



# NET Deployment Guidelines

Native-speaking English Teacher (NET) Scheme  
in Primary Schools

# Guidelines for NET Deployment in the NET Scheme in Primary Schools




## Introduction

Based on the 2012 edition of the NET Deployment Guidelines, this 2018 edition addresses the recommendations of the research team commissioned to conduct the second evaluation of the NET Scheme in Primary Schools (Primary NET Scheme). It also addresses the schools' views collected through the annual Advisory Teaching Team School Survey conducted by the NET Section since 2012, in particular the one in the 2016/17 school year, which included a section specifically about NET deployment. The focus group meetings held by the NET Section with Principals, English Panel Chairs (EPCs), local English teachers (LETs), Native-speaking English Teachers (NETs) and Advisory Teachers (ATs) in December 2017 also provided insight and fresh perspectives regarding the more practical aspects of NET deployment, prompting deeper thoughts and further revision relevant to different school situations.



One focus of the 2018 edition is the intricate relationship between 'hiring, keeping and achieving the best' and NET deployment. It is hoped that with the revised Guidelines, schools will be better guided and encouraged to see NET deployment as a determining factor in maximising the benefits of the Primary NET Scheme.

Below is a brief outline of the points central to the revised Guidelines for schools' general quick reference:

-  In Part B 'Deployment Principles', a new highlight, 'Hiring, Keeping and Achieving the Best - Maximising the Benefits and Potential of the Primary NET Scheme', is introduced. With this more encompassing principle is advice on NET recruitment, and a strong emphasis on the establishment of a collaborative culture to allow the NET and the LETs to work effectively together.
-  In Part C 'Guidelines for NET Deployment', the scope of professional duties to be undertaken by a NET is updated to better reflect the latest developments in the curriculum reform and contemporary school situations. Apart from collaborative teaching, collaborative planning, which is instrumental in school-based curriculum development, is considered a main part of a NET's professional duties. To support school-based curriculum development, NETs are expected to contribute to the professional development of the English Panel.
-  Throughout this edition, survey data and quotes from stakeholders taking part in the said focus group meetings, as well as the views of the research team conducting the second Primary NET Scheme evaluation, are used to illustrate different authentic contexts, share good practices, and give suggestions as to how the guideline in question can be implemented effectively.

"When hiring and retaining teachers, stakeholders should ensure that the candidates have the ability, experience, and qualifications to teach, but also that they respect each other's cultures, remain open to learning from each other, and are flexible."  
Research Team conducting the 2<sup>nd</sup> Primary NET Scheme Evaluation

## A. Objectives of the Primary NET Scheme

Under the Primary NET Scheme, it is expected that NETs can bring into the language classrooms of local schools their professional experience, different teaching styles and ideas, and cultural literacy that can help enrich students' literacy experiences and the language learning environment. Playing a complementary role as resource teachers, NETs collaborate with our local teachers to achieve the following Scheme objectives. They are:



To provide an authentic environment for children to learn English



To develop children's interest in learning English and establish the foundation for lifelong learning



To work with local teachers to develop the curricula, innovative learning and teaching methods, materials, and activities suited to the needs of local children



To disseminate good practices in language learning and teaching through teacher development programmes such as inductions for NETs, workshops, seminars, experience-sharing cluster meetings and networking activities






## B. Deployment Principles

### Hiring, Keeping and Achieving the Best – Maximising the Benefits and Potential of the Primary NET Scheme

#### Hiring the Best





Deployment planning should start as early as when a primary school, including the primary section of a special school, considers recruiting a NET. In the recruitment process, it is important to identify the attributes, expertise and experiences that are needed for the NET to best serve the school.

With respect to NET recruitment and appointment matters of schools, schools are advised to refer to, among others, the following three circulars / circular memorandum:

-  Education Bureau (EDB) Circular No. 5/2005 (16 June 2005) on Appointment of Staff in Schools – schools are reminded that, inter alia, they should observe the principle of equal opportunities and professional qualifications required by EDB;
-  EDB Circular No. 16/2017 (6 October 2017) on Measures for Strengthening the Protection of Students: Appointment Matters of Schools – schools are reminded, inter alia, to check the relevant candidates' teacher registration status, "Certificate of No Criminal Conviction", and "with the consent of the candidates, the school should consult their previous employers about their performance"; and
-  the annual EDB Circular Memorandum on Appointment and Re-appointment of NETs – schools are to familiarise themselves with the current arrangement.

#### Keeping and Achieving the Best

The deployment should allow the NET to collaborate well with the English panel to:

-  develop an enriched English Language learning and teaching environment in local primary schools;
-  facilitate the implementation of the Curriculum Development Council (CDC) English Language Education (ELE) Key Learning Area (KLA) Curriculum Guide (2017);
-  address the professional development needs of English teachers; and
-  adopt and promote innovative learning and teaching practices.

To achieve the above, it is crucial that there is a collaborative culture developed in the school where the NET is well integrated as a valued member of the school community.

Effective communication, mutual respect, timely feedback, due recognition and professional development opportunities are essential building blocks for such a culture.

Effective deployment of the NET within this framework will lead to the successful realisation of the Primary NET Scheme objectives. Schools participating in the Scheme are expected to take responsibility for deploying the NET effectively.

"...the NET being an integral part of the staff and contributing what skills they have." NET

"Encourage School Heads to provide a plan to support and evaluate the impact of the Scheme at their school. This plan might include a brief description of how the work of the Scheme was supported, including time for co-planning and professional development."  
Research Team conducting the 2<sup>nd</sup> Primary NET Scheme Evaluation

## C. Guidelines for NET Deployment


As indicated in the last two system-wide evaluations of the Primary NET Scheme, collaboration is the cornerstone of the Scheme. In this connection, effective NET deployment is instrumental in fostering a professional partnership between the NET and the LETs and in maximising the benefits and potential of the Scheme.

"...before a panel meeting, I will list one of the agenda items for the NET to reflect on or to share good practice... we see the NET as part of the English panel... and make her feel like she is one of our members. I think it is important." EPC

"For me, I think it is really important to develop a personal relationship with the teachers that you work with. So it is all about building trust and having that flexibility and understanding what the teacher needs are..." NET

### Professional Duties

NETs are expected to collaborate with local teachers in the development, implementation and review of the school-based English Language curriculum with reference to the CDC ELE KLA Curriculum Guide. They also contribute to resource development and the building of the capacity of the English panel. As far as classroom teaching is concerned, it is recommended that NETs are assigned to teach 15 to 17 hours per week, with a minimum of 14 hours of collaborative teaching to appropriately combine with co-curricular activities. The recommendation takes into consideration NETs' role in curriculum and resource development.



1. Collaborative Planning	2. Collaborative Teaching	3. Co-curricular Activities	4. School-based Curriculum and Resource Development	5. Professional Development
Regular and timetabled collaborative lesson planning with LETs for each grade level involved	14 hours..... 15 hours..... 16 hours..... 17 hours.....	1 to 3 hours 0 to 2 hours 0 to 1 hour Nil	NETs collaborate with LETs to develop school-based curriculum and resources over three levels: <ul style="list-style-type: none"> <li>● in the classroom</li> <li>● outside the classroom</li> <li>● beyond the school</li> </ul>	Attending professional development activities, such as those organised by the NET Section  Disseminating good practices through collaborative planning and teaching, school-based sharing sessions or networking activities

"It is all based on timetabling... and why it is successful. So when we have co-planning during the scheduled school hours, everyone is focused, probably on the same page... it is involving everyone and everyone has a say..." NET

"...schools that don't have a co-planning culture, often the meeting is not timetabled, it may be ad hoc... So it is just sort of a general discussion... but when schools have to be good, they have an agenda and the meeting is better structured." AT

# 1. Collaborative Planning

To allow quality time for professional exchange and collaboration, it is preferable to schedule collaborative lesson planning meetings within the school timetable. However, there may be school-specific factors that make it not feasible, such as there being no common free slots for the English teachers concerned. In such cases, individual schools may find alternative time slots in consultation with the teachers concerned. Where needed, they can seek advice from their ATs.

“...co-planning is not just in the staff room... You talk to each other, even if it is before the class...in 1A something went wrong, in the 10-minute recess break, I went straight to the teacher of the next lesson and said, ‘Let’s swap this part, let’s try to just focus on this more.’ That is great, this dissemination of good practice, of what was working well.” NET

“We have a fixed timetable for collaborative planning sessions... I think having teachers who are well-prepared is really important, no matter whether they are the NET or the LETs. And putting these sessions in the timetable is crucial because sometimes teachers may go out together to observe lessons in another school.” PRINCIPAL

“We include all the planning sessions in the timetable... so they have a fixed time slot... everyone is happy because they have the time.” EPC



## 2. Collaborative Teaching

- To allow quality time for innovative learning and teaching, it is preferable to assign NETs to conduct 3 to 4 thirty-five minute lessons, or the equivalent, per class, which includes at least 1 double lesson per week.
- Given the diverse backgrounds of both the schools and their NETs, NETs can be deployed in Key Stage 1 (KS1) and/or Key Stage 2 (KS2) as considered appropriate by individual schools. Where needed, schools can consult their ATs.
- To foster professional collaboration, it is important to identify a focus and provide adequate space and time for the teachers concerned. In this regard, it is advisable for NETs to work at not more than 3 grade levels. However, this recommendation may not apply in schools where there are only one or two classes per level.
- Schools taking part in one of the NET Section's primary literacy programmes, i.e. PLP-R/W, Space Town, KIP, Keys2 and DTS, should as far as possible deploy the NET in the key stage where the programme is being taught to support its implementation.

"...I think the effectiveness of the lesson does not just come from the NET but also from better collaboration between different people." PRINCIPAL

"Professional development is a daily process, through co-planning and co-teaching. It's an ongoing process of people learning from each other... that has led us to many NET-style activities being done in the GE classrooms, and also vice versa." NET

## 3. Co-curricular Activities

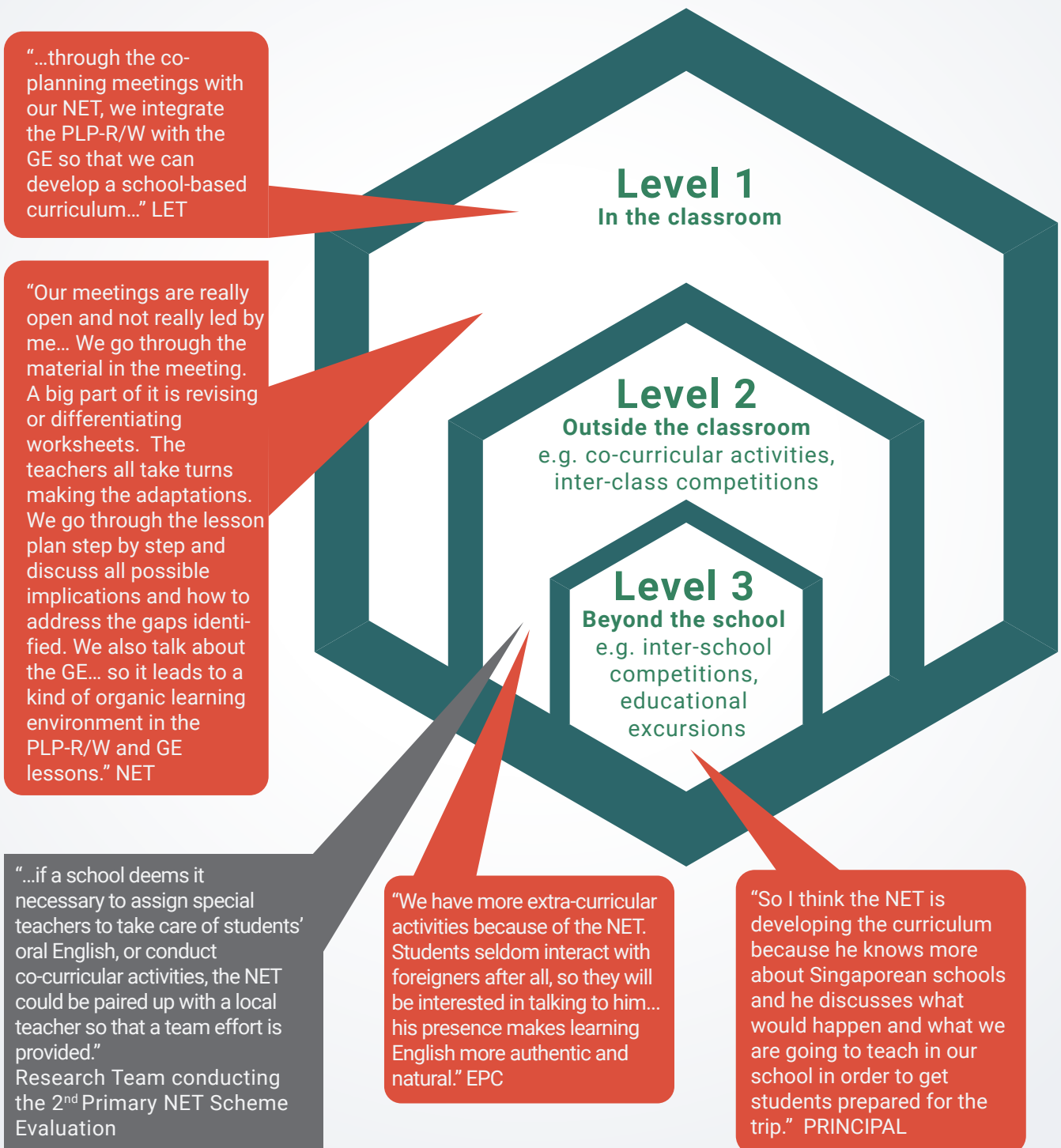
- Co-curricular activities are activities that provide students with learning experiences to be gained inside or outside the classroom, including the actual environment in the community and work places. Traditionally known as extra-curricular activities, they form an integral part of the school curriculum complementing the formal classroom learning. (Basic Education Curriculum Guide, 2014)
- Co-curricular activities such as those conducted with the engagement of NETs should be carefully planned to broaden students' exposure to English. Examples include recess, lunchtime or after-school English-related activities, such as drama, puppetry, debating, and storytelling.



## 4. School-based Curriculum and Resource Development



School-based curriculum and resource development is a collaborative process. Under the Primary NET Scheme, it is expected that the NET and the LETs contribute to this process over three levels:





- On these three levels, the NET collaborates with the LETs, who are more familiar with the local system and the school context, to design and provide students with rich and varied English learning experiences. Apart from collaborative planning, the preparation of materials and resources is part and parcel of the school-based curriculum development. All of these contribute to the enrichment of the English learning environment of the school and students' learning experiences.
- While school-based curriculum development requires the collaboration between the NET and the LETs, it also fosters their professional growth, which in turn enhances the English panel's capacity and the benefits of the NET Scheme as a whole.



Level 1  
In the classroom



Level 2  
Outside the classroom



Level 3  
Beyond the school

## 5. Professional Development

Continued professional development is the key to the enhancement of learning and teaching. Every year the EDB organises a range of professional development programmes to cater for teachers' professional development needs and to support curriculum development and implementation in local schools. To foster their professional growth and collaboration, NETs and LETs should be encouraged to attend professional development programmes.



Through collaborative planning and teaching, school-based sharing sessions, as well as networking activities, NETs and LETs are encouraged to share, disseminate and explore good practices to support the promotion of innovative learning and teaching practices in schools, which facilitates their professional growth.



"Continue to encourage teachers to apply what was learned in professional development session soon after the workshop and to continue to reflect on how to adapt their practice in light of what was presented."

Research Team conducting the 2<sup>nd</sup> Primary NET Scheme Evaluation

"...it is really important to network between schools, to get feedback on your teaching as well as other people's teaching... sharing or professional development doesn't happen just within one school but within many different schools. And it is a really great experience as well, because... it is more of a bonding experience for our English team."  
NET

"I guess that one of the things that I do at my school is I conduct some professional development activities for the English team and I do that about three times a year... usually the topics are suggested by the team." NET

"Encourage LETs who have benefitted from professional development workshops to conduct workshops with input/feedback from the NET and other LETs. It is important to create a collegial atmosphere acknowledging that both NETs and LETs have something to contribute."

Research Team conducting the 2<sup>nd</sup> Primary NET Scheme Evaluation

"I think that co-teaching is a good way to support our professional development... We learn a lot of teaching strategies through these co-taught lessons..." LET

## Other Considerations

- NETs may be required to attend special functions outside school/work hours, e.g. events organised by the Parent-Teacher Association, graduation ceremonies, school open days.
- When a NET is required to attend a meeting conducted in Chinese, translation should be provided so that the NET can have a grasp of what is being discussed, thus allowing the NET to make a meaningful contribution during and after the meeting. Alternatively, NETs could be assigned other tasks and briefed about the meeting at a later stage.
- Consideration should be given to NETs' need to return to their home countries to see their families during long holidays such as Christmas and Easter. A continuous block of at least four weeks' holiday is strongly recommended for NETs during the summer break.



## D. Key Roles of Stakeholders



The Principal plays a leading role in the implementation and review of the NET Scheme and NET deployment. They support the creation of a collaborative culture within the school through providing administrative and professional support for collaborative planning and teaching.



Principal

"To create a good working environment for the NET and the local teachers, I think we should have a good policy... we should create more room and time for the co-planning meetings within the timetable. It's important to let the teachers know the management team supports the English panel." PRINCIPAL

"The transfer of knowledge can be achieved through mentorship. For example, experienced teachers, either the NET or the LETs, can be deployed to support and collaborate with some less experienced ones at a particular year level for a reasonable period of time, especially in a school implementing a literacy programme." AT



PSM(CD)

The PSM(CD) oversees the development of school-based curriculum and aligns the school-based English Language curriculum and the NET Scheme implementation with the main curriculum goals of the school.



EPC/SET

As curriculum leader in the ELE KLA in school, the EPC assists the Principal in cultivating a collaborative culture where NET-LET collaboration is fostered to enhance school-based curriculum development and students' learning, as well as the reciprocal professional development of the NET and the LETs. Most schools nowadays have more than one EPC and assign one of the EPCs to be the School English Teacher (SET) to work closely with the NET and the AT.

"We see the NET as part of the English panel... and make her feel like she is one of our members. I think it is important." "We have some 'Seed' (experienced) teachers..., because they know what happened last year. So they will tell us this didn't work last year so maybe we have to adapt a little bit." EPC



LET

The LETs collaborate with the NET to implement the NET Scheme and develop the school-based curriculum including resources. They provide advice on the local culture and education context and work with the NET to develop and disseminate innovative learning and teaching practices.

"...when we have our co-planning meetings, we take turns to chair the lesson planning session and to prepare the lesson plan." LET



NET

The NET collaborates with the LETs to provide an authentic English learning environment in the school. Together they develop and review the school-based curriculum and disseminate innovative learning and teaching practices.

"I think the role of a NET is... not to work as an individual but one in collaboration with the team, the people they are all working with, to achieve the objectives and to get the students to learn, understand and experience English." NET










AT

Please refer to Part F (page 14) for details about the support provided by the AT.

## E. Good Practices



Good practices that support a collaborative culture leading to the successful implementation of the Scheme include:

-  giving regular common collaborative planning time scheduled within the timetable for the NET and the LETs teaching at the same grade level;
-  structuring collaborative planning meetings to allow both the NET and the LETs to take turns to lead the meetings;
-  promoting collaboration by engaging the NET and the LETs in reflective teaching practices and reciprocal professional development;
-  conducting collaborative teaching through assigning specific roles to the NET and the LETs in the lessons;
-  enhancing the school-based curriculum development to promote innovative learning and teaching practices that provide rich and varied English learning experiences;
-  deploying one of the EPCs to teach at least one grade level with the NET; and
-  updating and informing parents regularly about the NET Scheme.

“My NET told me that he has learnt a lot from other teachers, because every teacher has their own teaching style and you learn from them... and the variety of teaching styles makes you more and more effective every day.” PRINCIPAL

“Meetings which NETs are required to attend should be conducted in English or translation provided if Cantonese is used.”  
Research Team conducting the 2<sup>nd</sup> Primary NET Scheme Evaluation

“The meetings themselves should have value. So the people there have to think that it is of benefit to them and they have an ownership of the meeting.” NET

“We specify our roles in the lesson plan... We know we have a shared role in co-teaching, not just monitoring the class discipline... We switch roles sometimes. I think it is about 50/50... So switching roles is important for professional development.” EPC



## F. NET Section Support

The Advisory Teaching Team (ATT) is established under the NET Section to support the implementation of the Primary NET Scheme by:

- designing and running professional development programmes for NETs and LETs;
- providing school-based support to promote innovative and effective learning and teaching strategies;
- developing and implementing literacy programmes and Seed projects to foster collaboration between NETs and LETs and their professional development, as well as students' literacy development;
- giving advice on NETs' deployment;
- developing resources to support curriculum implementation;
- disseminating good practices in language learning and teaching; and
- providing peripatetic support for schools with less than six classes.

For more information, please refer to the NET Scheme e-Platform at: <https://nets.edb.hkedcity.net/>



# Scan the QR code








to explore the NET Scheme e-Platform.

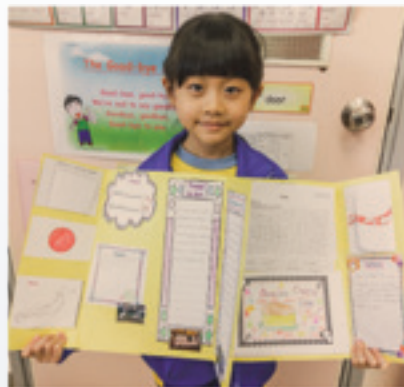


# Acknowledgement

The NET Section would like to express its gratitude and appreciation to the Principals, EPCs, LETs, NETs and ATs who participated in the consultation process. Their views and opinions have been very helpful in the compilation of the Guidelines (2018 edition).

## Abbreviations

	AT	Advisory Teacher
	ATT	Advisory Teaching Team
	CPD	Centralised Professional Development
	DTS	Development of Text Sets
	EPC	English Panel Chair
	Keys2	Keys 2 Literacy Development
	KIP	Key Stage 2 Integration Programme
	KS1	Key Stage 1
	KS2	Key Stage 2
	LET	Local English Teacher
	NET	Native-speaking English Teacher
	PLP-R/W	Primary Literacy Programme – Reading and Writing (Key Stage 1)
	PSM(CD)	Primary School Master/Mistress for Curriculum Development
	SET	School English Teacher
	Space Town	Space Town Literacy Programme for Key Stage 1







# 外籍英語教師 工作調配指引

小學「以英語為母語的英語教師」計劃

# 小學「以英語為母語的英語教師」計劃 外籍英語教師工作調配指引

## 引言

以二零一二年版的外籍英語教師工作調配指引為基礎，教育局於二零一八年編訂指引修訂本。修訂本除回應小學「以英語為母語的英語教師」計劃(小學外籍英語教師計劃)第二輪評估研究小組的建議外，亦考慮了外籍英語教師組自二零一二年起通過教學諮詢小組年度調查所收集的學校意見，尤其是二零一六／一七學年的調查，當中一個部分關於外籍英語教師的工作調配安排。此外，外籍英語教師組於二零一七年十二月，與校長、英文科科主任、本地英語教師、外籍英語教師和諮詢教師舉行專題小組會議。與會者就外籍英語教師的實際工作調配安排提出他們的見解和新的觀點，使我們得以深入檢視，從而進一步修訂指引以切合不同校情。



二零一八年版本的重點之一，是闡明「聘用人才，挽留人才，至臻卓越」與外籍英語教師的工作調配息息相關。我們希望藉指引修訂本，進一步引領和推動學校在促使小學外籍英語教師計劃發揮最大效益時，以外籍英語教師的工作調配安排為一項主要考慮因素。

指引修訂本的重點概述如下，方便學校參閱：

- B部「工作調配原則」新增了一個重點，即「聘用人才，挽留人才，至臻卓越——發揮小學外籍英語教師計劃的最大效益和潛力」。在此項涵蓋層面較廣的原則下，我們就聘任外籍英語教師提出了建議，並致力鼓勵學校建立協作文化，促進外籍英語教師與本地英語教師有效協作。
- 在C部的「外籍英語教師工作調配指引」，外籍英語教師的專業職務範疇予以更新，務求更準確反映課程改革的最新發展和當今校情。除協作教學外，共同備課有助推動校本課程發展，亦是外籍英語教師的主要專業職務之一。為支援校本課程發展，外籍英語教師須協助促進校內英文科組的專業發展。
- 指引修訂本引用了調查數據、參加上述專題小組會議持份者的觀點，以及小學外籍英語教師計劃第二輪評估研究小組的意見，以說明各種實況和推廣優良做法，並就如何有效運用相關指引提出建議。

「當新聘和繼續僱用教師時，應確保他們在教學方面具備能力、經驗和資歷，同時樂於尊重其他文化，願意向他人學習及懂得靈活變通。」  
小學外籍英語教師計劃第二輪評估研究小組

## A. 小學外籍英語教師計劃的目標

推行小學外籍英語教師計劃，旨在把外籍英語教師的專業經驗、多元教學策略和意念、文化素養，引進本地學校語文課堂，從而豐富學生的語文學習經歷，並強化語文學習環境。外籍英語教師作為資源教師，與本地教師互為補足，齊心協力實踐計劃的下列目標：



提供真實語言環境幫助學生學習英語



培養學生學習英語的興趣，並建立他們終身學習的基礎



與本地教師合作發展課程、創新的教學法、教材及活動，以迎合本地學生的需要



通過教師專業發展活動，例如外籍英語教師入職課程、工作坊、研討會、學校羣組經驗分享會和聯網活動，推廣語文學與教的優良做法



## B. 工作調配原則

### 聘用人才, 挽留人才, 至臻卓越 —— 發揮小學外籍英語教師計劃的最大效益和潛力

#### 聘用人才

小學(包括特殊學校小學部)早於考慮聘用外籍英語教師之初, 便應着手規劃工作調配事宜。在招聘教師時, 校方必須清楚了解最合適的外籍英語教師應具備哪些特質、專才和經驗。

在招募和聘任外籍英語教師方面, 學校應參閱下列三份通告/通函及其他相關資料:

- 二零零五年六月十六日教育局通告第5/2005號「學校教職員的聘任」——招募及聘任教職員時, 學校應按平等機會原則和教育局訂明的專業資歷;
- 二零一七年十月六日教育局通告第16/2017號「加強保障學童的措施: 學校人事聘用事宜」——學校須採取各項措施, 包括查核應徵者的教師註冊資格和無犯罪紀錄證明書, 以及得到應徵者同意後, 向前任僱主查詢過往工作表現; 以及
- 教育局每年就聘用和重新聘用外籍英語教師發出的通函——學校須詳悉現行安排。

#### 挽留人才 至臻卓越

工作調配安排應能促進外籍英語教師與英文科組緊密協作, 以期:

- 在本港小學締造豐富的英語學習和教學環境;
- 順利推行課程發展議會的英國語文教育學習領域課程指引(二零一七);
- 配合英語教師的專業發展需要; 以及
- 採用和推廣創新的學與教方法。

「……外籍英語教師是教學團隊重要一員, 以其才能為學校作出貢獻。」  
外籍英語教師

為達到上述目標, 學校必須建立協作文化, 讓外籍英語教師融入學校, 成為教學團隊的要員。

要培養協作文化, 有效溝通、互相尊重、適時回饋、恰當嘉許, 以及專業發展機會, 通通不可或缺。

學校若能在此框架下有效調配外籍英語教師的工作, 將有助小學外籍英語教師計劃目標的達成。參加此項計劃的學校, 有責任有效調配外籍英語教師的工作。

「鼓勵校長制訂方案, 以支援小學外籍英語教師計劃, 並評估其成效。方案可概述校方如何支援計劃推行, 包括安排共同備課和專業發展活動的時間。」  
小學外籍英語教師計劃  
第二輪評估研究小組

## C. 外籍英語教師工作調配指引


從上兩輪整體評估研究可見，協作是小學外籍英語教師計劃的基石。因此，若要強化外籍英語教師與本地英語教師的專業伙伴關係，並促使計劃發揮最大效益和潛力，便須有效調配外籍英語教師的工作。

「.....在籌備科組會議時，我總會加插一個議項，讓外籍英語教師有機會反思或分享優良做法.....我們把外籍英語教師視為英文科組一員.....讓她覺得自己是我們的一分子。我認為這點實為重要。」  
英文科科主任

「我認為必須跟每一位共事的教師建立關係。這意味着要建立互信，因時制宜，並了解教師所需.....」  
外籍英語教師

### 專業職務

外籍英語教師應與本地教師協作，參考課程發展議會的英國語文教育學習領域課程指引，合力發展、推行和審視校本英文科課程。外籍英語教師亦須協助開發教學資源，並提升英文科組的專業效能。至於課堂教學，我們建議學校每周安排外籍英語教師授課15至17個小時，當中最少14個小時進行協作教學，以適切配合聯課活動。此項建議已考慮到外籍英語教師在設計課程和開發教學資源方面的職責。



1. 共同備課	2. 協作教學	3. 聯課活動	4. 設計校本課程和開發教學資源	5. 專業發展
與本地英語教師定期並按時就教授的級別進行共同備課	14 小時..... 15 小時..... 16 小時..... 17 小時.....	1至3 小時 0至2 小時 0至1 小時 無	外籍英語教師與本地英語教師協作，在三個層面設計校本課程和開發教學資源： <ul style="list-style-type: none"> <li>● 課堂以內</li> <li>● 課堂以外</li> <li>● 學校以外</li> </ul>	參與專業發展活動，例如由外籍英語教師組籌辦的活動  通過共同備課與協作教學、校本分享會或聯網活動，推廣優良做法

「一切在於定下的時間表.....這是成功關鍵。把共同備課編入日程後，每個人均專注起來，彼此步伐一致.....大家都有分參與，發表意見.....」  
外籍英語教師

「.....在尚未建立共同備課文化的學校，許多時候備課會議沒有預先安排，而是臨時召開.....因此會上討論流於籠統.....要取得成效，學校必須編定議程，使討論變得更有條理。」  
諮詢教師

# 1. 共同備課

為使教師有優質時間進行專業交流和協作，學校宜把共同備課會議編入工作日程。不過，學校也許礙於校本情況無法實行此項建議，例如參與共同備課的英語教師沒有彼此吻合的空檔。在這類情況下，學校可與教師商討，另覓時間共同備課。如有需要，學校可徵求諮詢教師的意見。

「.....共同備課不限於在教員室進行.....即使上課前，也可爭取時間談一談.....要是1A班出了岔子，我會利用小息的十分鐘找下一節課的教師商量：『這一節調動一下吧，得先聚焦這個部分。』這方法蠻不錯，是值得推廣的優良做法。」  
外籍英語教師

「我們按固定時間表舉行共同備課會議...我認為不論外籍英語教師還是本地英語教師，確保他們準備充足非常重要。教師不時要一起到其他學校觀課，因此必須編排好共同備課會議。」  
校長

「我們把備課會議一一編入工作日程.....按固定時間進行.....由於有時間參與其中，人人都感到滿意。」  
英文科主任



## 2. 協作教學

- 為使教師有優質時間採用創新的教學法，學校宜安排外籍英語教師負責每班三至四個35分鐘課節(或等同時間的課節)，包括每周至少一次連堂。
- 鑑於學校和外籍英語教師背景各異，校方可因應情況指派外籍英語教師任教第一及／或第二學習階段的級別。如有需要，學校可與諮詢教師磋商安排。
- 為促進專業協作，學校須找出協作重點，並給予有關教師足夠空間及時間。就此，校方宜安排外籍英語教師任教不多於三個級別。然而，倘學校每個級別只有一至兩班，則此項建議或不適用。
- 學校若參與外籍英語教師組的小學識字計劃，即小學識字計劃——閱讀／寫作、第一學習階段識字計劃(Space Town)、第二學習階段整合計劃、第二學習階段識字計劃(Keys2)及發展多元文本計劃(DTS)，則應盡量安排外籍英語教師任教相關學習階段，以支援推行有關計劃。

「.....我認為課堂教學要取得成效，並非單靠外籍英語教師，而是有賴同工之間加強協作。」  
校長

「專業發展要日復一日，通過共同備課和協作教學促成。這是持續不斷的過程，同工相互學習.....如此，我們便能在英語課堂進行各色各樣的學習活動，既有外籍英語教師模式活動，亦有其他形式活動。」  
外籍英語教師

## 3. 聯課活動

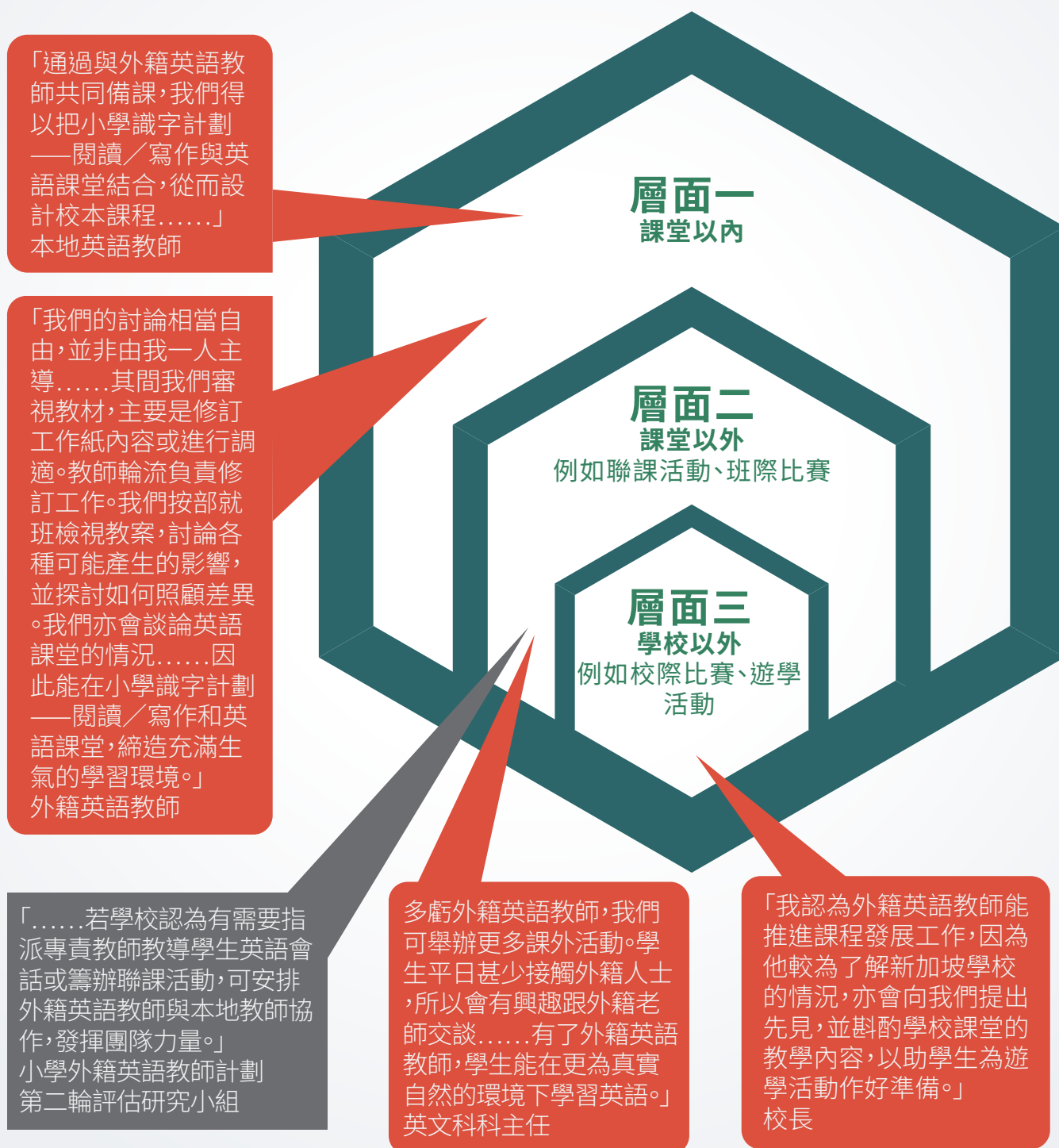
- 聯課活動在課堂內外，包括在社區及工作場所等實際環境進行均可，讓學生從中獲得學習經歷。傳統上稱之為課外活動，是學校課程不可或缺的組成部分，與正規的課堂學習相輔相成。(《基礎教育課程指引》(二零一四))
- 學校籌辦聯課活動，包括外籍英語教師有份參與籌辦的活動，必須精心策劃，務使學生有更多機會接觸英語。舉例說，學校可在小息或午膳期間或放學後舉辦與英語學習有關的活動，包括話劇、布偶劇、辯論和講故事環節。



## 4. 設計校本課程和開發教學資源



設計校本課程和開發教學資源是一個協作過程。在小學外籍英語教師計劃下，外籍英語教師和本地英語教師應在三個層面推進此過程。





- 在這三個層面上，外籍英語教師與更為熟悉本港教育制度和校情的本地英語教師協作，為學生設計和提供豐富多元的英語學習經歷。除共同備課外，製作教材和教學資源亦是校本課程發展的必要部分。這些均有助於豐富學校的英語學習環境和學生的學習經歷。
- 校本課程發展有賴外籍英語教師與本地英語教師相互協作，同時也能促進雙方的專業發展，從而提升英文科組的專業效能及外籍英語教師計劃的整體效益。



層面一  
課堂以內



層面二  
課堂以外



層面三  
學校以外

## 5. 專業發展

要提高學與教效能，關鍵在於推動持續專業發展。教育局每年均開辦各類專業發展課程，在配合教師專業發展需要的同時，亦支援本港學校設計和推行課程。不論外籍英語教師還是本地英語教師，均應修讀專業發展課程，以促進專業發展與協作。



外籍和本地英語教師亦可通過共同備課與協作教學、校本分享會和聯網活動，分享、推廣和探研各種優良做法，支援學校推展創新的學與教方法，從而促進教師專業發展。



「繼續鼓勵教師在參加專業發展工作坊後馬上學以致用，並持續反思如何汲取所學調整教學方法。」

小學外籍英語教師計劃  
第二輪評估研究小組

「……學校之間建立聯網，就本校和他校的教學多作交流，非常重要。要彼此分享或推動專業發展，單靠一所學校無法做到，必須有許多不同學校參與，才能成事。這些經驗難能可貴，因為……這有助促進英文科組緊密協作。」

外籍英語教師

「我在校內能幫上忙的，相信就是為英文科組籌辦專業發展活動，大概每年三次……課題通常由科組建議。」

外籍英語教師

「受益於專業發展工作坊的本地英語教師，可在校內開辦工作坊，並邀請外籍英語教師和其他本地英語教師給予意見或回饋。營造協作氛圍着實重要，反映不論外籍英語教師還是本地英語教師，均能有所貢獻。」

小學外籍英語教師計劃  
第二輪評估研究小組

「我認為協作教學是促進教師專業發展的要訣……在協作教學課堂上，我們學會了不少教學策略……」

本地英語教師

## 其他考慮因素

- 外籍英語教師或須於正常上課或工作時間以外參與特別活動，例如家長教師會活動、畢業禮、學校開放日等。
- 倘外籍英語教師出席以中文進行的會議，校方須安排傳譯，讓外籍英語教師明白討論內容，從而在會上和會後作出有意義參與。校方也可考慮安排外籍英語教師在會議期間處理其他職務，稍後才向其扼述會議內容。
- 校方應盡量兼顧外籍英語教師在聖誕節、復活節等長假期回祖家與家人團聚的需要。暑假時，校方宜安排外籍英語教師連續休假至少四周。



## D. 持份者主要職能



在推行和檢視外籍英語教師計劃及調配外籍英語教師的工作方面，校長擔當領導角色。校長應提供行政和專業支援，落實共同備課與協作教學，以期在校內建立協作文化。



校長

「要為外籍英語教師和本地教師提供良好工作環境，我認為必須制訂良策……要在教師的工作日程預留更多空間和時間，讓他們進行共同備課會議。我們必須讓教師知道，管理層全力支持英文科組。」

校長

「知識可以通過師友計劃傳遞。舉例說，校方可安排資深的外籍或本地英語教師在一段合理期間內，為任教某一級別而經驗較淺的教師提供支援，彼此協作。在推行識字計劃的學校，此安排尤其管用。」

諮詢教師



小學  
學位教師  
(課程發展)

小學學位教師(課程發展)負責監督校本課程發展，並確保校本英語課程和外籍英語教師計劃的推行，與學校的主要課程目標一致。



英文科  
科主任  
/夥伴  
英語教師

作為校內英國語文教育學習領域的課程領導，英文科科主任協助校長建立協作文化，加強外籍英語教師與本地英語教師的合作，藉以推動校本課程發展，提高學生學習成效，並促進外籍和本地英語教師的專業發展。

現時大部分的學校都有多於一位英文科科主任，並會委派其中一位作為夥伴英語教師與外籍英語教師及諮詢教師緊密協作。

「我們把外籍英語教師視為英文科組一員……讓她覺得自己是我們的一分子。我認為這點實為重要。」「校內有『種籽』(資深)教師……他們可根據去年的經驗，指出哪些行不通，好讓我們稍作調整。」

英文科科主任



本地  
英語教師

本地英語教師與外籍英語教師協作，推展外籍英語教師計劃，並設計校本課程，包括開發教學資源。本地英語教師就本地文化和教育實況提供意見，與外籍英語教師合力發展和推廣創新的學與教方法。

「在共同備課會議上，我們輪流主持會議，擬訂教案。」

本地英語教師



外籍  
英語教師

外籍英語教師與本地英語教師協作，在校內提供真實英語學習環境。他們合力設計和檢視校本課程，並推廣創新的學與教方法。

「我認為外籍英語教師……不是獨自工作，而是成為團隊一分子，與同工並肩合作，務求達到目標，幫助學生從體驗中學習和掌握英語。」

外籍英語教師



諮詢教師

有關諮詢教師提供的支援，詳見本指引F部(第14頁)。



## E. 優良做法

下面介紹的優良做法，有助建立協作文化，使小學外籍英語教師計劃得以成功推行：

- 在工作日程內編定時間，讓任教同一級別的外籍和本地英語教師得以定期共同備課；
- 作出相應安排，讓外籍英語教師和本地英語教師可輪流主持共同備課會議；
- 鼓勵外籍和本地英語教師反思教學方法，並相互促進專業發展，以加強協作；
- 讓外籍英語教師和本地英語教師在課堂上擔當特定職務，以進行協作教學；
- 促進校本課程發展，推廣創新的學與教方法，務求為學生提供豐富多元的英語學習經歷；
- 指派一名英文科科主任與外籍英語教師共同任教至少一個班級；以及
- 定期向家長提供有關外籍英語教師計劃的最新資訊。

「外籍英語教師告訴我，他從同工身上獲益良多，因為教師各有本身的教學模式，他可以從中學習……不同的模式能使教學精益求精。」  
校長

「外籍英語教師獲邀參與的會議應以英語進行；若以廣東話進行，校方應安排傳譯。」  
小學外籍英語教師計劃  
第二輪評估研究小組

「會議本身理當發揮效用。與會者要明白，會議對其有所裨益，而他們是會議一分子。」  
外籍英語教師

「教案闡明了各人職責……我們亦知道協作教學講求角色分擔，而非僅是在旁維持課堂秩序。有時候，我們會調換角色。我想大概一半一半吧……此舉有助促進專業發展。」  
英文科科主任



## F. 外籍英語教師組所提供的支援

外籍英語教師組設有教學諮詢小組，通過下列措施支援小學外籍英語教師計劃的推行：

- 為外籍和本地英語教師設計和開辦專業發展課程；
- 提供校本支援，推廣創新有效的學與教策略；
- 籌劃和推行識字計劃及種籽計劃，促進外籍英語教師與本地英語教師的協作和專業發展，並提高學生的語文學習成效；
- 就外籍英語教師的工作調配安排提供意見；
- 開發教學資源以支援課程實踐；
- 推廣語文學與教的優良做法；以及
- 為開辦少於六班的學校提供巡迴支援服務。

如需更多資料，請瀏覽外籍英語教師計劃電子平台(<https://nets.edb.hkedcity.net>)。



### 可掃描右方二維碼

瀏覽外籍英語教師計劃電子平台。



## 鳴謝

為擬備本工作調配指引(二零一八年版本),外籍英語教師組在諮詢過程中,得蒙多位校長、英文科科主任、本地英語教師、外籍英語教師、諮詢教師積極參與,提供寶貴意見,謹此衷心致謝。

