

**Pope Paul VI College**

**Evaluation on Use of Additional Time-limited Funding of  
Capacity Enhancement Grant in 2007/2008 School Year**

**English Language**

<b>Task Area</b>	<b>Major Area(s) of Concern</b>	<b>Implementation Plan</b>	<b>Benefits Anticipated</b>	<b>Success Criteria</b>	<b>Evaluation</b>	<b>Recommendation / Follow-up</b>
Curriculum Development and Territory-wide System Assessment	<ul style="list-style-type: none"> <li>-To relieve the workload of the English teachers</li> <li>-To assist the English teachers in teaching and preparing teaching materials</li> </ul>	<p>To employ one full-time teaching assistant for the English Department</p> <ul style="list-style-type: none"> <li>- to help students with after-school remedial lessons</li> <li>- to help teachers prepare teaching materials for the new syllabus in S.1-S.3</li> <li>- to assist the English teachers with clerical work</li> </ul>	English teachers' extra duties will be reduced and they can spare more time in planning their lessons and taking care of the special needs of students	Teachers' workload is reduced and most of the English teachers find the teaching assistant helpful	All English teachers reflected that the teacher assistant worked effectively and efficiently and that he had helped a lot to relieve their clerical workload.	It is suggested that an English Teacher Assistant be employed using the Additional Support Grant for EMI schools.

## Chinese Language

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development	To relieve teachers' workload so that they can concentrate on developing effective strategies for the learning and teaching of Chinese Language	To employ 1 CM teacher for Chinese Language, Chinese History and Putonghua to share the teaching load of the senior forms teachers	Teachers' workload will be relieved in the following ways: - The number of teaching period per cycle will be reduced - More teachers can concentrate on teaching one subject - Chinese Language	<ul style="list-style-type: none"> <li>- Workload of the Chi. Lang. Teachers is reduced</li> <li>- Teaching load of the senior forms teacher is reduced by 2-3 periods per cycle</li> <li>- Space is created for teachers so that they can concentrate on developing effective learning and teaching strategies</li> </ul>	The teaching load of the senior forms teachers was reduced by 1 to 3 periods and space was created for them to concentrate on developing effective learning and teaching strategies	As most of the Chinese Language teachers agreed that the additional teacher had helped relieve their workload, it is suggested that the contract post be kept for the 2008/2009 school year.

<p>Curriculum development (assessment for learning)</p> <p>&amp;</p> <p>Territory-wide System Assessment</p>	<p>2.To facilitate the implementation of School-based Assessment (SBA) in Chinese Language</p>	<p>To employ 1 teacher assistant to:</p> <ul style="list-style-type: none"> <li>- take up 1.5 classes of Chinese Language lessons (S.1)</li> <li>- conduct group discussion for S.3 (after school) to upgrade students' speaking skills</li> <li>- organize and implement learning and teaching activities</li> <li>- conduct summer courses for students in July/Aug 2008</li> <li>- handle clerical work</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' load in administrative work of SBA and TSA will be relieved</li> <li>- Students' speaking skills will be upgraded</li> </ul>	<ul style="list-style-type: none"> <li>- Practical and flexible logistical arrangements to facilitate SBA and TSA implementation</li> <li>- Students' speaking skills have been upgraded</li> </ul>	<ul style="list-style-type: none"> <li>- The Chinese Language teachers agreed that the enhancement courses (for S.3) conducted by the teacher assistant after school and during the summer holidays were effective.</li> <li>- 95% of the students who participated in the enhancement courses agreed that the content of the courses was appropriately designed. Over 90% of them agreed or strongly agreed that the courses helped enhance their language ability.</li> <li>- Most of the Chinese Language teachers agreed that the teacher assistant had helped relieve their workload. They also agreed that the work of the T.A. helped facilitate the implementation of SBA and TSA implementation.</li> </ul>	<p>In view of the positive feedback from the teachers and students, it is strongly suggested that a full-time teacher assistant for Chinese Language be employed in the 2008/2009 school year.</p>
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## Mathematics

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated	Success Criteria	Evaluation	Recommendation / Follow-up
Curriculum development and coping with diverse learning needs of students	To provide assistance to teachers and give remedial support to the weaker students	<p>To employ a part-time teaching assistant:</p> <ul style="list-style-type: none"> <li>- to assist teachers in preparing teaching materials</li> <li>- to provide teachers with clerical support</li> <li>- to monitor the different courses run in the year and support the various activities of the Department</li> <li>- to supervise the weaker students to finish their homework</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers can be relieved of some of their workload and can spare more time in preparing their lessons and taking care of the special learning needs of students</li> <li>- The follow-up work of the various courses can be done more effectively</li> <li>- The weaker students will be given more remedial support</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the Mathematics teachers find the T.A. helpful</li> <li>- The various courses and activities of the Mathematics Department are more effectively organized and monitored</li> <li>- The learning needs of the weaker students are taken care of</li> </ul>	<ul style="list-style-type: none"> <li>- The T.A. had helped a lot in typing various quizzes, test and examination papers.</li> <li>- The T.A. also assisted the teachers to accompany students to participate in some Mathematics-related activities or competitions.</li> <li>- Apart from the after-school tutorials for the junior forms students, the T.A. also had regular lessons with some S.3 students with poor foundation in Mathematics. The feedback from both the students and teachers was good.</li> </ul>	<ul style="list-style-type: none"> <li>- The T.A. had offered much help to the teaches in preparing teaching materials and arranging courses for students. Most of the Mathematics teachers could benefit a lot with the reduction of clerical work. It is suggested that a part-time T.A. for Mathematics be employed in the 2008/09 school year.</li> </ul>