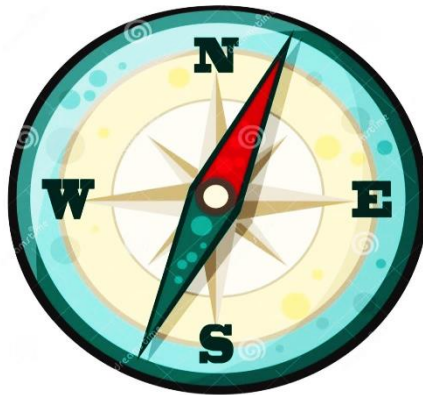


# Xinfeng Junior High School English Department

## *Our Strategic Plan*



I am starting to  
speak better  
English ...



and I got  
awesome  
English grades!



# Our Vision

*We are a forward thinking team committed to our students' English successes of today and their preparedness for tomorrow.*

# Our Mission

To be recognised for the development and delivery of innovative English language and communication experiences to:

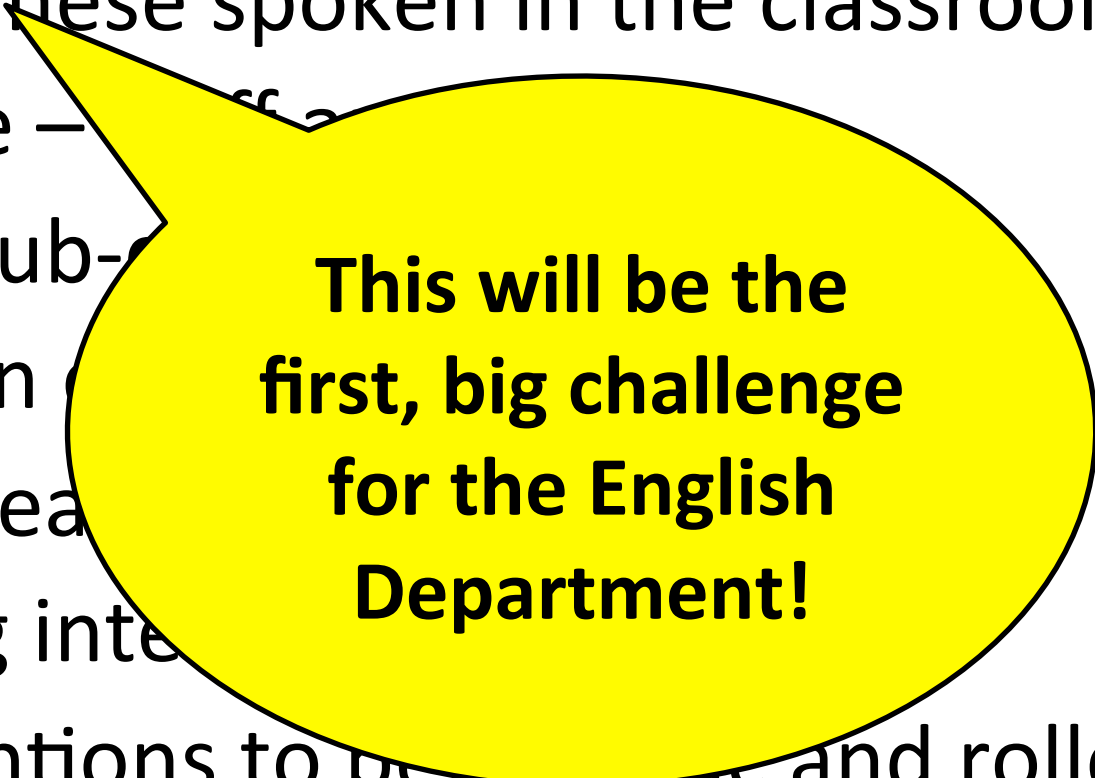
Improve  
results

Nurture  
confidence

Promote  
change

# Interventions to improve English results.

1. Less Chinese spoken in the classroom.
2. Attitude –
3. Grade sub-
4. Duration
5. Online lea
6. Reading inte
7. Interventions to be researche and rolled-out.



**This will be the first, big challenge for the English Department!**

# *1. Use of Chinese during English lessons.*

**Purpose: To set an English language atmosphere:**

1. FT's lessons – only Chinese key words.
2. Grade 7's – +90% English and Chinese keywords.
3. Grade 8's – 90% English and Chinese keywords.
4. Grade 9's – 90% English in upper level classes.
5. Grade 9's – 60% English in lower level classes.
6. All the above to be reviewed after one month.

## 2. *Attitude.*

1. Teachers, it begins with us!
  1. Commitment to implement our decisions.
  2. How motivated are we?
2. Students will watch and model what we do.
3. Students' conduct. A zero tolerance towards:
  1. Laziness.
  2. Unwillingness to carry out instructions.
  3. Bad discipline.
  4. Lack of motivation.

### 3. *Grade sub-committees.*

1. We will have three sub-committees:
  1. Grade 7
  2. Grade 8
  3. Grade 9
2. The focus is on working as a team and not in isolation.
3. Staff only attend relevant sub-committee(s) and not all the sub-committees.
4. Each sub-committee to be chaired by a staff member selected by the new head of English in new semester.
5. Sub-committees meet every two weeks to discuss a Lesson – ideas and challenges are discussed.
6. Each member in committee will get opportunity to prepare and present a Lesson/ share ideas.
7. Head of English can float between sub-committees.

## *4. Duration of FT's communication lessons*

1. In the new semesters, some of FT's classroom teachings will be extended beyond the normal two weeks to focus more on productive communication.
2. FT will consult with each of the grade's sub-committees to find out which lessons in the textbooks are relevant and irrelevant.
3. The 2015/16 grade 8 oral results suggest that this approach has contributed significantly towards students' overall improved oral proficiency.



## 5. *Online learning*

1. The focus is on developing comprehension:
  1. Listening skills (students listen to text and answer)
  2. Reading skills (format still needs to be explored)
2. We roll-out this intervention with grade 7's.
  1. It is anticipated to begin at 7:30 am in the mornings with one class per morning.
  2. Challenges/ successes will be reviewed.
  3. Anticipated month to begin: October 2016.
3. Before the grade 9 National Exams, students will receive 3 online tests during the FT's lessons.
  1. Planning will already begin in March 2017.

## 6. *Reading*

1. This intervention will be rolled-out in the 1<sup>st</sup> semester of 2016 with the grade 7's.
2. All staff will be initially involved to plan the roll-out of this intervention.
3. Grade 7's:
  1. Reading books will be introduced.
  2. 2/6 classes will be used to develop students' reading and comprehension skills.
  3. Students will be tested at the end of each book.
  4. Regular meetings will be held to review challenges, successes and new ideas.
4. Grade 8's:
  1. More reading emphasis than in past.

## 6. *Reading (continued)*

### 5. Grade 9's:

1. This is an “emergency plan” aimed at assisting students before their National Exam.
2. 1/6 classes will be used to develop students’ reading and comprehension skills.
3. Lower Level:
  1. Students will be introduced to Book 1 reader.
  2. The tempo (speed) will be determined by students’ proficiency levels.
4. Upper level:
  1. Students will be introduced to Book 1 reader and then continue with Book 2 reader.
  2. Anticipated that the tempo will be faster.