

Sing Yin Secondary School
Plan for the Use of CEG 17-18

Introduction

A recurrent CEG grant of about \$600,000.00 is expected for enhancing teachers' capacity in the coming school year. After running similar plans for sixteen years, we found the following plan most fruitful.

Identification of Needs

1. Non-teaching duties - teachers often find works such as entering test/examination scores, completing student record and report cards both tedious and time consuming. These works can easily be done by clerical staff, thus allowing teachers to better spend their time on their teaching duties.
2. Staff professional development - apart from their normal duties, teachers are expected to improve themselves by attending seminars, workshops, and certificate courses. The attendance of seminars/workshops during school hours requires substitution by other teachers, taking up their 'free periods' which are actually used for marking homework or lesson preparation. This substitution duty could be taken over by a teacher assistant, relieving teachers to perform their normal duties.
3. Oral Practices – Both English and Chinese have incorporated oral examinations. Students need more time for individual tutored practice. Teaching assistants can help both in normal lessons and after school to provide tutored practices.
4. Help for less motivated students – Some students lack the motivation to do homework. Teaching Assistants can help to look after them to complete their homework after school. They can even help to answer some of their questions.
5. Challenge Programs – Sing Yin has been offering a challenge program for students for a number of years. It involves a substantial amount of information dissemination and record keeping. Teaching assistants can help ease the extra workload on teachers.
6. Formation of Catholic Students - as a Catholic school, one of our missions is to help our Catholic students grow in faith and put it in practice. Catholic lessons, morning masses and other religious activities are organized by Catholic teachers. The employment of a part time assistant to help in pastoral work will cut down Catholic teachers' workload.
7. Coping with the NSS curriculum – The new curriculum places more emphasis on languages and teachers have to cope with wider learner diversity. We need to employ more teachers to help.

Implementation Plan

The recurrent grant will be used to employ one full-time teaching assistant to assist teachers to carry out their non-teaching duties and to help run programmes for students. The grant will also be used to employ one full-time teacher to relieve teachers' workload so that teachers will have

enhanced capacity to concentrate on the critical tasks in the education reform such as curriculum development, including the integration of information technology in teaching; enhancing students' language proficiency; and coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

- Teaching Assistant (full-time) – Being good at language, this TA should be able to help teachers to conduct oral practices. Other duties include clerical duties, teacher support duties and challenge programs.
- One Teacher (full-time) – This teacher will relieve all the teachers' workload.

Evaluation

1. Record of lessons substituted by the TAs to relieve teachers for other works, record of clerical work done by TAs which reflects on the lessening of clerical duties, record of teacher support work done by TAs, including oral practices and record of average teaching load for teachers were used to reflect the effectiveness of the plan.
2. Oral feedback from teaching and non-teaching staff was collected to evaluate the effectiveness of the plan.

Budget

Total Income	\$600,000.00	
Expenditure:		
1. A Contract GM (including Provident Fund)	\$566,880.00	
2. A Full-time Teaching Assistant (including MPF)	\$144,840.00	
Total Expenditure	\$711,720.00	
	Surplus (Deficit)	(\$111,720.00)

Wong Chi Keung

Principal

7th June 2017