriate.*

To: Secretary for Education
(Attn.: Review and Planning Section
Education Commission and Planning Division
Education Bureau)

[Email: refined_ees@edb.gov.hk] [Please mark caption of the e-mail “Application for Refined English Enhancement Scheme”.]

**Refined English Enhancement Scheme
Application Form**

My school would like to apply for the Refined English Enhancement Scheme (Refined EES) and we have read through the Points to Note in the Appendix. The school-based plan endorsed by the School Management Committee / Incorporated Management Committee is attached.

Part A: School Information

School Name: _____

School Address: _____

Telephone No.: _____ Fax No.: _____

Principal: _____

Teacher-in-charge: _____ Post: _____

Contact No. (if different from the above telephone no.): _____

Part B: Basic Information on English Language Teaching

1. Total no. of English language teachers in 2010/11 school year: _____

◀ No. in regular staff establishment: _____

◀ No. outside regular staff establishment (e.g. temporary teachers): _____

◀ No. under the Native-Speaking English Teacher Scheme: _____

2. In the 2010/11 school year, while conducting regular lessons in the subject of English Language (i.e. within the timetable) for our junior secondary students, our school has adopted teaching by class/group as follows:

Secondary 1: From _____ approved classes, dividing them into _____ classes/groups*

Secondary 2: From _____ approved classes, dividing them into _____ classes/groups*

Secondary 3: From _____ approved classes, dividing them into _____ classes/groups*

Part C: Information on Non-language Subjects Involved in School-based MOI Arrangements (if applicable):

No. of teachers involved: _____

Subject/s and grade level/s taught: _____

Part D:

1. My school did not participate in / has participated in and completed / has participated in and is still implementing* the English Enhancement Scheme (EES).

[If your school is still implementing the EES, please continue to answer No.2 below; if not, please go straight to complete School-based Plan A.]

2. While devising the proposed school-based measures for the Refined EES, my school has reviewed the remaining approved school-based measures under the EES:

(Please put a “✓” in the appropriate box.)

not to combine the proposed measures of the Refined EES with those measures under the EES which have already been approved / which are subject-to-review * to cope with the different needs and domains of development. (Please complete School-based Plan A.)

to combine the proposed measures of the Refined EES with those measures under the EES which have already been approved / which are subject-to-review * (including all or some of them), to incorporate different English enhancement measures and domains. (Please complete School-based Plan B.)

Signature of School *Supervisor / Principal: _____

Name of School *Supervisor / Principal: _____

Date: _____

** Please delete if inappropriate.*

**Refined English Enhancement Scheme
School-based Plan A**

(Plan A is applicable to schools which:

- (i) have never joined the EES;*
- (ii) have completed the EES; or*
- (iii) will continue to implement the remaining measures of the EES separately from the application for the Refined EES.)*

Name of School: _____

(In principle, this Plan should be completed in English.)

- (I) With reference to categorizations listed below, please indicate the category of the proposed measures and provide the implementation details. Please note that the categorisation is only for the purpose of stock-taking and there is no ranking of priority for the categories. If the domains of the proposed measures belong to more than one category, please fill in the most appropriate category and do not repeat.

Categories of English Enhancement Measures

- (A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.
- (B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.
- (C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.

(D) Other support measures: For example, hiring teaching assistants, etc.

(E) Measures enriching the English language environment.

Measures	Category (Note ¹)	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note ²)	School-based Monitoring and Evaluation Mechanism	Remarks (Note ³)
(1)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(2)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(3)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(4)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(5)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		

Note 1: Please fill in the letter denoting the category.

Note 2: Please indicate clearly the implementation period and cashflow.

Note 3: If other funding is required to top up a proposed measure, please state clearly the source of the funding and the amount estimated.

(II) Expected output targets to be attained:

Remarks: Schools are not required to set output targets for each individual measure, but should set targets to be achieved in terms of the impact on the overall English learning of students or on specific areas of students' English ability.

Measures (Note ⁴)	Expected Learning Targets to be Attained (Note ⁵)

Note 4: Only the number of the measures mentioned in the previous table is required.

Note 5: They can include deliverables produced after the implementation of the measures such as learning and teaching resources, etc.

(III) Please explain succinctly how the school would implement the measures proposed above and describe how these measures would be integrated into the school-based MOI plan / whole-school language policy holistically (In the brief description, the school can give a summary of the proposed measures mentioned above). This part should consist of about 2 pages.

**Refined English Enhancement Scheme
School-based Plan B**

(Plan B is applicable to schools which intend to integrate the approved measure(s) and funding under the EES into the application for the Refined EES.)

Name of School: _____

(In principle, this Plan should be completed in English.)

(I) Please put a “✓” in the appropriate box:

As the targets and focuses of development will be revised, my school would like to delete / revise the following approved measures under the EES which are yet to be implemented and would inject the approved funding into measures listed in (II) below:

Approved Measures	Description of the Approved Measures	Approved Funding (Implementation Time-frame and Cashflow)
		month/year: \$ month/year: \$ Total Amount: \$

My school would like to delete / revise the following measures which are subject to further examination under the EES and would inject the approved funding into measures listed in (II) below:

Measures	Description of the Measures	Expenditure Subject to Further Examination (Implementation Time-frame and Cashflow)
		month/year: \$ month/year: \$ Total Amount: \$

(II) With reference to categorisations listed below, please indicate the category of the proposed measures and provide the implementation details. Please note that the categorisation is only for the purpose of stock-taking and there is no ranking of priority for the categories. If the domains of the proposed measures belong to more than one category, please fill in the most appropriate category and do not repeat.

Categories of English Enhancement Measures

- (A) School-based curriculum development: For example, cross-curricular English enhancement programmes, programmes for English learning in different key stages, programmes for strengthening teaching in the English medium in non-language subjects, programmes for implementing the Extended Learning Activities in English in non-language subjects, etc.
- (B) Enhancing the professional capability of teachers: For example, organising professional development courses for teachers on the learning and teaching of the English language / on teaching non-language subjects in the English medium, hiring professional service to promote teacher collaboration, conducting English learning activities and workshops for teachers, etc.
- (C) Providing English learning activities for students: For example, organising courses on listening, speaking, reading and writing, conducting activities inside and outside the classroom, including exchange programmes, etc.

(D) Other support measures: For example, hiring teaching assistants, etc.

(E) Measures enriching the English language environment.

Measures	Category (Note ⁶)	Description of Measures	Levels and No. of Students Involved	No. of Teachers Involved	Estimated Expenditure (Note ⁷)	School-based Monitoring and Evaluation Mechanism	Remarks (Note ⁸)
(1)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(2)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(3)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(4)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		
(5)			level/no.: level/no.: total no.:		month/year: \$ month/year: \$ total amount:\$		

Note 6: Please fill in the letter denoting the category.

Note 7: Please indicate clearly the implementation period and cashflow. Please note that the total expenditure estimated for all the proposed measures should not exceed the amount of funding already approved for the remaining measures of the EES plus the funding of the Refined EES which is capped at 1.0 million.

Note 8: If other funding (including the funding under the English enhancement Scheme) is required to top up a proposed measure, please state clearly the source of the funding and the amount estimated.

(III) Expected output targets to be attained:

Remarks: Schools are not required to set output targets for each individual measure, but should set targets to be achieved in terms of the impact on the overall English learning of students or on specific areas of students' English ability.

Measures (Note ⁹)	Expected Learning Targets to be Attained (Note ¹⁰)

Notes 9: Only the number of the measure mentioned in the previous table is required.

Notes 10: They can include deliverables produced after the implementation of the measures such as learning and teaching resources, etc.

(IV) Please explain succinctly how the school would make use the measures proposed above and describe how these measures would be integrated into the school-based MOI plan / whole-school language policy holistically and include reasons for revising the measures originally approved under the EES and the new measures now proposed (In the brief description, the school can give a summary of the proposed measures mentioned above). This part should consist of about 2 pages.

Refined English Enhancement Scheme

Points to Note

The Education Bureau (EDB) has summed up the experiences in processing schools' applications for the English Enhancement Scheme (EES). It is important for schools to note that when drawing up the proposal for the Refined English Enhancement Scheme (Refined EES), they should pay attention to the following:

(a) *Procurement of learning and teaching resources*

The learning and teaching resources procured by the school should be in line strategically with the school-based measures. The school-based measures concerned should form a systematic plan of its own so as to raise the school's capacity in the teaching and learning of English to ensure value-addedness. In other words, the school should state in clear terms how the resources proposed to be procured will bring about sustainability upon completion of the measures. The school should not procure resource materials simply for stocking up the school library or purchase English language programmes produced commercially including e-learning materials, etc. which are not able to address student diversity.

(b) *Hire of additional teachers/ teaching assistants*

Additional manpower should be deployed to create room for teachers to develop school-based curriculum in the English language / cross-curricular English enhancement programmes and the teaching materials. The funding of the Refined EES should not be used to alleviate the workload of teachers in general or to facilitate teachers to attend in-service professional development courses under the fine-tuning of the medium of instruction (MOI) which have been provided with supply teachers. For details in this aspect, please refer to paragraph 5 of the Education Bureau Circular Memorandum No.105/2010.

(c) *Hire of service to conduct English learning activities for students/ student exchange programmes*

Schools planning to hire professional services to conduct English-learning activities (e.g. programmes in drama, listening, speaking, reading and writing courses, activities within or outside the classroom, including exchange programmes, etc.) should note whether these activities focus on enhancing the related knowledge and skills of teachers and students so that they will be equipped to lead and conduct these activities afterwards, and whether they will be able to develop a systematic plan to enhance the learning and teaching of English to benefit the English learning of the forthcoming students in achieving sustainable development. In other words, teachers' direct participation is indispensable to ensure that the activities have included an element of professional development. In addition, all approved funding related to student exchange programmes under the Refined EES should be used for subsidising students joining the programmes and no funding should not provided for subsidising teachers participating in the programmes.

- (d) *Hire of consultants/ experts to conduct professional development programmes or provide support for teachers*

The professional development programmes or support should be in line with the school-based English-learning plans and/ or MOI arrangements. The objective of the training courses should be strengthening teachers' capability in developing curriculums, raising the standard of English learning and teaching of the school, enhancing the capability of non-language subject teachers to teach in the English medium or developing strategies to address student diversity (such as different needs, interests and abilities, etc.). On completing the related training, the teachers should hold sharing sessions at school, promote action plans and / or conduct English-learning activities for students, etc.

- (e) The funding allocated should not be spent on purchasing hardware (e.g. furniture, audio-visual equipment, computer wares, etc.), providing fringe benefits to staff, conducting alteration/ addition/ renovation works and procuring services or packages to drill students to cope with assessments.
- (f) When compiling the estimates for the school-based measures for the Refined ESS, the school can make reference to other subsidy schemes of the Government (e.g. the Quality Education Fund) for the price levels in general.
- (g) In hiring outside services or employing staff, the school has to adhere to the prevailing directives announced in all the relevant circulars of the EDB.
- (h) The school has to observe the prevailing tendering and procurement procedures of the EDB.