

DIVERSITY LEARNING GRANT — OTHER LANGUAGES
Development Plan (2014-2015)

<i>Major Concern 1</i>		<i>To continue to raise academic standard of other languages (French, Spanish) as Second Language</i>				
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A. Improve learning and teaching quality of French and Spanish	<ul style="list-style-type: none"> ▪ Continue to employ experienced full-time French and Spanish teachers to develop the IGCSE/GCE AS-Level and also the foundation programme to support the IGCSE/GCE AS-Level French and Spanish curriculum ▪ Restructure the academic department which establishes an independence department of ‘Modern Foreign Languages’, to allow French and Spanish teachers to have a more flexible, effective and efficient communication and administration. ▪ Teachers in the Modern Foreign Languages Department’ could run more direct and targeted staff development programme in order to improve learning and teaching standard. ▪ Purchase teaching and learning materials and educational software packages 	<ul style="list-style-type: none"> ▪ Better learning and teaching quality and effectiveness and French and Spanish lessons. ▪ Smaller and better functioned department allow teachers to have more time to focus on preparation of teaching 	<p>Lesson Observation and student surveys</p> <p>Teachers’ feedback</p>	2014 - 2015	KN, RBG, TM, JG, HaT, KN	<ul style="list-style-type: none"> ▪ Teachers ▪ Support from School’s Academic Committee ▪ DLG Funding

<p>B. Improve students' academic result of both internal and external exams</p>	<ul style="list-style-type: none"> ■ To strengthen students' foundation by enhance student' homework quality. ■ To provide more support to students who are going to take the IGCSE/ GCE AS Level public exam including after school classes and oral practice 	<ul style="list-style-type: none"> ■ Improved French academic result in the IGCSE/GCE-AS Level public exam 	<p>Better internal examination Result in French and Spanish</p> <p>Better IGCSE/GCE-AS Level public exam result in French</p> <p>Good IGCSE public exam result of first cohort of Spanish</p>	<p>2014 - 2015</p>	<p>KN, RBG, TM, JG, HaT, KN</p>	<ul style="list-style-type: none"> ■ Teachers ■ Support from School's Academic Committee ■ DLG Funding
<p>C. Prepare and start the Spanish F.1 curriculum from 2011/2012, F.2 from 2012/2013, F.3 from 2013/2014, F.4 from 2014/2015 and F.5 2015/2016</p>	<ul style="list-style-type: none"> ■ Continue to employ full-time Spanish teachers to develop the IGCSE/GCE AS-Level and also the foundation programme to support the IGCSE/GCE AS-Level Spanish curriculum ■ To employ one more part-time Spanish teachers to implement the curriculum (start the curriculum in regular lessons. 	<ul style="list-style-type: none"> ■ Established the Spanish curriculum from F.1 to F.5 (DSE) ■ Achieved good Spanish academic result in the IGCSE Level public exam 	<p>Improvement of students' academic result</p>	<p>over 2013 - 2014</p>	<p>KN, HaT, VM, KN</p>	<ul style="list-style-type: none"> ■ Teachers ■ DLG Funding

Major Concern 2	To support students to develop their Third Languages (Spanish, Japanese)					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
A. To support and promote the atmosphere of learning third language	<ul style="list-style-type: none"> ▪ Encourage students to learn third language according to their language background and interest ▪ Review the third language policy to accommodate the need and interest of our students ▪ Employ part-time teachers to develop and carry out the Spanish and Japanese IGCSE/GCE AS-Level programme as after school third language lessons if there is need 	<ul style="list-style-type: none"> ▪ More students develop their third language (Spanish or Japanese) ▪ Better third language policy to allow students to develop their potential in learning third language 	Policy reviewed Number of students who are learning third language	2014 - 2015	KN, RBG, HaT, ML, KN	<ul style="list-style-type: none"> ▪ Teachers ▪ DLG Funding
B. Strengthen students' culture foundation	<ul style="list-style-type: none"> ▪ Arrange extra-curricula activities to expose students to Spanish and Japanese Culture 	Increased students' sense of achievement and interest in learning Spanish and Japanese	Per Semester: Evaluate and follow Up	2014 - 2015	KN, HaT, ML, RBG, KN	<ul style="list-style-type: none"> ▪ Teachers ▪ Spanish Club ▪ Japanese Club ▪ French Club ▪ DLG Funding

<i>Major Concern 3</i>	<i>To improve the French, Spanish and Japanese general culture in school</i>					
Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enhance students' understanding of French, Spanish and Japanese Culture	Arrange whole-school events to promote French, Spanish and Japanese Culture Continue to prepare the students to join the Inter-school Spanish/ French Speech Festival	Increased students' interest in learn French, Spanish or Japanese Increased students' interest in understanding French, Spanish or Japanese	Per Semester: Evaluate and follow Up	2013 - 2014	KN, HaT, ML, RBG, KN	<ul style="list-style-type: none"> ▪ Teachers ▪ Spanish Club ▪ Japanese Club ▪ French Club ▪ DLG Funding ▪ School Events, e.g. International Fun Fair , Language Week