

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: TAI PO OLD MARKET PUBLIC SCHOOL (English)

Application No.: A 062 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2. No. of approved classes in the 2016/17 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	4	4	4	4	24

3. No. of operating classes in the 2016/17 school year: (if different from the number of approved classes)

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (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)
Development of Text Sets (DTS) for Enriching the School-based English Language Curriculum at the Primary Level	P.3	Development of multimodal texts, Networking school	NET Section, EDB
Keys 2 Literacy Programme – Reading and Writing	P.4, 5	Development of reading and writing programme	Support from Advisory teacher, NET Section, EDB (e.g. co-planning and class observation)

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. School administrators and the principal provide us with full support and valuable guidance.2. Parents show full support to the school and concern about the students' learning.3. Teachers can create engaging learning environments that address varying needs, interests and abilities of students.4. Teachers function as a team with a shared vision and focus on collaboration and are self-regulated in professional development.5. Teachers attend regular co-planning meetings and peer observations to review, reflect and reevaluate teaching materials to ensure student success and commitment.6. Teachers are experienced in developing cross-curricular integration and collaboration cultures have been developed.7. An informative and instructive English handbook provides teachers with ready reference to implement the school-based curriculum effectively.8. School-based English curriculum materials (e.g. grammar books, writing books, task books) have been developed over the past few years and renewed every year.9. There are various schemes aiming at enhancing students' interests and English proficiency.<ul style="list-style-type: none">● Intensive Reading (P.1 - P.6)● Extensive Reading (P.1 - P.6)● EDB NET scheme enhancing reading strategies, phonics and writing skills. (Big book shared reading and writing for P.1- P.3, guided reading for P.2 and P.3, shared reading and process writing for P.4)● Online reading and e-learning programmes (P.1 - P.6)● A wide range of enhancement and remedial classes (P.1 - P.6)● Hong Kong English Ambassador Scheme (P.4, 5)● Non-EDB NET as a regular teacher, focuses at oral skills (P.1-6) and co-teaching lessons on reading and writing workshops (P.4-6)● Extending students' variety of learning activities by teaching General Studies in English in all levels	<ol style="list-style-type: none">1. Since our teachers are willing to acquire new knowledge so as to meet the needs of 21st century, training sessions can be held as professional development. This may help teachers enhance the atmosphere of English learning and teaching.2. With the school culture of collaboration, school-based booklets can be improved to enhance Reading to Learn by integrating different texts or learning activities during the co-planning meetings.3. e-Learning devices are available at school. There are ample opportunities to explore ways to complement the traditional mode of learning and teaching using Information Technology in Education.<ul style="list-style-type: none">● Assess students learning and provide instant feedback by using e-learning platforms.● Use the feedback and result collected to cater for learners' diversity.● Provide multimodal texts to cater for learners' differences.● Promote self-directed learning by encouraging students to do research online without the limitation of place and time.4. The school has applied for extra resources from the community to further develop students' e-learning literacy (e.g. eREAP).5. A special room (STEM) will be set up to develop students as creative makers in the school.6. The school can put extra resources into P.2-3 to further develop the curriculum for the two levels.

Weaknesses	Threats
<ol style="list-style-type: none"> 1. The need to accommodate the diverse needs of students is escalating and we strive to meet these challenges. 2. Teachers need to adopt appropriate teaching pedagogy to facilitate self-regulated learning. 3. Students from diverse backgrounds may not have similar learning experiences. It might be challenging for teachers to reduce the learning gaps of individuals and the achievement gaps of the classes. 4. English is a second language for our students. Some may find it difficult to use in daily lives. 	<ol style="list-style-type: none"> 1. Development of technology may be slightly beyond our ability to adapt quickly and smoothly. 2. There can be potential risks in external system hacking from the outside cyber world. 3. There is a larger class size in the coming few years.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

(More rows can be added if needed):

Area(s) of Development	Usage(s) of the grant	Grade Level
Adaptation of School-based English language Curriculum in P.1 - 6 to cater for individual diversity	Employing a supply teacher to release teachers for the design of a new set of Grammar Books, Writing Books and Task-books including innovative teaching resources	P.1 - 6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through ◇ conducting more English language activities*; and/or ◇ developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2017/18 (second term) to 2018/19 (first term)</p> <p><input checked="" type="checkbox"/> 2018/19 (second term) to 2019/20 (first term)</p>	<p><input type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p> <p><input type="checkbox"/> Others, please specify (e.g. P1-3, P5-6): _____ _____ _____</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(more rows can be added if needed)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
(1) To employ a part-time teacher who is proficient in English and a part-time teaching assistant who is proficient in English to work in collaboration with /assist existing English language teachers in promoting reading across the curriculum and help provide students with more opportunities to use English in authentic context for P.2 and P.3					
<ul style="list-style-type: none"> • Proposed programme title: <i>Little Animal Ambassadors – Be Kind to Our Animal Friends</i> <u>The topic is chosen based on several reasons:</u> <ol style="list-style-type: none"> a. The topic is in line with P.2, 3 English curriculum after conducting curriculum mapping; b. The topic is authentic and meaningful and of students’ interests; and c. There is a highlight issue concerning animal rights. • <u>Objectives of the proposed initiatives:</u> <ol style="list-style-type: none"> a. To create a diversified task-based curriculum by integrating the 4 skills, reading, writing, listening and speaking as well as reading across curriculum. b. To inquire the concepts of animal conservation c. To develop positive values towards animals d. To develop creativity as well as collaborative and communication skills e. To enhance the existing school-based English curriculum by promoting reading across curriculum. f. To develop the values education on animal rights in the 	P.2-P.3	Feb 2018 – Jan 2020 (Please refer to Appendix 1.)	<ul style="list-style-type: none"> ✧ School-based reading across the curriculum, with 1 set of lesson plans, learning tasks and activities developed per level for Primary 2 to 3. 2 sets of resource packages on “Little Animal Ambassadors” for P.2 to P.3 co-developed by the part-time teacher, the existing English teachers and the part-time teaching assistant per year. The resource packages will be 	<ul style="list-style-type: none"> ✧ The materials developed will be used and enhanced in regular English lessons after the completion of the project. ✧ The experience of conducting the project will be 	<ul style="list-style-type: none"> ✧ The minutes of meetings will be kept for future reference. ✧ The performance of the part-time teacher will be monitored by: <ul style="list-style-type: none"> - conducting a critical review on the effectiveness of the curriculum within the panel - collecting feedback from teachers through

¹ The deliverables/outputs should be **measurable** and **closely related to the purposes of related initiatives**.

² Sustainability of the initiative could be maintained through the **knowledge transfer/capacity building of teachers** and the **utilisation of the deliverable produced**.

³ Both **qualitative and quantitative tools** should be employed to evaluate the effectiveness of the initiative.

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>school</p> <ul style="list-style-type: none"> Purposes of employing the part-time teacher and teaching assistant who are proficient in English: The measure will help enrich the language-rich environment and encourage students to use English in authentic contexts as well as promoting reading across curriculum. <u>Expected qualifications and experience</u> The part-time teacher should be highly proficient in English. He/She should be at least a bachelor's degree holder and/or with teaching qualification such as TEFL and TESOL or equivalent qualifications. Teaching experience and teacher training are preferable. He/She should be a native-English speaker. The part-time teaching assistant should be proficient in English. He/She should have qualifications of tertiary level or above with teacher training certificate in advance. He/She should be familiar with word processing and graphic design software. <u>Roles</u> <u>Part-time teacher</u> (i) <i>P.2 and P.3 Little Animal Ambassador Programme</i> He/She will collaborate with the existing English teachers in developing the P.2 and P.3 Little Animal Ambassador Programme during the co-planning sessions. He/She will co-teach with the existing English teachers in the lessons. There will be 10 sessions per level/per term. The part-time teacher will work from 12:30 p.m. to 4:30 p.m. per day and two days in a week. Duties of the part-time teacher include: 			<p>used for 10 weekly lessons per level per term in two cycles.</p> <ul style="list-style-type: none"> Extended inquiry-based learning activities will be conducted during the extra-curricular activities as an enhancement programme for more able students. 100% of students will complete over 80 % of the developed materials per year. Dissemination of the learning outcomes to overseas schools through publishing storybooks and art products. 80 % of Primary 2 to 3 students have more opportunities to speak and listen 	<p>disseminated and shared among all the English teachers during the subject meetings or professional development days.</p> <ul style="list-style-type: none"> The English language activities will be video-taped throughout the project for sharing. The materials will be owned and used by school after the contract period. 	<p>questionnaires on the impact of the professional development on equipping teachers' strategies on curriculum planning -conducting lesson observation and peer observation on effectiveness of the programme and the development of the target language skills</p> <ul style="list-style-type: none"> Assessment data for analysis of students' performance Videotaping the try-out lessons for sharing and evaluating students' performance

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/year)	Expected outcomes/ Deliverables/ Success criteria ¹ <i>(preferably measurable)</i>	Sustainability ²	Methods of progress-monitoring and evaluation ³
<p>a. co-planning and co-teaching with the existing English teachers in the inquiry project;</p> <p>b. conducting drama activities in pull-out programme for two groups per term;</p> <p>c. preparing teaching resources;</p> <p>d. collaborating with the existing English teachers in developing literacy display for the programme around the campus for the whole school;</p> <p>e. collaborating with the existing English teachers in setting up the Little Animal Ambassador Corner at school's central library to promote reading across curriculum in the whole school; and</p> <p>f. collaborating with the existing English teachers in holding the Pledge Day, show-and-tell activities and Readers' Theatre.</p> <p>(Please refer to Appendix I for the details)</p> <p>P.2 whole-level and pull-out programmes are to be conducted in the second terms of 2017/2018 and 2018/2019 while the ones for P.3 will be delivered in the first terms of 2018/2019 and 2019/2020 respectively.</p> <p>For each term, the part-time teacher will teach 2 classes (i.e. 2 single lessons) per day and two days per week. He/She will also deliver the one-hour pull-out programme and be involved in co-planning sessions twice a week. The total number of working days is 20 per term.</p>			<p>to the part-time teacher who is proficient in English, the teaching assistant who are proficient in English per year.</p> <p>✧ 100 % of students at Primary 2 to 3 participate in the organized language activities per year.</p> <p>✧ 70 % of Primary 2 to 3 students' confidence and skills in reading across curriculum enhanced per year.</p> <p>✧ 70 % of Primary 2 to 3 students use English in daily communication per year.</p> <p>✧ Assessment results on reading and speaking of over 70 % of students at</p>		<p>among panel members during the start, middle and end of the programme per level.</p>

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<p>Proposed dates for 2017/18 2nd term (P.2):</p> <table border="1" data-bbox="197 260 918 411"> <tr> <td data-bbox="197 260 338 336">Mon</td> <td data-bbox="338 260 918 336">12/2, 26/2, 5/3, 12/3, 26/3, 23/4, 30/4, 7/5, 14/5, 21/5</td> </tr> <tr> <td data-bbox="197 336 338 411">Tue</td> <td data-bbox="338 336 918 411">27/2, 6/3, 13/3, 27/3, 17/4, 24/4, 8/5, 15/5, 29/5, 12/6</td> </tr> </table> <p><i>(ii) Pull-out enrichment programme</i> He/She will deliver the pull-out enrichment programme to further enhance students' understanding in the programme by immersing them into language-rich environment through drama. There will be two target groups of students for the pull-out enrichment programme in each term. Each target group will be comprised of 10 P.2/P.3 highest scoring students in the General English Exam. Participating students should show their interests in caring about animals and enhancing their English through the programme.</p> <p>The pull-out programme will be conducted in an hourly session once a week for each target group. The pull-out programme involves drama activities in which students learn and apply English in a meaningful and purposeful context. The existing English teachers will nominate the students to participate in the pull-out programme, collaborate with the part-time teacher in developing the drama activities and co-teach the class (at least half of the class). A drama show will be performed in the school during the morning assemblies on English Day or special school events.</p> <p><u>Part-time teaching assistant</u> The part-time teaching assistant will assist the panel in</p>	Mon	12/2, 26/2, 5/3, 12/3, 26/3, 23/4, 30/4, 7/5, 14/5, 21/5	Tue	27/2, 6/3, 13/3, 27/3, 17/4, 24/4, 8/5, 15/5, 29/5, 12/6			<p>Primary 2 to 3 will be improved by 3% in two years' time.</p> <p>❖ 80 % of the existing English teachers will acquire knowledge and pedagogy of reading across curriculum per year.</p> <p>❖ 80 % of the existing English teachers will promote reading across curriculum to English teaching at Primary 2 to 3 per year.</p>		
Mon	12/2, 26/2, 5/3, 12/3, 26/3, 23/4, 30/4, 7/5, 14/5, 21/5								
Tue	27/2, 6/3, 13/3, 27/3, 17/4, 24/4, 8/5, 15/5, 29/5, 12/6								

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<p>preparing the learning and teaching resources for the P.2 & P.3 Little Animal Ambassadors Programme, coordinating the activities in the programme, setting up “Little Animal Ambassadors Corner” and developing literacy displays around the school campus to enrich the language-rich environment.</p> <ul style="list-style-type: none"> Peer observation will also be carried out during the implementation. Evaluation and reflection meetings will be held after the lesson observations. Adjustment of the teaching strategies and sharing among the teachers will be conducted to further improve the effectiveness of the programme. The materials will be owned by the school for further use after the contract period as stated in the signed contract. <u>Focuses of the English language activities:</u> School-based English language curriculum in P.2, P.3 weekly reading lessons in collaboration with the part-time teacher and support from a part-time teaching assistant (2017/18 2nd term; 2018/2019 2nd term: P.2; 2018/19 1st term; 2019/2020 1st term: P.3) <i>Immersion into Animal World</i> Using multimodal texts such as readers with diversified text types and themes, posters, news clippings, VR videos and apps to understand the topic and learn about different animals. Students will be given more exposure to a wider range of text types, including both fiction and non-fiction of an increasing length and complexity. A great variety of reading materials will be used. For example, literary texts, online encyclopedias, newspapers and magazines, signs and manuals for Art creation, etc. The 					

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<p>themes are diversified across different disciplines, for instance, English, General Studies and Visual Arts. Under the common theme “Animals”, some sub-themes are set up, e.g. Animals Around Us, Wildlife Conservation, Environmental Protection and Beauty of Nature.</p> <ul style="list-style-type: none"> ✧ Pledge Day (Be Kind to Our Animal Friends) ✧ Setting up “Little Animal Ambassadors” Corner in the Central Library for students to read and study about the topic <p>Students will be immersed in a meaningful context to study about animals and promise to be kind to animals by being Little Animal Ambassadors on Pledge Day. They will develop positive values about animal protection. Students can do their research on animals and read different kinds of books about animals in “Little Animal Ambassadors” Corner in the Central Library.</p> <p><i>Inquiry Project on Animal Conservation</i></p> <ul style="list-style-type: none"> ✧ Cross-curricular integration with General Studies Department on “Saving the Animals” (P.2 Unit 1.2 Growth of Plants and Animals; P.3 Unit 4.1 Getting into Animal and Plant World) ✧ Cross-curricular integration with Arts Department on “Protecting our animal friends” to create arts products ✧ Using interactive oral activities such as board games, role-play, games and drama to learn about the topic ✧ Polling activity on the most popular animal using google form ✧ Holding a talk about protecting animals ✧ Co-operating with Environmental Protection Team to hold field trips to Eco-Plus Garden to observe and make 					

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<p>inquiry on animals at school campus</p> <ul style="list-style-type: none"> ✧ Making small books for the inquiry project and use apps to make stories and videos ✧ Sharing the small books to their peers in Big Brothers and Sisters Scheme (P.3 students share with P.2; P.2 shares with P.1) ✧ Performing in show-and-tell activities to share the learning experience in Morning Assembly in the whole school through Campus TV. The videos will be uploaded to the school's website. ✧ Performing in Reader's Theatre to promote animal protection messages in the whole school <p>Reader's Theatre is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's theater gives students a real reason to read aloud. It motivates reluctant readers and provides fluent readers the opportunity to explore genre and characterization.</p> <p><i>Pull-out Programme: Drama-In-Education</i></p> <p>Extended drama activities are provided to students to further enhance the students' language and deepen the study of animal project.</p> <p>Drama stimulates creative and critical thinking. Drama enhances communication, enrich literacy in all its modes. It is a rich medium for learning, which is embedded in talk and also includes other literacies, such as visual and digital ones. Drama can also boost student achievement. It can enhance communicative competencies, improve reading comprehension, and establish the relevance of</p>					

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<p>writing as part of learning.</p> <p><i>Sharing the learning outcomes of the programme with different stakeholders</i></p> <ul style="list-style-type: none"> ✧ Take photos of the learning activities throughout the entire programme and share the photos on the school's online quarterly. ✧ Take snapshots of the learning activities and upload them on the school website once a term. ✧ Include teacher assessment, peer assessment, self-assessment and parents' comments in the booklets to promote assessment for learning. ✧ Disseminate the learning outcomes to different stakeholders such as parents and the public by uploading the videos in the school website and School Campus TV and publishing student writings in school newsletter. 					
(2) Purchase printed readers and reference books to promote reading across the curriculum for P.2-3					
<ul style="list-style-type: none"> • Printed readers related to wildlife conservation and teacher reference books related to teaching strategies on reading across the curriculum are to be purchased. The proposed initiative will help to promote reading across the curriculum. The text types will be diversified ranging from fiction to non-fiction and under different themes. • Teachers will provide students with guidance as well as lead them to connect what they read with their personal experiences, learning experiences and global affairs. Different teaching strategies will be used. For example, making associations, comparisons and inferences to deepen their understanding of the texts and create new 	P.2-3	Feb 2018- Jan 2020 Completing the procurement exercises and then purchasing printed books: Feb 2018	<ul style="list-style-type: none"> ✧ School-based Reading Across the Curriculum workshops implemented more effectively in KS1. ✧ One resource package including lesson plans, tasks and activities developed per level to show the use of 	<ul style="list-style-type: none"> ✧ The newly acquired resources will be used for reading across curriculum workshop materials and kept in the Central Library of the school 	<ul style="list-style-type: none"> ✧ The utilization of the materials will be recorded in log books. ✧ The effectiveness of the initiative will be evaluated through lesson observation by both consultant and peers,

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<p>thoughts and perspectives. When equipped with such reading strategies and habits, students will be able to acquire all kinds of knowledge and explore topics of interest to them through reading independently. The reading skills and strategies to be covered are questioning, skimming, analysing, comparing, synthesising. Then, teachers of various subjects provide opportunities for students to learn and apply the reading skills and strategies acquired to raise their reading ability. Students will be given more exposure to a wider range of text types, including both fiction and non-fiction of an increasing length and complexity. A great variety of reading materials will be used. For example, literary texts, online encyclopedias, newspapers and magazines, signs and Visual Arts creation procedural manuals, etc. The themes are diversified across different disciplines, for instance, English, General Studies and Visual Arts. Under the common theme “Animals”, some sub-themes are set up, e.g. Animals Around Us, Wildlife Conservation, Environmental Protection and Beauty of Nature.</p> <ul style="list-style-type: none"> Building on the achievements in promoting a whole-school reading atmosphere and fostering students’ reading interests and habits, the school aims to sustain the impact by implementing cross-curricular reading programmes which provide opportunities for students to engage in purposeful and meaningful reading and make connections between the reading texts across various Key Learning Areas and their prior knowledge and life experiences. <p><u>This approach to broaden and enrich students’ reading experiences empowers students to:</u></p>			<p>resources in class teaching and during the extended learning extra-curricular activities.</p> <ul style="list-style-type: none"> 100% of the students will be expected to create their own small books after the implementation of the programme. 100% of students at Primary 2 to 3 read 4-6 titles per year. 75% of the existing English teachers use the resource at Primary 2 to 3 each year. 	<p>for all the students to get access to.</p>	<p>analysis of students’ formative and summative assessment results, and surveys from teachers, students and parents.</p> <ul style="list-style-type: none"> The collected data will be used for future planning and improvement on learning and teaching of the school-based English curriculum.

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<ul style="list-style-type: none"> ❖ continually acquire and construct new knowledge while broadening their horizons and developing a broad spectrum of interests and abilities; and ❖ extend ideas beyond texts to form new opinions and enhance language learning across different disciplines, leading to improved reading ability and humanistic qualities. <p><u>Students are expected to:</u></p> <ul style="list-style-type: none"> ❖ express and share their reading experiences in ways that reflect growth in thinking and comprehension; ❖ not only relay to the content, but also explain concepts and procedures (e.g. giving a summary, conducting a demonstration), evaluating the text (e.g. commentaries), synthesising ideas (e.g. discussion and forum), and creating ideas (e.g. drama, photo story); and ❖ be able to connect life experience, learning experience and social or world issues and incidents to form a personal view towards texts. <p>The resources will be used during the planning and implementation stages of the programme. Students will read the materials to do their research and make inquiry on their animal ambassador projects. They will also create their own small books, an art piece and perform in Reader's Theatre and drama extra-curricular activities to promote animal conservation.</p> <ul style="list-style-type: none"> • The materials will be purchased after proper procurement exercises. 					

Appendix 1: Implementation Plan of Little Animal Ambassador Programme at Tai Po Old Market Public School

<i>Time scale</i>	<i>Activities</i>	<i>Resources/ Outcomes</i>
Jan 2018	Complete the procurement exercises and purchase printed books and teacher reference books	Printed readers Teacher reference books
Jan 2018; Aug 2018	Complete the procurement exercises and employ a part-time-teacher who is proficient in English and a part-time teaching assistant who is proficient in English	Part-time teacher who is proficient in English Part-time teaching assistant who is proficient in English
Feb 2018; Oct 2018	The existing English teachers co-plan and develop teaching and learning package with the part-time teacher who is proficient in English and part-time teaching assistant for P.2 and P.3 student	
Feb 2018; Oct 2018	Set up “Little Animal Ambassadors” Corner in the Central Library for students to read and study about the topic Set up Animal Exhibit in English Room	Literacy displays at Central Library and English Room
Feb 2018; Oct 2018	Kick-off of the programme: Opening Ceremony Pledge Day (Be Kind to Our Animal Friends)	
Feb 2018 - May 2018 (P.2); Oct 2018 - Dec 2018 (P.3); Jan 2019 - May 2019 (P.2); Oct 2019 - Dec 2019 (P.3)	<p><i>Immersion into Animal World</i></p> <p>Using multimodal texts such as readers with diversified text types and themes, posters, news clippings, VR videos and apps to understand the topic and learn about different animals.</p> <p>Students will be given more exposure to a wider range of text types, including both fiction and non-fiction of an increasing length and complexity.</p> <p>A great variety of reading materials will be used. For example, literary texts, online encyclopedias, newspapers and magazines, signs and manuals for Art creation, etc. The themes are diversified across different disciplines, for instance, English, General Studies and Visual Arts. Under the common theme “Animals”, some sub-themes are set up, e.g. Animals Around Us, Wildlife Conservation, Environmental Protection and Beauty of Nature.</p> <p>Using interactive oral activities such as board games, role-play, games and drama to learn about the topic.</p>	<p>Online resources (e.g. news clippings, VR videos and apps)</p> <p>Printed readers, newspapers and magazines, signs and manuals for Art creation, visual-audio aids Curriculum integration booklets</p>

<i>Time scale</i>	<i>Activities</i>	<i>Resources/ Outcomes</i>
	<p>Make small books for the inquiry project and use apps to make stories and videos. Polling activity on the most popular animal using google form.</p> <p><i>Inquiry Project on Animal Conservation</i> Cross-curricular integration with General Studies Department on “Saving the Animals”. (P.2 Unit 1.2 Growth of Plants and Animals; P.3 Unit 4.1 Getting into Animal and Plant World) Cross-curricular integration with Visual Arts Department on “Protecting our animal friends” to create arts products. Students will read the procedural manuals and learn about the language features and make connections with the texts during the English lessons. Then they will create their own Visual Art products to send a message about animal protection.</p> <p><i>Pull-out Programme: Drama-In-Education</i> Extended drama activities are provided to students to further enhance the students’ language and deepen the study of animal project</p>	<p>Small books Google Classroom</p> <p>Printed readers Literacy displays</p> <p>Manuals for Art creation Art and craft materials</p> <p>Drama scripts Props</p>
March/April 2018; March/April 2019	<p>Hold a talk about protecting animals Co-operate with Environmental Protection Team to hold field trips to Eco-Plus Garden to observe and make inquiry on animals at school campus</p>	Field trip guidelines
May/June 2018; May/June 2019	<p>Perform in show-and-tell activity to share the learning experience in Morning Assembly in the whole school through Campus TV. The videos will be uploaded to the school website.</p>	
June 2018; June 2019	<p>Perform in Reader’s Theatre to promote animal protection messages in the whole school. Disseminate the learning outcomes to different stakeholders such as parents and the public by uploading the videos in the school website and School Campus TV and publishing the student writings in school newsletter</p>	Reader’s theatre materials
October 2018; October 2019	<p>Share small books to their peers in Big Brothers and Sisters Scheme (P.3 students share with P.2; P.2 shares with P.1)</p>	Small books

