

Education and Manpower Bureau Circular Memorandum No. 47/2006

From: Secretary for Education and
Manpower

To: Supervisors/ Heads of all aided, caput,
government, DSS secondary schools
adopting Chinese-medium teaching

Ref. EMB(RP)3410/2/06

c.c. Heads of Sections & Supervisors/Heads
of aided, government and DSS
secondary schools adopting
English-medium teaching – for
information

Date: 14 March 2006

Provision of Resources to Support the Teaching and Learning of English in Schools Adopting Chinese-medium Teaching

Summary

The purpose of this circular memorandum is to (a) inform aided, caput, government secondary schools and those under the Direct Subsidy Scheme (DSS) adopting Chinese as the medium of instruction (CMI) about the arrangements for the provision of resources to enhance students' English proficiency; and (b) invite schools adopting CMI at junior secondary levels to apply for participation in an English enhancement scheme.

Background

2. The Education and Manpower Bureau (EMB) has accepted the recommendations set out in the *Report on Review of the Medium of Instruction for Secondary Schools and Secondary School Places Allocation (Report)*¹ submitted by the Education Commission (EC) in December 2005. The implementation details of the revised Secondary School Places Allocation (SSPA) System have been announced in EMB Circular No. 3/2006 issued on 1 March 2006. The revised Medium of Instruction (MOI) arrangements as detailed in the *Report* will be implemented with effect from September 2010. In gist, we would continue to uphold the mother tongue as the principal MOI for secondary schools. Schools wishing to use or to continue to use English as the MOI from September 2010 would have to demonstrate to the EMB that they have satisfied the three prescribed criteria before the end of the 2008/09 school year. Any change in a school's MOI status, starting with S1 level and progressing each year to a higher grade level, should be announced about one year before

¹ The *Report* has been uploaded onto the website at http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_Eng.pdf

implementation in order to dovetail with the admission process of S1 students for the following year. We will notify schools of the detailed application procedures nearer the time.

3. As recommended by the EC in the *Report*, all schools, irrespective of their MOI, should strive to enhance students' English proficiency. To this end, the *Report* has set out in Chapter 4 in detail various strategies for schools adopting mother-tongue teaching to enhance their students' English proficiency. This circular sets out the implementation details in respect of those measures involving the provision of resources by the Government.

English Enhancement Scheme

4. Additional funding has been set aside from the Language Fund, to which the Government has made a new injection, for providing non-recurrent grants for the benefit of both CMI schools and schools using English as the medium of instruction (EMI) to raise students' English proficiency. For CMI schools, an English Enhancement Scheme (the Scheme) will be introduced by the Government to further strengthen the teaching and learning of English through strategic planning and implementation of holistic school-based plans for capacity building. The objective is to ensure that students in CMI schools would also be proficient in English while learning non-language subjects through the mother tongue.

5. It is envisaged that schools approved to join the Scheme would be provided with a time-limited grant normally spanning over a period of 6 years. We have not set any floor or ceiling on the amount of grant for each case at this stage. According to initial school-based plans drawn up by individual schools and for budgetary purpose, we envisage that each school would require no more than \$500,000 a year over a maximum of six years to build up capacity. The actual amount of grant for each school would depend on individual schools' proposals and implementation strategies.

6. The key features of the Scheme are as follows:

Eligibility

- (a) All aided, caput, government or DSS secondary schools using, and would continue to use, Chinese as the medium of instruction for all non-language subjects at junior secondary levels are eligible to apply.

Application

- (b) The Scheme is open to application from eligible schools in the 2006 and 2007 calendar years, for commencement at any time as from January 2007.

Schools may flexibly consider when to apply and implement the enhancement measures within this broad timeframe (Please also see paragraph 7 and Annex III).

- (c) A panel comprising language education experts and representatives from the EMB would study each application, advise on the appropriateness and feasibility of the respective enhancement measures proposed by the schools and recommend the respective amounts of grant to be approved. Instead of a unilateral vetting process, the panel will engage in professional dialogue with the principal and teachers of the school to agree on an appropriate strategy and implementation plan, taking into account the school context.

Usage of the grant

- (d) The grant disbursed to schools should be used to support English enhancement measures in a CMI environment. Given the non-recurrent nature of the grant, the English enhancement measures should, in principle, aim to build up the capacity of schools for raising students' English proficiency and to achieve sustainable effects even after the completion of the Scheme.
- (e) Given the diversity among individual CMI schools (in terms of school culture, students' ability profile, existing practices in the teaching and learning of English, etc.), individual schools are expected to take a school-based approach in formulating plans in their own context.
- (f) Schools should also consolidate existing resources and practices and come up with a holistic and coherent plan to ensure that the extra funding sought will make a significant and sustainable impact on student learning outcome in English.

Performance contract

- (g) Upon approval, each school has to enter into a "performance contract" with the Government on such terms and conditions as the Government may think fit, setting out the school's strategy and implementation plan for the purpose of the Scheme. The plan should cover input parameters and output targets to be achieved within the funding period which will normally be for six years.

– The input parameters are essentially those measures covered in the holistic school-based plan as submitted and agreed with the expert panel – see section (B) of Annex I. It should be noted that the measures do not necessarily have to be confined to those supporting the teaching of English by English language teachers, as schools are encouraged to adopt a whole-school approach in building up an English-rich language

environment and in boosting the overall capacity of the school in enhancing students' proficiency in English.

- The output target(s) will be proposed by the applicant school having regard to its circumstances and the input parameters drawn up for the period of funding. The school should initially focus on interim target(s) for achievement mid-way in the programme, e.g. by the end of a three-year period for a funding programme that spans across six years. The target(s) should include measurable and commonly recognized standards and/or other outcome-based indicators. Some examples are suggested under section (C) of Annex I.
- (h) Participating schools are required to include the implementation plan in their school development plans, report the progress and evaluation in the annual school reports, and submit to the EMB a financial statement endorsed by the School Management Committee (SMC) / Incorporated Management Committee (IMC) upon request. Normally funding earmarked for a particular school proposal will be disbursed annually according to the projected cashflow requirements.
- (i) There will be a mid-term review half-way through the programme. The review will be undertaken jointly by the school management and the EMB. It will assess whether the school has put in earnest efforts to deliver the input parameters as set out in the “performance contract” and the extent to which the interim output target(s) has been achieved. It will also give the school an opportunity to propose fine-tuning of its input parameters and to set output target(s) for the remaining funding period. EMB will, in the light of the assessment and in consultation with the school, review whether the input parameters, the final output target(s) and funding support originally earmarked for the rest of the funding period are appropriate. For individual cases where the EMB has reasons to believe that any schools have not been putting in earnest efforts to make good use of resources provided under the Scheme and / or have not complied with the terms and conditions of the “performance contract”, the Government reserves the right to suspend forthwith further funding to the schools.
- (j) Since the objective of the Scheme is to enhance English proficiency in a CMI setting, participating schools will have to commit to adopting the CMI mode for the entire programme period as agreed when funding under the Scheme is first approved. If a participating school fails to honour this commitment or withdraws from the Scheme during the agreed programme period for no good reasons, the school shall be required to pay back to the Language Fund, from

its private funds, the sum or sums which the school has received under the Scheme.

7. Schools are now invited to apply to join the Scheme. Schools are encouraged to take into account their schedule of work and the broad timeframe of the Scheme when considering when to submit their applications and when to start implementing their plans. Sufficient lead time (normally about six months) should be allowed for the EMB to process the applications. For instance, those who wish to start their enhancement measures under the Scheme as from January 2007 should submit their applications **on or before 31 July 2006**, failing which their applications may not be approved in time for the measures to commence as intended. To facilitate work planning by the EMB, schools interested in joining the Scheme are invited to indicate their tentative timing of application in Annex III and return it to the EMB by fax (No. 2574 0340 / 2904 7387) **on or before 30 April 2006**.

8. Schools applying to join the Scheme should complete the application form at Annex II, together with a strategy and implementation plan endorsed by the SMC / IMC. To save teachers' workload, the strategy and implementation plan should be kept as brief as possible, preferably in no more than five pages. It can be in note form or in the form of a powerpoint file for presentation during the professional dialogue with the expert panel. General notes and a template on drawing up the strategy and implementation plan are at Annex I.

Encashment of Existing Additional Teaching Posts

9. To strengthen the teaching and learning of English, CMI schools are at present provided with additional English teachers. To enhance the flexibility in the deployment of resources, schools may, having regard to their own circumstances, opt to encash part or all of the additional teaching posts as from the 2006/07 school year. The option is irrevocable and can be exercised only when the additional teaching post(s) to be encashed becomes vacant. The rate is set at the mid-point salary of the post concerned² at the basic rank plus the employer's contribution to the Mandatory Provident Fund (MPF).³ The encashed amount should be used for employing English teachers, or other usages related to the teaching and learning of English⁴. Schools may fill in the option form at Annex IV and return it to the EMB when exercising this option. Schools with IMC should note that at present they may opt for encashment, under the respective enhanced rates of the Substitute Teacher Grant, of up

² At present, the mid-point salary of a Graduate Master / Mistress is MPS Pt 25, and the mid-point salary of a Certificated Master / Mistress is MPS Pt 19.

³ Schools may accumulate surplus up to 12 months' provision for the year in which the grant is provided. Deficits could be topped up by the Operating Expenses Block Grant (OEBG) / Expanded OEBG. If there is still unsettled deficit, it has to be borne by school's own fund. Separate ledger account should be kept to record the income and expenditure disbursed from the encashed grant.

⁴ School may refer to the relevant circulars and / or Code of Aid on general guidelines for appointment of teachers and / or hiring outside services.

to 10% of the teaching establishment on a temporary or permanent basis and claim Teacher Relief Grant. In other words, these schools are already able to resort to this existing avenue should they wish to encash teaching posts for enhancing the teaching and learning of English.

Briefing Sessions

10. Two identical briefing sessions will be organized for CMI schools. Apart from briefing on the Scheme and the related language enhancement measures, we would also cover the revised SSPA System as announced in EMB Circular No. 3/2006 issued on 1 March 2006. You are invited to send two to three representatives to attend one of the briefing sessions. Please complete and return the reply slip at Annex V to the Review and Planning Section by fax (No. 2574 0340 / 2904 7387) **on or before 18 March 2006**.

Date	Programme	Venue
21 March 2006 (Tuesday) 2:15 pm–5:00 pm	Part I: 2:15 pm – 3:15 pm Revised SSPA System	Auditorium, Tsuen Wan Town Hall 72 Tai Ho Road, Tsuen Wan, New Territories. (mainly for schools in the New Territories, Sai Kung, Shamshuipo and Kowloon City Districts)
22 March 2006 (Wednesday) 2:15 pm–5:00 pm	Part II: 3:30 pm – 5:00 pm English Enhancement Scheme and Related Measures	Theatre, Sheung Wan Civic Complex 5/F, Sheung Wan Complex, 345 Queen's Road Central, Sheung Wan, Hong Kong. (mainly for schools on the Hong Kong Island, Islands, Kwun Tong, Wong Tai Sin, Yau Tsim and Mong Kok Districts)

Enquiries

11. If you have any enquiry, please contact Ms M F LI at 2892 6625 or Mrs S F CHAN at 2892 6628.

(Mrs Fanny K F LAM)
for Secretary for Education and Manpower

English Enhancement Scheme
General Notes for Drawing Up the Strategy and Implementation Plan

A brief outline in about 5 pages should suffice. It can be in note form or a powerpoint file. Generally, the plan may include the following four parts:

(A) Present state of play

Give a brief analysis of your school's present position and needs in respect of the teaching and learning of English language including the present deployment of resources (including the existing additional teachers of English, existing strategies / measures and their effectiveness.)

(B) A holistic school-based plan

- (i) Briefly mention whether the existing measures as mentioned at section (A) above would be continued or modified after joining the Scheme.
- (ii) Briefly set out the measures to be funded by the Scheme.
- (iii) Briefly set out relevant measures supported by other initiatives / fundings.

In preparing items (i) to (iii) above, reference may be drawn to the following areas and examples:

- Strengthening the professional development of teachers –
(Examples may include having a large majority of English language teachers possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English; the curriculum leader(s) or English Panel Chairperson participating in appropriate professional upgrading courses; designing a professional development plan for English language teachers and/or content subject teachers who also play a role in school's holistic strategy on English language enhancement; strengthening teachers' capability in curriculum development and pedagogies through local/overseas immersion; networking with international schools, etc.)
- Creating an English-rich language environment –
(This may include two dimensions, namely the physical environment and opportunities for students to use English. Examples on the former may include posting English notices and assignments/projects of students, making announcements/broadcasts in English, procurement of language learning resources or hardware, etc. For the latter, examples may include promoting the use of English outside the classroom, organizing English school activities, hiring professional services for English learning activities like drama, debate, public speaking, creative

writing, etc., with a view to transferring knowledge and skills to both teachers and students who could help to lead these English activities.)

- Effectively deploying English language teachers –
(Examples may include promoting specialized teaching, more effective deployment of the Native-speaking English Teachers, etc.)
- Developing a holistic curriculum plan –
(Examples may include strengthening interface between different key stages of English language learning, effective use of different modes of assessment to inform teaching and learning, extended use of English outside class/school time, reading programmes integrated with curriculum, etc. For schools adopting English-medium extended learning at junior forms and/or English-medium teaching for certain subjects in some classes at senior forms, they may include measures to promote language-across-the-curriculum.)
- Building up a collaborative and reflective teaching culture for both English language teachers and content subject teachers –
(Examples may include allocating common lesson preparation time, promoting peer lesson observation, creating room for conducting action research, development of language-across-the-curriculum, fostering partnership with experts/tertiary institutions, etc.)

(C) Output targets to be attained

- Schools may take into account the profile of their intakes, other support their students may have (such as family support) and learning needs of their students (such as motivation and confidence in learning English) in setting the output targets.
- Separate targets for individual measures are NOT required. Instead, schools should set one or a few specific targets to be achieved in terms of the overall performance of students. The target(s) should include measurable and commonly recognized standards and/or other outcome-based indicators. (Examples of measurable and commonly recognized standards may include students' performance in the Hong Kong Certificate of Education Examination as reflected by an improvement in the pass / credit rates in English Language or value-addedness, or in the Territory-wide System Assessment. Other targets should be outcome-based and may focus on improvement in a specific area of English language, such as oral, writing, etc., using student work and school-based assessment as evidence. Other examples of outcome-based indicators may include the wider use of English by students in daily communication, students' achievements in school and inter-school English activities like English Week, Speech Festival.)

(D) A budget

The breakdown and annual cashflow on each enhancement measure as well as the estimated total expenditure in six years should be included. Some measures may require the employment of staff (such as teachers, teaching assistants, technicians, etc.), hiring of professional services or procurement of goods. Schools may reserve a small amount of the budget to pay for administrative overheads required to support the teaching staff in implementing the measures, e.g. employment of part-time staff to assist with project administration. The general practices in the procurement of goods and services and appointment of staff as specified in the relevant circulars and/or Code of Aid should be followed as far as applicable. In estimating the costs, schools may also draw reference to rates generally used for other projects funded by the Government, such as the Quality Education Fund.

(Template)
English Enhancement Scheme
Strategy and Implementation Plan for
 _____ **School**

(A) Present state of play

(B) A holistic school-based plan

(C) Output targets to be attained

(D) Budget

Measures / Activities to be funded by the Scheme	Estimated cost	Delivery date (month/year)
(1)	\$ xxxx	
(2)	\$ xxxx	
(3)		

Cashflow

School year						
Cash Requirement	\$	\$	\$	\$	\$	\$

To: Secretary for Education and Manpower
(Attn: Review and Planning Section,
Education Commission and Planning Division)
Education and Manpower Bureau
Room 1138, 11/F Wu Chung House
213 Queen's Road East, Wanchai, Hong Kong.
Fax: 2574 0340 / 2904 7387

**Application to Join the
English Enhancement Scheme**

Part A School Particulars

1. School Name: _____
2. School Address: _____
Tel: _____ Fax: _____
3. Principal: _____
4. Teacher-in-charge: _____ Post: _____
Contact No. (if different from the above tel. no.): _____
5. Total No. of English language teachers: _____
 - (a) No. in regular staff establishment: _____
 - (b) No. outside regular staff establishment (e.g. temporary teachers): _____
 - (c) No. of teachers under the Native-speaking English Teacher Scheme: _____
6. No. of English language teachers possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English: _____
7. No. of English language teachers who also teach other subjects: _____

Part B Strategy and Implementation Plan

8. A strategy and implementation plan endorsed by the School Management Committee/ Incorporated Management Committee is attached. *(Please refer to Annex I on "General Notes for Drawing Up the Strategy and Implementation Plan".)*

Signature of Supervisor/Principal*:

Name of Supervisor/Principal*:

Date:

** Please delete as appropriate.*

To: Education and Manpower Bureau
(Attn: Review and Planning Section,
Education Commission & Planning Division)
Fax: 2574 0340 / 2904 7387

(To be returned on or before 30 April 2006)

**Tentative Timing of Application to Join the
English Enhancement Scheme**

I refer to EMB Circular Memorandum No.47/2006 of 14 March 2006, and wish to indicate our tentative timing of application to join the above Scheme as follows*:

	<u>Plans to be submitted by</u>	<u>Earliest date for commencement of funded measures</u>
<input type="checkbox"/> 1 st batch	end of July 2006	January 2007
<input type="checkbox"/> 2 nd batch	end of December 2006	July 2007
<input type="checkbox"/> 3 rd batch	end of July 2007	January 2008
<input type="checkbox"/> 4 th batch	end of December 2007	July 2008

**Please put a "✓" in the appropriate box.*

Signature of Principal: _____

Name of Principal: _____

Name of School: _____

Date: _____

Claim Form for Encashment of Additional Teaching Posts for English

To: Recurrent Subventions Section, Education and Manpower Bureau (EMB)
[Attn.: AOI(RS)]

Name of School: _____ School Code: _____

- A. I refer to EMB Circular Memorandum No. 47/2006 issued on 14 March 2006. My school would opt for the cash grant in lieu of the following teaching post(s) which is/are provided for schools adopting mother-tongue teaching to strengthen the teaching and learning of English:

No. of posts claimed (specify the rank*)	Effective Date (a)	Official Use Only		
		Monthly mid-point salary at the effective date (b)	MPF Subsidy [#] \$ (c)	Amount for frozen post(s) \$ (d)
()				
()				
()				
Total				\$

* CM for Certificated Master/Mistress; GM for Graduate Master/Mistress

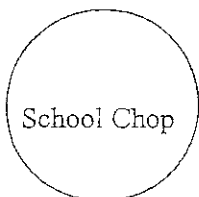
Employer's contributions to MPF Scheme (5 % of the monthly salary capped at \$1,000) will be included.

B. Certification

I certify that –

- (i) Endorsement has been obtained from my school's SMC/IMC for the encashment which is irrevocable. The usage of the encashed amount will complement the efforts of our teachers rather than add to their workload.
- (ii) In the school year ____ / ____ (please specify the current school year), my school is entitled to ____ graduate and ____ non-graduate additional teaching posts for English under the MOI arrangements. Among these posts, my school has permanently frozen ____ GM and ____ CM posts, including the posts claimed above.
- (iii) There would be no other claim on the salaries of teachers nor reimbursement of supply teachers for the frozen posts.

My school will inform the Recurrent Subventions Section of EMB immediately if our entitlement to the additional teaching post(s) affects our receipt of the above cash grant. My school will refund to EMB any overpayment of the grant.



Signature of Supervisor: _____

Name of Supervisor: _____ Date: _____

Contact Person: _____ Tel No.: _____

c.c. SSDO ()

**Briefing Sessions on Revised SSPA System
and English Enhancement Scheme for CMI Schools**

Reply Slip

To: Education and Manpower Bureau
(Attn: Review and Planning Section)
Fax: 2574 0340 / 2904 7387
(To be returned by 18 March 2006)

The following representatives of my school will attend the briefing session as indicated below (2-3 places are reserved for each school):

1. _____
2. _____
3. _____

Time: 2:15 p.m. – 5:00 p.m.

Date and Venue (Please "✓" in the appropriate box.)

21 March 2006 (Tuesday)
Auditorium, Tsuen Wan Town Hall,
72 Tai Ho Road, Tsuen Wan, New Territories.
(mainly for schools in the New Territories, Sai Kung, Shamshuipo and
Kowloon City Districts)

22 March 2006 (Wednesday)
Theatre, Sheung Wan Civic Centre,
5/F Sheung Wan Complex,
345 Queen's Road Central, Sheung Wan, Hong Kong.
(mainly for schools on Hong Kong Island, Islands, Kwun Tong, Wong Tai Sin,
Yau Tsim and Mong Kok Districts)

Signature of Principal : _____

Name of Principal: _____

Name of School: _____

Date: _____

Remarks:

- (a) Briefing session will be cancelled when Tropical Cyclone Signal No. 8 or above or Black Rainstorm Warning Signal is issued at or before 11:30 a.m. Participants will be notified for further arrangement in due course.
- (b) No parking space will be provided at the venue.

教育統籌局通函第 47/2006 號

分發名單：各採用中文授課的
資助中學、按位津
貼中學、官立中學
和直接資助計劃中
學的校監／校長

副本送：各組主管及採用英
語授課的資助中
學、官立中學和直
接資助計劃中學的
校監／校長—備考

為採用中文授課的中學提供資源
以支援英語的教與學

摘要

本通函旨在(a)通知各採用中文授課的資助中學、按位津貼中學、官立中學和參與直接資助(直資)計劃的中學有關提升學生英語能力的資源安排；及(b)邀請在初中階段採用中文授課的中學(中中)申請參與一項提升英語水平的計劃。

背景

2. 教育統籌委員會於二零零五年十二月向教育統籌局(教統局)提交《檢討中學教學語言及中一派位機制報告》(《報告》)¹，並獲教統局全盤接納。修訂後的中學學位分配辦法的執行細節已於二零零六年三月一日發出的教育統籌局通告第 3/2006 號公布。至於《報告》所詳述有關修訂後的教學語言安排，將於二零一零年九月開始實施。簡略而言，我們會繼續以母語作為中學的主要教學語言。有意在二零一零年九月起採用或繼續採用英語授課的中學，須於二零零八／零九學年完結前，向教統局證明他們已符合三項先決條件。學校若要改變教學語言，將由中一年級開始，逐年推展至各級，並於實施前約一年公布有關改變，以配合下一年

¹ 《報告》內文已上載於網址 http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_chi.pdf

度的中一收生程序。屆時，我們會另行通知學校有關申請程序的細節。

3. 正如《報告》所建議，學校無論採用哪一種教學語言，都應致力提升學生的英語能力。《報告》已在第四章詳述採用母語教學的中學在提升學生英語能力方面可採取的不同策略。本通函主要述及政府所提供的額外資源及有關的執行細節。

提升英語水平計劃

4. 政府已向語文基金注入新資金，並已撥備款項為中中及採用英語教學的中學(英中)提供非經常性的津貼，用作提升學生英語水平。在中中方面，政府會推行一項提升英語水平計劃(計劃)，讓學校透過策略性的規劃及整體性的校本計劃，提升學校的專業能力，以加強英語的教與學，確保學生以母語學習非語文科目的同時，亦能學好英語。

5. 參與計劃的學校一般會在六年內獲發一筆有時限的津貼。在現階段，每所學校所得的津貼額未有設定上、下限。為了方便預算，我們根據個別學校初步訂定的校本計劃，預計每所學校每年需要不多於五十萬元，最多用六年的時間提升學校的專業能力。每所學校實際可得的津貼額則視乎其建議及推行策略。

6. 計劃的主要特點如下：

資格

(a) 所有資助中學、按位津貼中學、官立中學或直資中學，如在初中各級的所有非語文科目採用及將會繼續採用中文作為教學語言，均合資格申請。

申請

(b) 合資格申請的學校可在二零零六年及二零零七年內遞交申請，有關計劃可於二零零七年一月起的任何時間開始

實施。在這寬鬆的時限內，學校可彈性地考慮提出申請和實施有關計劃的適當時間(請參閱第 7 段及附件 III)。

- (c) 教統局將設立小組，成員包括語文教育專家及教統局代表，負責審閱每份計劃書，就學校建議措施的適切性和可行性提供意見，以及建議所需的津貼額。專家小組將不會以單向方式進行審批，而是與有關學校的校長及教師進行專業晤談，就個別學校的情況，協定適切的策略及推行計劃。

津貼的用途

- (d) 學校應運用所得的津貼支援學生在母語教學的環境下提升英語水平。由於津貼屬非經常性質，有關措施原則上應以提升學校的專業能力為主，從而提高學生的英語能力，使這計劃結束後仍有可持續的成效。
- (e) 由於個別中中在學校文化、學生能力、現時教授英語的做法等方面都有不同的發展階段，學校應以校本方式訂定有關計劃。
- (f) 學校亦應整合現有的資源及措施，從而制定全面及連貫的計劃，確保所得的額外資源能對學生的英語學習帶來明顯及可持續的成效。

表現協約

- (g) 在獲得批核後，每所學校須與政府簽訂「表現協約」，列明指定的條款及在這計劃下的校本策略及推行計劃，並包括在接受撥款期間(一般約為六年)在「投入」措施和學習成果方面可達到的表現指標：

— 在「投入」措施方面，主要是學校遞交並與專家小組協定的整體性校本計劃所涵蓋的措施—可參閱附件 I的(乙)部。我們鼓勵學校全校參與營造豐富的英語環

境，及增強學校整體專業能力，以幫助學生學好英語。因此，有關措施毋須局限於支援英文科教師在英語方面的教與學。

— 在學習成果方面，學校可根據本身的情況和「投入」措施訂定有關的目標。學校應先訂定中期目標，例如在六年的撥款期內，在第三年完結時預期能達到的目標。有關目標應包括可量度和得到廣泛認受的準則，及／或其他成效指標。例子載於附件 I的(丙)部。

(h) 參與學校須將推行計劃納入學校發展計劃之內，並在周年校務報告中匯報進度和評估結果。此外，在有需要時，向教統局提交經由校董會／法團校董會通過的財務報告。在一般情況下，學校所得的撥款，將按照預計的開支，每年獲得發放。

(i) 在計劃的中段，教統局將與學校共同進行中期檢討。是項檢討將評估學校是否致力推行「表現協約」所訂立的措施，及是否已達到中期目標。學校亦可藉此機會，就餘下撥款期內在「投入」措施和學習成果方面的目標，提出修訂。教統局會因應中期評估結果，與學校商討在餘下的撥款期內，原訂的「投入」措施、學習成果目標和所需的財政支援是否仍然適切。任何學校如未有善用在這計劃下所獲的額外資源及／或未有盡力履行「表現協約」的條款，政府有權停止撥款予該學校。

(j) 計劃的目的是鼓勵學校在母語教學的環境下加強力度提升學生的英語能力。因此，參與學校必須承諾在推行計劃期間，繼續採用母語教學。學校若不履行這個承諾或在缺乏充分理由下在撥款期內退出計劃，學校須退還在這項計劃下曾獲撥的款額予語文基金。有關還款須從其非政府經費撥出。

7. 我們現邀請學校申請參與這計劃。學校可衡量本身工作的優

次及因應這計劃的寬鬆時限，考慮於何時提出申請及何時開始實施有關措施。一般而言，學校需預留足夠時間（大約六個月）讓教統局處理有關申請。假設學校希望在二零零七年一月開展這項提升英語水平計劃，就應在二零零六年七月三十一日或之前提交申請，否則教統局難以在學校如期展開有關計劃前完成審議的工作。為方便教統局策劃有關工作，請有意參與這項計劃的學校在附件 III顯示你們暫定的申請時間，並在二零零六年四月三十日或之前以傳真方式（傳真號碼：2574 0340 / 2904 7387）交回教統局。

8. 申請參與計劃的學校須填妥附件 II的申請表，並夾附經校董會 / 法團校董會通過的策略及推行計劃書。為減省教師的工作量，計劃書應盡量精簡，篇幅以不多於五頁為宜。學校可用摘要形式或簡報（powerpoint）檔案形式撰寫計劃書，並在與專家小組進行專業晤談時加以闡釋。擬備計劃書的一般指引和範本載於附件 I。

以現金津貼取代額外教師職位

9. 採用母語教學的中學現時可獲提供額外的英語教師，以加強英語的教與學。為增加資源調撥的靈活性，由二零零六 / 零七學年開始，學校可因應本身的情況，選擇以現金津貼取代部分或全部的額外教師職位。學校只有在有關的額外教師職位出現空缺時，才可選擇這項現金津貼。學校作出選擇後，便不得撤回。津貼額則以有關的基本職級的中點薪金²，加上強積金計劃下的僱主供款計算³。現金津貼須用作聘請英語教師或其他與英語的教與學有關的用途⁴。如學校決定選擇現金津貼，可填妥附件 IV的表格並交回教統局。已成立法團校董會的學校，現時亦可選擇暫時或永久凍結不超過 10%的教員編制，按「代課教師津貼」下已經調高

² 目前，學位教師和文憑教師的中點薪金分別為總薪級表第 25 點及第 19 點。

³ 學校應就有關的現金津貼設獨立帳目，記錄收入和開支。學校可累積的餘款以該年度所獲撥款的十二個月津貼額為上限。學校可使用營辦津貼 / 擴大的營辦津貼填補現金津貼未能支付的開支，若仍有赤字，則須由學校本身的經費填補。

⁴ 有關聘請教師及 / 或僱用外間服務的事宜，學校可參考相關的通告及 / 或資助則例內的一般指引。

的津貼額，申領「整合代課教師津貼」。換言之，這些學校已可透過這途徑，以現金津貼取代部分教師職位，並用以加強英語方面的教與學。

簡介會

10. 我們將為各中中舉辦兩場內容相同的簡介會。我們除了介紹提升英語水平計劃的詳情及其他相關措施外，亦會一併介紹修訂後的中學學位分配辦法(請參閱二零零六年三月一日發出的教育統籌局通告第 3/2006 號)。學校可派兩至三名代表出席以下其中一場簡介會。請學校填妥附件 V的回條，並於二零零六年三月十八日或之前以傳真方式(傳真號碼：2574 0340 / 2904 7387)交回檢討及策劃組。簡介會的安排如下：

日期	程序	地點
二零零六年 三月二十一日 (星期二) 下午二時十五分 至五時	<u>第一部分</u> ： 下午二時十五分至 三時十五分 簡介修訂後的中學學位分配辦法	新界荃灣大河道72號 荃灣大會堂演奏廳 (對象為新界各區、西貢、深水埗及九龍城區的中中)
二零零六年 三月二十二日 (星期三) 下午二時十五分 至五時	<u>第二部分</u> ： 下午三時三十分至 五時 簡介提升英語水平計劃及其他相關措施	香港上環皇后大道中 345號上環市政大廈5樓 上環文娛中心劇院 (對象為香港島各區、離島、觀塘、黃大仙及油尖旺區的中中)

查詢

11. 如有查詢，請與李美歡女士(電話：2892 6625)或陳蕭淑芬女士(電話：2892 6628)聯絡。

教育統籌局局長

(林樊潔芳代行)

二零零六年三月十四日

提升英語水平計劃 擬備策略及推行計劃書的一般指引

計劃書可以摘要形式簡述大綱，篇幅約為五頁；或以簡報(powerpoint)檔案形式表達。一般而言，計劃書可包括以下四部分：

(甲) 現況

扼要地分析學校在英語教與學方面的現況及需要，包括資源調配的現況(包括現有的額外英語教師，現行的策略／措施和成效)。

(乙) 整體性的校本計劃

- (i) 簡述學校參與計劃後，是否會繼續推行或修訂上述(甲)部的措施。
- (ii) 扼要列出學校將會在這項計劃下推行的措施。
- (iii) 扼要列出學校在其他計劃／經費支援下推行的措施。

學校在擬備以上(i)至(iii)項時，可參考以下幾個範疇及其中的一些例子：

• 加強教師隊伍的專業發展—

(例如大部分英語教師都持有主修英國語文的教育學士學位、或主修英國語文的學士學位和學位教師教育文憑或證書；課程主任或英文科科主任修讀適切的專業提升課程；為英語教師及／或非語文學科教師設計專業發展計劃(在學校提升英語的整體策略上，非語文學科教師亦擔當著重要的角色)；透過本地／海外沉浸課程加強教師在課程發展及教學法方面的能力；與國際學校建立交流網絡等。)

• 營造豐富的英語環境—

(可包括校園環境和推廣學生使用英語兩方面。在校園環境方面，例如張貼英語告示／學生作品、英語宣布／廣播、購置英語學習資源或硬件等；在推廣學生使用英語方面，例如推動在課堂以外使用英語、舉辦英語活動、聘請專業人士以帶領話劇、辯論、演講、創意寫作等英語學習活動，以期教師和學生能從中掌握有關的知識及技能，日後能帶領這些英語活動等。)

- 有效調配英語教師－

(例如推動專科教學、有效調配以英語為母語的英語教師等。)

- 發展整體的課程計劃－

(例如加強英語學習在各個重要學習階段的銜接、有效地利用各種評核模式回饋教與學、在課外／校外時間多用英語、結合閱讀計劃於課程內等。如果學校在初中以英語進行延展教學，或在高中的個別科目／班級採用英語授課，則可推廣跨課程英語學習。)

- 英語教師及非語文學科教師之間建立協作和反思的教學文化－

(例如安排共同備課時間、推廣同儕觀課、為進行行動研究創造空間、發展跨課程英語學習、與專家／大專院校建立伙伴關係等。)

(丙) 預期達到的學習成果

- 學校可考慮其收生狀況，學生在其他方面所得的支援(例如家庭支援)，以及他們的學習需要(例如學習英語的動機和信心)，制訂學習成果目標。

- 學校毋須特別為每一項措施制訂個別目標，而是應就實施有關措施後學生的整體表現，訂定一項或數項具體目標。有關目標應包括可量度和得到廣泛認受的準則，及／或其他成效指標。(可量度和得到廣泛認受的指標可包括香港中學會考英國語文科合格率／優良比率的升幅或增值，或全港性系統評估結果所反映的學生表現。其他目標應著重成效，也可集中於學生在英國語文科個別範疇(例如會話、寫作等)的表現，學校可以學生的課業表現及校本評估的結果作為指標。其他成效指標可包括學生在日常生活更多以英語溝通、學生在校內及校際英語活動(例如英語周、朗誦節)的成就。)

(丁) 預算

學校應列出每項改善措施每年所需的支出，及預算在六年的總開支。部分措施或需聘用教職員(例如教師、教學助理、

技術員等)、或聘請專業人士，或採購物品，學校可在計算開支時預留小部分款項，用以支付相關的行政費用，例如聘用兼任職員協助實施計劃的行政工作。請盡可能依照相關的通告或資助則例辦理採購及聘任的事宜。在預算開支時，學校亦可參考其他由政府資助的計劃（例如優質教育基金）下，一般採用的成本價格。

(範本)
提升英語水平計劃
策略及推行計劃書

學校

(甲) 現況

(乙) 整體的校本計劃

(丙) 預期達到的學習成果

(丁) 預算

由這項計劃提供資助的 措施／活動	預計開支	實施時間 (年／月)
(1)	\$ xxxxx	
(2)	\$ xxxxx	
(3)		

預算每年的開支

學年						
現金需求	\$	\$	\$	\$	\$	\$

致：香港灣仔皇后大道東 213 號
胡忠大廈 11 樓 1138 室
教育統籌局
教育統籌局局長
(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)
傳真：2574 0340 / 2904 7387

申請參與提升英語水平計劃

甲部 學校資料

1. 學校名稱：_____
2. 學校地址：_____
- 電話：_____ 傳真：_____
3. 校長：_____
4. 負責教師：_____ 職位：_____
- 聯絡電話(如與上述電話號碼不同)：_____
5. 英語教師總人數：_____
- (a) 在常額教員編制內的人數：_____
- (b) 在常額教員編制以外的人數 (例如：臨時教師)：_____
- (c) 在以英語為母語的英語教師計劃下的教師人數：_____
6. 持有主修英國語文的教育學士學位、或主修英國語文的學士學位和學位教師教育文憑或證書的英語教師人數：_____
7. 兼教其他科目的英語教師人數：_____

乙部 策略及推行計劃書

8. 現夾附經校董會／法團校董會通過的策略及推行計劃書。(有關擬備策略及推行計劃書的一般指引，請參閱附件 I。)

校監／校長*簽署：_____

校監／校長*姓名：_____

日期：_____

*請刪去不適用者。

致：教育統籌局
(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)
傳真：2574 0340 / 2904 7387

(請於二零零六年四月三十日或之前交回)

申請參與提升英語水平計劃的初步時間表

有關二零零六年三月十四日發出的教統局通函第 47/2006 號，本校暫定於以下期間申請參與上述計劃*：

	最遲於以下日期 <u>遞交計劃書</u>	獲撥款的措施 <u>最早實施日期</u>
<input type="checkbox"/> 第一批	二零零六年七月底	二零零七年一月
<input type="checkbox"/> 第二批	二零零六年十二月底	二零零七年七月
<input type="checkbox"/> 第三批	二零零七年七月底	二零零八年一月
<input type="checkbox"/> 第四批	二零零七年十二月底	二零零八年七月

*請在適當方格內加上✓號

校長簽署：_____

校長姓名：_____

學校名稱：_____

日期：_____

以現金津貼取代額外英語教師職位申報表

致：教育統籌局經常津貼組
 [經辦人：一級會計主任(經常津貼)]

學校名稱： _____ 學校編號： _____

甲部： 本校參考教育統籌局在二零零六年三月十四日發出的通函第 47/2006 號，選擇以現金津貼取代因採用母語教學而獲提供的額外教師職位：

申領津貼的職位數目 (註明職級*)	生效日期 (a)	生效日期計的 每月中點薪金 \$ (b)	強積金供款津貼# \$ (c)	凍結職位的金額 \$ (d)
()				
()				
()				
總額				元

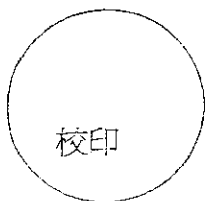
* CM 代表文憑教師； GM 代表學位教師
 # 包括強積金計劃下的僱主供款(月薪的 5%，上限為 1,000 元)

乙部：認證

本人證實 —

- (i) 就永久凍結上述教師職位以申領現金津貼事宜，本校已得到校董會／法團校董會的通過。該津貼將用以協助教師的工作，而不會增加他們的工作量。
- (ii) 在 _____ / _____ 學年(註明申請的學年)，本校因採用母語教學而獲得的額外英語教師職位包括 _____ 名學位教師及 _____ 名非學位教師。在這些額外教師職位當中，本校共凍結 _____ 名學位教師及 _____ 名文憑教師職位(包括上述申請凍結的職位在內)。
- (iii) 本校沒有就上述的凍結職位申領其他教師薪金津貼或申領發還代課教師津貼。

如本校應有的額外英語教師職位數目有所改變，因而影響領取的現金津貼，我們會立即通知教統局經常津貼組，並把多收的津貼退還貴局。



校監簽署： _____

校監姓名： _____ 日期： _____

聯絡人： _____ 電話號碼： _____

副本送：高級學校發展主任 ()

回條

致：教育統籌局

(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)

傳真：2574 0340 / 2904 7387

(請於二零零六年三月十八日或之前交回)

修訂後的中學學位分配辦法
及提升英語水平計劃簡介會 (中中)

本校將派以下代表出席簡介會 (每所學校可派二至三名代表)：

1. _____
2. _____
3. _____

時間：下午二時十五分至五時

日期及地點 (請在適當方格內加上“✓”號)：

二零零六年三月二十一日 (星期二)

新界荃灣大河道 72 號 荃灣大會堂演奏廳

(對象為新界各區、西貢、深水埗及九龍城區的中中)

二零零六年三月二十二日 (星期三)

香港上環皇后大道中 345 號上環市政大廈 5 樓 上環文娛中心劇院

(對象為香港島各區、離島、觀塘、黃大仙及油尖旺區的中中)

校長簽署：_____

校長姓名：_____

學校名稱：_____

日期：_____

備註：

- (a) 如天文台在上午 11 時 30 分或之前發出 8 號或以上熱帶氣旋警告信號或黑色暴雨警告信號，簡介會將取消。參加者會獲通知進一步安排。
- (b) 簡介會場地不會提供泊車位。

Education and Manpower Bureau Circular Memorandum No. 48/2006

From: Secretary for Education and Manpower

To: Supervisors/ Heads of all aided, government and DSS secondary schools adopting English-medium teaching

Ref. EMB(RP)3410/3/06

c.c. Heads of Sections & Supervisors / Heads of aided, caput, government and DSS secondary schools adopting Chinese-medium teaching – for information

Date: 14 March 2006

Additional Support for Secondary Schools Adopting English-medium Teaching

Summary

The purpose of this circular memorandum is to (a) inform aided and government secondary schools and those under the Direct Subsidy Scheme (DSS) adopting English as the medium of instruction (EMI) about the arrangements for the provision of additional support to enhance the quality of EMI teaching; and (b) to invite these schools to apply for participation in a support scheme.

Background

2. The Education and Manpower Bureau (EMB) has accepted the recommendations set out in the *Report on Review of the Medium of Instruction for Secondary Schools and Secondary School Places Allocation (Report)*¹ submitted by the Education Commission (EC) in December 2005. The implementation details of the revised Secondary School Places Allocation (SSPA) System have been announced in EMB Circular No. 3/2006 issued on 1 March 2006. The revised Medium of Instruction (MOI) arrangements as detailed in the *Report* will be implemented with effect from September 2010. In gist, we would continue to uphold the mother tongue as the principal MOI for secondary schools. Schools wishing to use or to continue to use English as the MOI as from September 2010 would have to demonstrate to the EMB that they have satisfied the three prescribed criteria before the end of the 2008/09 school year. Any change in a school's MOI status, starting with S1 level and progressing each year to a higher grade level, should be announced about one year before implementation in order to dovetail with the admission process of S1 students for the

¹ The *Report* has been uploaded onto the website at http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_Eng.pdf

following year. We will notify schools of the detailed application procedures nearer the time.

Additional Support

3. As recommended by the EC in the *Report*, all schools, irrespective of their MOI, should strive to enhance students' English proficiency. Schools adopting English as the MOI are obliged to provide an English immersion learning environment (i.e. to use English both inside and outside the classroom) so as to achieve the objectives of EMI teaching. While students and teachers in EMI schools should already be capable of learning and teaching through English respectively, there is still room for strengthening the learning of English across the curriculum through promoting the awareness of and collaboration between English language teachers and content subject teachers. There is also potential for EMI schools to raise students' English proficiency through the language arts and further enrichment of the English environment. Hence, a non-recurrent grant will be provided under a support scheme (the Scheme) for participating schools to implement enhancement measures in these areas.

4. Additional funding has been set aside from the Language Fund, to which the Government has made a new injection for the Scheme. It is envisaged that schools approved to join the Scheme would be provided with a time-limited grant for implementing the support measures for language enhancement. We have not set any floor or ceiling on the amount of grant for each case at this stage. According to initial school-based plans drawn up by individual schools and for budgetary purpose, we envisage that each school would require no more than \$500,000 in total. The actual amount of grant for each school would depend on individual schools' proposals and implementation strategies.

5. The key features of the Scheme are as follows:

Eligibility

- (a) All aided, government and DSS secondary schools using English as the MOI for all levels are eligible to apply.

Application

- (b) The Scheme is open to application from eligible schools in the 2006 and 2007 calendar years, for commencement at any time as from January 2007. Schools may flexibly consider when to apply and implement the enhancement measures within this broad timeframe (please also see paragraph 6 and Annex III).
- (c) A panel comprising language education experts and representatives from the

EMB would study each application, advise on the appropriateness and feasibility of the respective enhancement measures proposed by the schools and recommend the respective amounts of grant to be approved. If required, the panel may engage in professional dialogue with the principal and teachers of the school to agree on an appropriate strategy and implementation plan, taking into account the school context.

Usage of the grant

- (d) The grant disbursed to schools should be used to support measures to further strengthen the teaching and learning of English, particularly in the areas of learning English across the curriculum, enriching the English environment, and raising students' English proficiency through the language arts. Given the non-recurrent nature of the grant, the English enhancement measures should, in principle, aim to achieve sustainable effects even after the completion of the Scheme.
- (e) Given the different school contexts (in terms of school culture, students' ability profile, existing practices etc.), individual schools are expected to take a school-based approach in formulating plans in their own context.

Performance contract

- (f) Upon approval, each school has to enter into a "performance contract" with the Government on such terms and conditions as Government may think fit, setting out the school's strategy, implementation plan and the agreed target(s) to be achieved within a specified timeframe. The target(s) will be proposed by the applicant school having regard to its circumstances and the measures to be supported by the additional funding. Participating schools should aim for higher standards in students' English proficiency or alternative achievements. Some examples are given under section (C) of Annex I.
- (g) Participating schools are required to include the implementation plan in their school development plans, report the progress and evaluation in the annual school reports, and submit to the EMB a financial statement endorsed by the School Management Committee (SMC) / Incorporated Management Committee (IMC) upon request. Normally funding earmarked for a particular school proposal will be disbursed annually according to the projected cashflow requirements.

6. Schools are now invited to apply to join the Scheme. Schools are encouraged to take into account their schedule of work and the broad timeframe of the Scheme when considering when to submit their applications and when to start implementing their plans.

Sufficient lead time (normally about six months) should be allowed for the EMB to process the applications. For instance, those who wish to start their enhancement measures under the Scheme from January 2007 should submit their applications **on or before 31 July 2006**, failing which their applications may not be approved in time for the measures to commence as intended. To facilitate work planning by the EMB, schools interested in joining the Scheme are invited to indicate their tentative timing of application in Annex III and return it to the EMB by fax (No. 2574 0340 / 2904 7387) **on or before 30 April 2006**.

7. Schools applying to join the Scheme should complete the application form at Annex II, together with a strategy and implementation plan endorsed by the SMC / IMC. To save teachers' workload, the strategy and implementation plan should be kept as brief as possible, preferably in no more than three pages. General notes and a template on drawing up the strategy and implementation plan are at Annex I.

Briefing Session

8. A briefing session will be organized for EMI schools. Apart from briefing on the Scheme, we would also cover the revised SSPA System as announced in EMB Circular No. 3/2006 issued on 1 March 2006. You are invited to send two to three representatives to attend the briefing session. Please complete and return the reply slip at Annex IV to the Review and Planning Section by fax (No. 2574 0340 / 2904 7387) **on or before 20 March 2006**. Particulars of the briefing session are:

Date:	23 March 2006 (Thursday)
Time:	2:15 pm – 5:00 pm
Venue:	PLK Vicwood KT Chong Sixth Form College 12 Willow Street, Tai Kok Tsui, Kowloon.
Programme:	2:15 pm – 3:15 pm Revised SSPA System 3:30 pm – 5:00 pm Additional Support for EMI Schools

Enquiries

9. If you have any enquiry, please contact Ms M F LI at 2892 6625 or Mrs S F CHAN at 2892 6628.

(Mrs Fanny K F LAM)
for Secretary for Education and Manpower

Additional Support for EMI Schools
General Notes for Drawing Up the Strategy and Implementation Plan

A brief outline preferably in not more than 3 pages should suffice. It can be in note form. Generally, the plan may include four parts:

(A) Present state of play

Give a brief analysis on your school's present position and needs in respect of the development of quality EMI teaching.

(B) A holistic school-based plan

The following areas may be covered:

- Strengthening the professional development of teachers –
(Examples may include having more content subject teachers and English language teachers participating in appropriate professional upgrading courses on language in education and/or language education, putting in place a professional development plan for teachers to strengthen their role in EMI education, etc.)
- Promoting language-across-the-curriculum –
(Examples may include development of relevant resource materials, allocating common time for English and content subject teachers to collaborate in and reflect on the teaching and learning of English across the curriculum, conducting action research, fostering partnership with experts/tertiary institutions in this area, etc.)
- Creating an English-rich language environment –
(This may include two dimensions, namely the physical environment and opportunities for students to use English. Examples on the former may include posting English notices and assignments/projects of students, making announcements/broadcasts in English, procurement of language learning resources or hardware, etc. For the latter, examples may include extending English-medium teaching to more non-academic subjects (such as Music, Visual Art, PE, etc.); hiring professional services for organizing English learning activities like drama, debate, public speaking, creative writing, etc., with a view to transferring knowledge and skills to both teachers and students who could help to lead these English activities; developing reading programmes integrated with curriculum; promoting exchange programmes with international/overseas schools, etc.)

(C) Targets to be attained

- Targets to be attained should be in terms of input and output parameters.
- Input parameters may include implementation of the plan at section (B) above.
- Separate output targets for individual measures are NOT required. Instead, schools should set outcome-based target(s) to be achieved in terms of the overall performance of students in English language or their performance in specific language skills (e.g. writing, speaking, etc.).

(D) A budget

The breakdown on each enhancement measure as well as the estimated total expenditure should be included. Some measures may require the employment of staff (such as teachers, teaching assistants, technicians, etc.), hiring of professional services or procurement of goods. Schools may reserve a small amount of the budget to pay for administrative overheads required to support the teaching staff in implementing the measures, e.g. employment of part-time staff to assist with project administration. The general practices in the procurement of goods and services and appointment of staff as specified in relevant circulars and/or Code of Aid should be followed as far as applicable. In estimating the costs, schools may also draw reference to rates generally used for other projects funded by the Government, such as the Quality Education Fund.

(Template)
**Additional Support for EMI Schools
 Strategy and Implementation Plan for**
 _____ **School**

(A) Present state of play

(B) A holistic school-based plan

(C) Targets to be attained

(D) Budget

Measures / Activities to be Funded by the Scheme	Estimated cost	Delivery date (month/year)
(1)	\$ xxxx	
(2)	\$ xxxx	
(3)		

Cashflow

School year						
Cash Requirement	\$	\$	\$	\$	\$	\$

To: Secretary for Education and Manpower
(Attn: Review and Planning Section, Education
Commission and Planning Division)
Education and Manpower Bureau
Room 1138, 11/F Wu Chung House
213 Queen's Road East, Wanchai, Hong Kong
Fax: 2574 0340 / 2904 7387

Application for Additional Support for EMI Schools

Part A School Particulars

1. School Name: _____
2. School Address: _____

Tel: _____ Fax: _____
3. Principal: _____
4. Teacher-in-charge: _____ Post _____
Contact No (if different from the above tel no.): _____
5. Total No. of English language teachers: _____ (including the teacher appointed under the Native-Speaking English Teacher Scheme)
 - (a) No. in regular staff establishment: _____
 - (b) No. outside regular staff establishment (e.g. temporary teachers): _____
6. No. of English language teachers possessing a Bachelor of Education degree majoring in English, or a first degree majoring in English and a Postgraduate Diploma or Certificate in Education majoring in English: _____
7. No. of English language teachers who also teach other subjects: _____

Part B Strategy and Implementation Plan

8. A strategy and implementation plan endorsed by the School Management Committee/ Incorporated Management Committee is attached. *(Please refer to Annex I on "General Notes for Drawing Up the Strategy and Implementation Plan".)*

Signature of Supervisor/Principal*:

Name of Supervisor/Principal*:

Date:

**Please delete as appropriate.*

To: Education and Manpower Bureau
(Attn: Review and Planning Section,
Education Commission & Planning Division)
Fax: 2574 0340 / 2904 7387

(To be returned on or before 30 April 2006)

**Tentative Timing of Application for
Additional Support for EMI Schools**

I refer to EMB Circular Memorandum No.48/2006 of 14 March 2006, and wish to indicate our tentative timing of application for the additional support as follows* :

	<u>Plans to be submitted by</u>	<u>Earliest date for commencement of funded measures</u>
<input type="checkbox"/> 1 st batch	end of July 2006	January 2007
<input type="checkbox"/> 2 nd batch	end of December 2006	July 2007
<input type="checkbox"/> 3 rd batch	end of July 2007	January 2008
<input type="checkbox"/> 4 th batch	end of December 2007	July 2008

**Please put a "✓" in the appropriate box.*

Signature of Principal: _____

Name of Principal: _____

Name of School: _____

Date: _____

**Briefing Session on Revised SSPA System
and Additional Support for EMI Schools**

Reply Slip

To: Education and Manpower Bureau
(Attn: Review and Planning Section)
Fax: 2574 0340 / 2904 7387
(To be returned by 20 March 2006)

The following representatives of my school will attend the briefing session
(2-3 places are reserved for each school):

1. _____
2. _____
3. _____

Details of the briefing session:

Date: 23 March 2006 (Thursday)

Time: 2:15 pm - 5:00 pm.

Venue: PLK Vicwood KT Chong Sixth Form College
12 Willow Street, Tai Kok Tsui, Kowloon.

Signature of Principal : _____

Name of Principal: _____

Name of School: _____

Date: _____

Remarks:

- (a) Briefing session will be cancelled when Tropical Cyclone Signal No. 8 or above or Black Rainstorm Warning Signal is issued at or before 11:30 a.m. Participants will be notified for further arrangement in due course.
- (b) No parking space will be provided at the venue.

檔號：EMB(RP)3410/3/06

教育統籌局通函第 48/2006 號

分發名單：各採用英語授 課的資助中 學、官立中學和 直接資助計劃 中學的校監／ 校長	副本送：各組主管及採用中文授 課的資助中學、按位津 貼中學、官立中學和直 接資助計劃中學的校 監／校長—備考
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為採用英語授課的中學提供額外支援

摘要

本通函旨在(a)通知各採用英語授課的資助中學、官立中學和參與直接資助(直資)計劃的中學有關提升英語教學質素的額外資源；及(b)邀請採用英語授課的中學(英中)申請參與一項有關的支援計劃。

背景

2. 教育統籌委員會於二零零五年十二月向教育統籌局(教統局)提交《檢討中學教學語言及中一派位機制報告》(《報告》)¹，並獲教統局全盤接納。修訂後的中學學位分配辦法的執行細節已於二零零六年三月一日發出的教育統籌局通告第 3/2006 號公布。至於《報告》所詳述有關修訂後的教學語言安排，將於二零一零年

¹ 《報告》內文已上載於網址 http://www.e-c.edu.hk/reform/resources/MOI&SSPA_report_chi.pdf

九月開始實施。簡略而言，我們會繼續以母語作為中學的主要教學語言。有意在二零一零年九月起採用或繼續採用英語授課的中學，須於二零零八／零九學年完結前，向教統局證明他們已符合三項先決條件。學校若要改變教學語言，將由中一年級開始，逐年推展至各級，並於實施前約一年公布有關改變，以配合下一年度的中一收生程序。屆時，我們會另行通知學校有關申請程序的細節。

額外支援

3. 正如《報告》所建議，學校無論採用哪一種教學語言，都應致力提升學生的英語能力。採用英語授課的中學理應為學生營造沉浸式的英語學習環境(即在課室內外均使用英語)，以體現英語教學的意義。雖然英中的學生一般已具備能力透過英語學習，而教師亦同樣有能力透過英語教學，但英中仍有空間在跨課程的英語學習方面多下工夫，英語教師及非語文科的教師應加強在這方面的意識及協作。英中更可透過語文藝術及豐富的英語環境，進一步提升學生的英語水平。為此，政府會推行一項支援計劃(計劃)，為參與學校提供非經常津貼。

4. 政府已向語文基金注入新資金，並為這計劃撥備款項。參與計劃的學校可獲發一筆有時限的津貼，用以推行提升英語水平的措施。在現階段，每所學校所得的津貼額未有設定上、下限。為了方便預算，我們根據個別學校初步訂定的校本計劃，預計每所學校所需的總額不多於五十萬元。每所學校實際可得的津貼額則視乎其建議及推行策略。

5. 計劃的主要特點如下：

資格

(a) 在所有級別採用英語授課的資助中學、官立中學或直資

中學，均合資格申請。

申請

- (b) 合資格申請的學校可在二零零六年及二零零七年內遞交申請，有關計劃可於二零零七年一月起的任何時間開始實施。在這寬鬆的時限內，學校可彈性地考慮提出申請和實施有關計劃的適當時間(請參閱第 6 段及附件 III)。
- (c) 教統局將設立小組，成員包括語文教育專家及教統局代表，負責審閱每份計劃書，就學校建議措施的適切性和可行性提供意見，以及建議所需的津貼額。如有需要，專家小組會與有關學校的校長及教師進行專業晤談，就個別學校的情況，協定適切的策略及推行計劃。

津貼的用途

- (d) 學校應運用所得的津貼進一步加強在英語方面的教與學，尤其是加強跨課程的英語學習、營造更豐富的英語環境，以及透過語文藝術提升英語水平。由於津貼屬非經常性質，有關措施原則上應能在計劃結束後仍有可持續的成效。
- (e) 由於學校在學校文化、學生能力、現時採用的教學方法等方面都有不同的發展階段，學校應以校本方式訂定有關計劃。

表現協約

- (f) 在獲得批核後，每所學校須與政府簽訂「表現協約」，列明指定的條款、校本策略、推行計劃，及預期在指定的時限內達到的目標。有關目標將由學校按照本身的情況，和將會推行的支援措施而訂定。參與學校應就學生的英語水平定立更高的目標，或其他成效指標。例子載

於 附件 I(丙) 部。

- (g) 參與學校須將推行計劃納入學校發展計劃之內，並在周年校務報告中匯報進度和評估結果。此外，在有需要時，向教統局提交經校董會／法團校董會通過的財務報告。在一般情況下，學校所得的撥款，將按照預計的開支，每年獲得發放。

6. 我們現邀請學校申請參與這項計劃。學校可衡量本身工作的優次及因應這計劃的寬鬆時限，考慮於何時提出申請及何時開展有關措施。一般而言，學校需預留足夠時間（大約六個月）讓教統局處理有關申請。假設學校希望在二零零七年一月開展有關的支援措施，就應在二零零六年七月三十一日或之前提交申請，否則教統局難以在學校如期開展有關措施前完成審議的工作。為方便教統局策劃有關工作，請有意參加這項計劃的學校在 附件 III 顯示你們暫定的申請時間，並在二零零六年四月三十日或之前以傳真方式（傳真號碼：2574 0340／2904 7387）交回教統局。

7. 申請參與計劃的學校須填妥 附件 II 的申請表，並夾附經校董會／法團校董會通過的策略及推行計劃書。為減省教師的工作量，計劃書應盡量精簡，篇幅以不多於三頁為宜。擬備計劃書的一般指引和範本載於 附件 I。

簡介會

8. 我們將為各英中舉辦簡介會。我們除了介紹這項計劃的詳情外，亦會一併介紹修訂後的中學學位分配辦法（請參閱二零零六年三月一日發出的 教育統籌局通告第 3/2006 號）。現邀請學校派出兩至三名代表出席簡介會，請填妥 附件 IV 的回條，並於二零零六年三月二十日或之前以傳真方式（傳真號碼：2574 0340／2904 7387）交回檢討及策劃組。簡介會的安排如下：

日期：二零零六年三月二十三日(星期四)

時間：下午二時十五分至五時

地點：九龍大角咀柳樹街 12 號 保良局莊啓程預科書院

程序：簡介修訂後的中學學位分配辦法(下午二時十五分至三時十五分)

簡介爲英中提供的額外支援(下午三時三十分至五時)

查詢

9. 如有查詢，請與李美歡女士(電話：2892 6625)或陳蕭淑芬女士(電話：2892 6628)聯絡。

教育統籌局局長

(林燮潔芳代行)

二零零六年三月十四日

為英中提供的額外支援
擬備策略及推行計劃書的一般指引

計劃書可以摘要形式簡述大綱，篇幅約為三頁。一般而言，計劃書可包括以下四部分：

(甲) 現況

扼要地分析學校在發展優質英語教學方面的現況及需要。

(乙) 整體性的校本計劃

可涵蓋以下範疇：

- 加強教師隊伍的專業發展—
(例如更多非語文學科教師和英語教師修讀適切的教學語言及／或與語文教育相關的專業課程；為教師設計專業發展計劃，以強化他們在英語教學的角色等。)
- 推廣跨課程英語學習—
(例如編訂教材；編排英語教師和非語文科教師共同備課時間，就跨課程英語教學進行協作和反思；進行行動研究；與專家／大專院校建立伙伴關係等。)
- 營造豐富的英語環境—
(可包括校園環境和推廣學生使用英語兩方面。在校園環境方面，例如多張貼英語告示／學生作品、英語宣布／廣播、購置英語學習資源或硬件等；在推廣學生使用英語方面，例如安排更多非學術科目(如音樂、視覺藝術、體育等)採用英語授課；聘請專業人士帶領話劇、辯論、演講、創意寫作等英語學習活動，以期教師和學生能從中掌握有關的知識及技能，日後能帶領這些英語活動；結合閱讀計劃於課程內；及／或推廣與國際／海外學校舉辦的交流計劃等。)

(丙) 預期達到的目標

- 學校應就「投入」措施及學習成果方面制訂預期達到的目標。

- 在制訂「投入」措施方面的目標，可包括上述(乙)部的執行目標。
- 學校毋須特別為每一項措施制訂個別目標，而是應就實施有關支援措施後學生的整體英語能力表現，訂定成效指標，或某項特定英語能力（例如寫作、會話等）的成效指標。

(丁) 預算

學校應列出每項措施每年所需的支出，及預算的總開支。部分措施或需聘用教職員(例如教師、教學助理、技術員等)，或聘請專業人士，或採購物品，學校可在計算開支時預留小部分款項，用以支付相關的行政費用，例如聘用兼任職員協助行政工作。請盡可能依照相關的通告或資助則例辦理採購或聘任的事宜。在預算開支時，學校亦可參考其他由政府資助的計劃（例如優質教育基金）下，一般採用的成本價格。

(範本)

為英中提供額外支援

策略及推行計劃書

學校

(甲) 現況

(乙) 整體的校本計劃

(丙) 預期達到的目標

(丁) 預算

由這項計劃提供資助的 措施／活動	預計開支	實施時間 (年／月)
(1)	\$ xxxx	
(2)	\$ xxxx	
(3)		

預算每年的開支

學年						
現金需求	\$	\$	\$	\$	\$	\$

致：香港灣仔皇后大道東 213 號
胡忠大廈 11 樓 1138 室
教育統籌局
教育統籌局局長
(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)

傳真：2574 0340 / 2904 7387

申請為英中提供的額外支援

甲部 學校資料

1. 學校名稱：_____

2. 學校地址：_____

電話：_____ 傳真：_____

3. 校長：_____

4. 負責教師：_____ 職位：_____

聯絡電話(如與上述電話號碼不同)：_____

5. 英語教師總人數：_____ (包括在以英語為母語的英語
教師計劃下聘請的教師)

(a) 在常額教員編制內的人數：_____

(b) 在常額教員編制以外的人數(例如：臨時教師)：_____

6. 持有主修英國語文的教育學士學位、或主修英國語文的學士學位和
學位教師教育文憑或證書的英語教師人數：_____

7. 兼教其他科目的英語教師人數：_____

乙部 策略及推行計劃書

8. 現夾附經校董會／法團校董會通過的策略及推行計劃書。(有關擬備策略及推行計劃書的一般指引，請參閱附件 I。)

校監／校長*簽署： _____

校監／校長*姓名： _____

日期： _____

*請刪去不適用者

致：教育統籌局

(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)

傳真：2574 0340 / 2904 7387

(請於二零零六年四月三十日或之前交回)

申請額外支援的初步時間表

有關二零零六年三月十四日發出的教統局通函第 48/2006 號，本校暫定於以下期間申請有關的額外支援*：

	最遲於以下日期 <u>遞交計劃書</u>	獲撥款的措施 <u>最早實施日期</u>
<input type="checkbox"/> 第一批	二零零六年七月底	二零零七年一月
<input type="checkbox"/> 第二批	二零零六年十二月底	二零零七年七月
<input type="checkbox"/> 第三批	二零零七年七月底	二零零八年一月
<input type="checkbox"/> 第四批	二零零七年十二月底	二零零八年七月

*請在適當方格內加上✓號

校長簽署：_____

校長姓名：_____

學校名稱：_____

日期：_____

回條

致：教育統籌局

(經辦人：教育統籌委員會及策劃分部
檢討及策劃組)

傳真：2574 0340 / 2904 7387

(請於二零零六年三月二十日或之前交回)

修訂後的中學學位分配辦法及
為英中提供的額外支援
簡介會

本校將派以下代表出席簡介會(每所學校可派二至三名代表)：

1. _____
2. _____
3. _____

簡介會詳情

日期：二零零六年三月二十三日(星期四)

時間：下午二時十五分至五時

地點：九龍大角咀柳樹街 12 號 保良局莊啓程預科書院

校長簽署：_____

校長姓名：_____

學校名稱：_____

日期：_____

備註：

- (a) 如天文台在上午 11 時 30 分或之前發出 8 號或以上熱帶氣旋警告信號或黑色暴雨警告信號，簡介會將取消。參加者會獲通知進一步安排。
- (b) 簡介會場地不會提供泊車位。