

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

(A) The focuses of the school’s proposed English enhancement measures

Areas for enhancement	Focus (e.g. language skills, knowledge etc.)	Proposed measures
<p>Enhancement of school-based curriculum :</p> <p>1. Incorporation of drama techniques in language teaching in Primary 4.</p>	<ul style="list-style-type: none"> • drama-in-education 	<p>1.1 To employ a consultant to organize PD workshops for teachers who will try out their newly acquired skills during lessons.</p> <p>1.2 To organize and conduct co-plan sessions for teachers, and to integrate skills learnt into scheme of work in Primary 4 classes in the first year, and to be extended to Primary 5 in the second year when teachers and students have acquired the skills.</p> <p>1.3 To organize and conduct student workshops.</p>
<p>2. To offer a Writing Programme for Primary 5.</p>	<ul style="list-style-type: none"> • reading and writing 	<p>2.1 To hire an expert to organise PD workshops to familiarize teachers with strategies to develop students’ creativity, and deepen their response to a text.</p> <p>2.2 To conduct co-plan lessons, and to integrate skills into the existing P.5 “Free Writing” programme.</p> <p>2.3 To organize and conduct student workshops.</p>

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(B) Action Plan

Administrative and Financial Arrangements

Timeline	Measures	Remarks
14/6 – 17/6	P. 4 Drama (\$140,000) <ul style="list-style-type: none"> ● Setting up 2 committees for tendering : <ol style="list-style-type: none"> 1. Tender opening and vetting Committee (TOVC) 2. Tender Approving Committee (TAC) ● Kathleen and Wendy develop tender document ,and draw up a list of 5 suppliers and invite them to tender . 	Tenders over \$120,000
	Purchase of books (\$20,000) Wendy asked for at least 2 oral quotations. Suppliers may be contacted by phone/fax,and should be advised of the closing date and time of the quotation and mode of return.	Purchases above \$5,000 but below \$30,000
20/6	P. 4 Drama : <ul style="list-style-type: none"> ● Tender documents will be sent to suppliers by registered mail. ● Closing date and time : 4/7, 4 pm. 	<ul style="list-style-type: none"> ● Draw up service specifications. ● Prepare marking scheme for tender evaluation. ● School should maintain on file the recorded delivery receipts issued by the post office. ● All communications regarding tenders are restricted.
27/6	Purchase of books Complete the Purchase-by-Quotation Form,and submit it to the Principal for approval.	If the lowest quotation is not selected, school staff should record the reason why it is not chosen. Purchase-by-Quotation Forms should be kept for

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		audit purposes.
5/7-6/7	Opening ,vetting and approving the tender	
Before 7/7	<ul style="list-style-type: none"> ● School places orders for Drama and books. ● Incorporate the implementation plan in the School Annual School Plan & School Development Plan. 	Retain documents : 1. Original tenders received 2. Tender summary and Approval Record 3. Price Comparison Table.
Before 29/7	Accounting arrangement : Fill out Bank Account Information : fax or email to EDB.	Ms. Wan keep separate ledger to record all the income and expenditure.
Before 15/8	School draws up service contract.	Define contract /project management and monitoring schemes.
Late Aug.	Collect performance contract & cheque in person.	Approved fund is disbursed annually.
Dec. 2011	Templates of all reports will be sent to schools through email.	Financial Report : School enters ‘ Actual Expenditure’ & ‘ Documents to substantiate expenditure’
Sept. 2012	<ul style="list-style-type: none"> ● Submit a progress report & a financial report within 3 months after the first year of implementation. ● Incorporate the progress report endorsed by the SMC/IMV in the Annual School Report. 	Under-spending : Carry forward the surplus fund to the same budget item for the second year.
Before late Nov.2012	<ul style="list-style-type: none"> ● Upload the progress report onto homepage after first year of implementation. 	Over-spending : Absorbed by fund allocated for the same budget item for the second year.

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Sept. 2013	<ul style="list-style-type: none"> ● Submit a final report & a financial report within 3 months after the completion of the project. ● Incorporate the final report endorsed by the SMC/IMV in the Annual School Report. 	Return unused fund to EDB.
Before late Nov.2013	<ul style="list-style-type: none"> ● Upload the final report onto homepage before late Nov. after the final year of implementation. 	

Implementation Details

Proposed measures	Grade level	Time scale (month/ year)	Expected outcomes / Deliverables / Success criteria	Sustainability	Methods of progress-monitoring and evaluation
1. Hiring consultancy to incorporate drama techniques in language teaching in Primary 4					
1.1 To employ a consultant to organize PD workshops to familiarize teachers with strategies to develop students' creativity, and deepen their response to a text. - The PD programme ties in with the reading programmes implemented in KS1 (PLPR) & KS2 (Supported Reading) when teachers apply the newly acquired skills. - Qualifications of consultant: Native	P.4 The workshop will be catered to all Eng. teachers.	Sep.2011- May 2012 PD workshops : 2011-2012: 10 hrs Topic: Learning English through Drama It is the same as Drama in Education.	<ul style="list-style-type: none"> ● All English teachers will be benefited from PD workshops and be furnished with the necessary skills required for conducting and developing drama programme in future, e.g. incorporating drama elements into G.E. scheme of Work ● Verbal and written 	<ul style="list-style-type: none"> ● P.4 teachers reflect the results of their trial lessons to panel members. ● Materials to be kept in a data bank for future reference. ● P. 4 teachers, panel chairs and 	All English teachers fill out self-evaluation forms. Consultant fill out assessment forms for teachers

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<p>English speakers, degree holder in drama-in-education s, minimum 2 years experience in ELT.</p> <p>- Duration : five 2-hr. workshops</p> <p>- Mode :</p> <p>Consultant demonstrates. Teachers’ presentation. Reflection and evaluation</p> <p>- Follow-up actions :</p> <p>Teachers try out strategies in P. 4 classes.</p> <p>Panel members are encouraged to use the skills in lessons after sharing.</p>			<p>feedback given by teachers on the feasibility of using specific skills in student workshops.</p>	<p>NET draw up a G.E. scheme of work that incorporate drama techniques used in different context in a G.E. lesson , e.g. doing “Still Image” for warm up activities or “ Radio Drama” in group work.</p>	
<p>1.2 To organize and conduct co-plan sessions for teachers, and to integrate skills learnt into scheme of work in Primary 4 classes in the first year, and to be extended to Primary 5 classes in the second year when teachers and students have acquired the skills.</p> <ul style="list-style-type: none"> ● We will allocate an hour per week for co-plan lessons after 	<p>P.4</p>	<p>Sep.2011- May 2012</p> <p>Co-plan sessions : 2011-2012: 12 hrs</p> <p>Topic: Learning English</p>	<ul style="list-style-type: none"> ● 12 Units of Work will be developed for 12 lessons each year. Tasks are designed to reflect teachers’ knowledge and understanding of the elements of drama as a tool for learning. 	<ul style="list-style-type: none"> ● All English teachers will be benefited from PD workshops and be furnished with the necessary skills required for conducting and developing drama programme in 	<ul style="list-style-type: none"> ● Co-planning/re view meetings for consultant and local teachers once a week to discuss materials, teaching strategies and the lesson

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<p>school.</p> <ul style="list-style-type: none"> ● Scheme of work embraces drama elements contained in Units of Work: ● Teachers will apply techniques they acquired to G.E. lessons ; this will give them ideas to add or extend lessons by using drama for teaching the course book, the four skills (reading, writing, speaking/pronunciation and listening) and spoken communication skills. ● Some user friendly activities will be incorporated into the Scheme of Work to maximize usage. 		<p>through Drama It is the same as Drama in Education</p>		<p>future, e.g. incorporating drama elements into G.E. scheme of Work</p> <ul style="list-style-type: none"> ● P.4 teachers reflect the results of their trial lessons to panel members. ● Materials to be kept in a data bank for future reference. 	<p>plan.</p> <ul style="list-style-type: none"> ● Assessment Sheet and questionnaires will be collected for tracking students' improvement. ● A recorder is responsible for minutes taking.
<p>1.3 To organize and conduct P.4 Drama Workshop.</p> <ul style="list-style-type: none"> ● Structure of lessons : - 4 demonstration lessons 	P.4	<p>Sep.2011- May 2012</p> <p>2011-2012 : 12 hrs</p>	<ul style="list-style-type: none"> ● Improves pronunciation, stress and intonation. ● Memorizing lines in a script allows students to practice reading fluently and widely. 	<ul style="list-style-type: none"> ● To integrate drama into curriculum for KS2 : Test ideas and 	<ul style="list-style-type: none"> ● Students fill out self-assessment forms. ● English

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<p>conducted by consultant. Local teachers observe.</p> <p>- 4 co-teach lessons conducted by consultant and teachers taking turns leading the class and supporting students.</p> <ul style="list-style-type: none"> ● Consultant and teachers will take turns leading the class. Both take up 50% of the lesson. - 4 trial lessons conducted by teachers with consultant providing on-site support. ● Contents of the workshops are basically the same with necessary adjustments made owing to students' performance. <p>1.3.1 We also propose to make purchase of drama books to help students to understand basic drama techniques and to step into role. A book swap will take place :</p>		<p>Topic: Learning English through Drama It is the same as Drama in Education</p>	<ul style="list-style-type: none"> ● Students will be able to perform short scenes with limited dialogues. ● Students are able to communicate with body language with or without using their voices. 	<p>build them into workable, practical lesson plans.</p> <ul style="list-style-type: none"> ● Teachers need at least two years to reach a level of comfort to be able to conduct workshops. The issues of student diversity and teachers' capabilities have bearings on our situation. 	<p>teachers and consultant fill out assessment forms for students.</p>

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2. Hiring consultancy to develop a Writing Programme in Primary 5					
<p>2.1 To hire an expert to organise PD workshops to familiarize teachers with strategies to develop students' creativity, and deepen their response to a text.</p> <ul style="list-style-type: none"> - The Writing Programme ties in with our 'Free Writing Programme' implemented in all levels which includes different text types such as short drama episodes. - Building on writing skills acquired during PLPR lessons in KS1. - P.5 have supported reading lessons to further enhance their non-fiction skills. - The programme ties in with our 'Theme-based Learning' 	<p>P.5</p> <p>The workshops are catered for all English teachers</p>	<p>Sep.2012- May 2013</p> <p>2012-2013: 10 hrs</p> <p>Topic: Script Writing</p> <p>There will be different sub-topics for the P.5 sessions, e.g. changing short stories into script, feelings and actions, prewriting, First draft,</p>	<ul style="list-style-type: none"> • P.5 teachers and panel chairs formulate a writing framework with elements of the acquired writing skills. • P. 5 teachers demonstrate teaching strategies on writing at student workshops and peer observation. 	<ul style="list-style-type: none"> • Liaison between P.4 and 5 teachers and tutors to propose themes for developing writing frame for students to transfer their acquired language into their own short drama episodes. • Materials used for P.5 Writing Programme will be further developed to include P. 6 classes • It depends on the 	<ul style="list-style-type: none"> • Teachers discuss foreseeable problems and follow-up strategies at PD workshops. • Teachers fill out evaluation forms.

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<p>programme. It's a school-based programme of introducing the western culture and tradition of an English-speaking country. We've been launching this programme for 6 years.</p> <ul style="list-style-type: none"> - When students are asked to do written descriptions about project work. - The skills certainly ties in with the rationale laid down for students are encouraged to write creatively and extensively on topics they are familiar with. <p>- Duration : five 2-hr. workshops - Mode : Consultant demonstrates. Teachers' presentation. Reflection and evaluation</p> <p>- Follow-up actions : Teachers try out strategies in</p>		<p>Second Draft, Mini-Performance</p>		<p>comfort level of P. 6 teachers. We can infuse the writing elements into P. 6 Writing Programme in the second term if teachers are confident.</p>	

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P. 5 classes.					
<p>2.2 To conduct co-plan lessons, and to integrate skills into the existing P.5 “ Free Writing” programme.</p> <p>We will allocate an hour per week for co-plan lessons after school.</p>	P. 5	<p>Sep.2012- May 2013</p> <p>2012-2013: 12 hrs</p> <p>Topic: Script Writing</p> <p>There should be different topics related to those of the students’ workshops</p>	<ul style="list-style-type: none"> ● 12 Units of Work will be developed for 12 lessons. ● P.5 Scheme of Work includes writing strategies to be taught in “ Free Writing ” assignments ● Teachers comment on strengths and weaknesses of students’ performance and give suggestions for improvements. ● Students transform from actors to writers by using plot scaffolding that involves turning a narrative plot into an open-ended play script. 	<ul style="list-style-type: none"> ● P.5 teachers, panel chairs & consultant attend co-plan meetings to develop course materials. ● Experienced teachers and consultant disseminate strategies to other teachers during panel meetings. ● Units of Work are used for reference, and are further developed for P.5 and 6 classes in the future. ● P.5 teachers, panel 	<p>Co-planning/review meetings for consultant and local teachers once a week to discuss materials, teaching strategies and the lesson plan.</p> <p>A recorder is responsible for minutes taking.</p> <ul style="list-style-type: none"> ● Students fill out self-assessment forms.

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<p>2.3 To organize and conduct P.5 Writing Workshop.</p> <ul style="list-style-type: none"> • Structure of lessons : <ul style="list-style-type: none"> - 4 demonstration lessons conducted by consultant. Local teachers observe. - 4 co-teach lessons conducted by consultant and teachers taking turns leading the class and supporting students. - Consultant and teachers will take turns leading the class. Both take up 50% of the lesson. - 4 trial lessons conducted by teachers with consultant providing on-site support. - A schedule is drawn up to fit in with our school calendar and time 		<p>Sep.2012- May 2013</p> <p>2012-2013: 12 hrs</p> <p>Topic: Script Writing</p>	<ul style="list-style-type: none"> • Students learn to write their own dialogue and imagery in order to learn style and create a new story. • Students improve the imaginative element of writing while concentrating on proper use of grammar, vocabulary and punctuation. 	<p>chairs & consultant develop resources to allow free access.</p> <ul style="list-style-type: none"> • P. 5 Ss' writings to be used as play scripts for P.4 drama in the following year <p>Our students are of very diverse abilities, so we'll make the most of our students' diverse ability levels by providing different inputs.</p> <ul style="list-style-type: none"> • P.5 teachers, panel chairs and consultant develop teaching resources 	<ul style="list-style-type: none"> • English teachers and consultant fill out assessment forms for students. • Assessment Sheet and questionnaire will be collected to monitor progress.

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<p>- tabling.</p> <p>2.3.1 We also propose to make purchase of drama books to help students develop skills to create stories to improvise drama episodes. A book swap will take place :</p>				<p>for the whole panel to share.</p> <ul style="list-style-type: none"> • Teachers need at least two years to reach a level of comfort to be able to conduct workshops. The issues of student diversity and teachers' capabilities have bearings on our situation. 	

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(C) Budget and cash flow

Proposed measure(s)	Estimated cost				
	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
1. Professional development of teachers (P. 4 Learning English through Drama) (5 sessions x 2hrs. x \$2000)	\$ 20,000	N.A.	N.A.	N.A.	\$ 20,000
2. Professional development of teachers (P. 5 Script Writing) (5 sessions x 2hrs. x \$2000)	N.A.	N.A.	\$ 20,000	N.A.	\$ 20,000
3. Hiring of consultancy service (co-planning) (P. 4 Learning English through Drama) (12 co-planning meetings x 1 hr. x \$2000)	\$ 24,000	N.A.	N.A.	N.A.	\$ 24,000
4. Hiring of consultancy service (co-planning) (P. 5 Script Writing) (12 co-planning meetings x 1 hr. x \$2000)	N.A.	N.A.	\$ 24,000	N.A.	\$ 24,000

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Proposed measure(s)	Estimated cost				
	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
<p>12 co-plan meetings are scheduled after school a week prior to the lesson to discuss teaching plan and resources for all the classes.</p> <p>e.g. Week 1 : co-plan meeting (1) for Lesson (1) Week 2 : co-plan meeting (2) + Lesson (1) Week 3 : co-plan meeting (3) + Lesson (2) Week 4 : co-plan meeting (4) + lesson (3)</p> <p>The schedule drawn up must be aligned with school time-tabling.</p> <p>Attendees : P. 4 Eng. teachers, consultant, coordinator</p> <p>Allocation of duties :</p> <p>Teachers will take turns writing lesson plans, taking minutes and preparing resources.</p>					
<p>5. Hiring of consultancy service for 1 year (P. 4 Drama Workshop) (48 lessons x 1hr. x \$2000) 12 lessons x 4 classes = 48 lessons x 1 year</p> <p>The need for hiring consultant to conduct the same lesson for every class for 2 years: Student diversity and teachers' lack of experience</p>	\$ 96,000	N.A.	N.A.	N.A.	\$ 96,000

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Proposed measure(s)	Estimated cost				
	2011 /12		2012/13		Sub-total
	Funded by EEGS	Funded by other sources (if any)	Funded by EEGS	Funded by other sources (if any)	
require consultants' demonstration for every class.					
6. Hiring of consultancy service (second year) (P. 5 Writing Workshop) 12 lessons x 4 classes = 48 lessons Reason for hiring consultant to conduct the same lesson for every class: Student diversity and teachers' lack of experience require consultants' demonstration for every class. (48 lessons x 1hr. x \$2000)	N.A.	N.A.	\$ 96,000	N.A.	\$ 96,000
7. Purchases of drama books for P. 4 (first year) 5 (titles) x 40 (students) x \$100	\$20,000	N.A.	N.A.	N.A.	\$20,000
8. Purchases of drama books for P. 5 (second year) 5 (titles) x 40 (students) x \$100	N.A.	N.A.	\$20,000	N.A.	\$20,000
Total:	\$ 160,000	N.A.	\$160,000	N.A.	\$320,000

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A number of strategies are used to ensure a vertical integration of drama elements into our curriculum of Key Stage One and Two. The advantages of these strategies are twofold ; not only do students benefit from a gradual and iterative infusion of related skills acquired from language arts instruction , but also allow teachers to begin at the micro level by using skills they are comfortable with, and hopefully take ownership of the new skills.

1. Focused strategies for Primary Three

A. Building literacy through drama in PLPR lessons

1. Lesson plans are drawn up to incorporate drama skills and are discussed at co-plan meetings.
2. Reading Strategies :
Text selection : Introduce scripts that are based on picture books for Shared Reading or Guided Reading. * Poems , chants and songs are taught in all lessons.
* Take the reading aloud skill to a new level by emphasizing the importance of using different tones of voice and facial expressions to communicate meaning, and drawing attention to high frequency words, pronunciation and structure of the text.
Discuss the characters' personality and plot with a view to develop interpretive and inference skills.
* Practice reading the lines fluently, and give a mini-performance at the end of a lesson.
3. * Encourage creativity by asking students to write their own version of a dialogue for a play.
4. Home reading : Adding drama plays to reading inventory.

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B. Building literacy through drama in G.E. lessons

1. * Revisit skills taught or introduce new skills such as body language, use of voice, role-play or improvisation to teach language arts :

e.g. Use pantomime to express action verbs.

Use adjectives to describe nouns in a story.

2. Introduce short script writing to our “ Free Writing Programme ” :

e.g. * Give writing prompts such as setting a scene , defining the problem and asking students to write a resolution to the problem in their own version of a concluding scene.

C. Disseminating drama skills through mini - performances at morning assemblies, Broadcasting Programme and English Day

1. * Students are trained to give drama performances at morning assemblies on Fridays and English Day.

2. Benefits for all students are the experience that involves seeing , listening , feeling and appreciating performing arts.

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2. Teachers add value to P6 curriculum in order to sustain and further develop students’ skills learnt in P4 and 5 with strategies outlined below :

A. Develop creativity and apply acquired skills through Writing practice :

To include a new genre, Script Writing in our “ Free Writing Programme ”. This can be further explored through interaction with texts such as role-playing and interviews with characters in classroom setting or at morning assemblies. These learning experiences help students to build self-confidence and practice speaking in public.

B. Develop “Presentation skills in response to drama ” in G.E. lessons :

1. Students are taught to express point of view on the plot and characters of a text.

2. Presentation skills are honed through drama as they focus as much on voice projection, facial expression and gestures as drama :

*Students are asked to express their opinions on familiar topics selected from course book using drama techniques such as voice projection, eye contact, body language and energy control.

C. Disseminating oral presentation skills at morning assemblies and Broadcasting Programme.

*Students are selected to present their ideas to a big audience at morning assemblies and Broadcasting Programme. They also act as role models for young students .