

Evaluation of the Primary NET Scheme - Key Messages



NET Section, CDI, EDB, HKSAR (2007)

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“Growing with the Primary NET Scheme Conference 2007”

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La Salle Primary School,

Organised by NET Section, CDI, EDB

- **Conducted by**

- Melbourne University
- Hong Kong Institute of Education

- **Study Period**

- 2004-2006

- **Study sample of Stakeholders**

- 5914 Key Stage 1 students
- 140 schools
- 105 Principals
- 665 Local English Teachers (LETs)
- 100 Native-speaking English Teachers (NETs)
- parents of 4060 students



The PNET Scheme Evaluation considered

- The effectiveness of the Primary NET Scheme in meeting its objectives.
- The cognitive and affective learning of Hong Kong primary students in English.
- Changes in student proficiency and attitudes to English over time.



Findings

- Increased student proficiency and development of English was directly linked to the positive collaboration between LETs and the NET.
- Different teaching strategies suggested by the Advisory Teachers (ATs) and the NETs were linked with growth in language proficiency.

- Positive, constructive, working relationships between LETs and NETs do have a direct impact on students' attitudes toward English.
- Principals are crucial to the success of the PNET Scheme.
- The largest impact of the Scheme was at the Primary 1 level.
- There is indication of positive trends in students' reading and writing proficiency as well changes to classroom teaching practices in Primary Literacy Programme - Reading (Key Stage 1) [PLP – R(KS 1)] schools.



Conditions for an effective PNET Programme

The greatest gains are achieved in schools where:

- The NET and LETs work closely with an AT.
- The NET's responsibilities include planning and co-planning, supporting change, introducing additional exercises in the classroom, collaborating with local teachers to encourage students in using English in class.
- There is frequent and positive interaction between the NET and LETs during professional development activities, developing teaching materials and organising extra-curricular activities.





- Both the NET and LETs attend the NET Section's Centralised Professional Development courses, incorporating the ideas in English learning and teaching.
- The NET uses existing local materials and methods and incorporates these with new ideas, social interactions and professional development activities.
- Local teachers have access to and use resources, materials and implement the NET's advice and teaching strategies.

- The NET participates in English Panel meetings, conducted in English, which focus on improving the learning and teaching of English.
- A NET is welcomed and supported by school personnel, enjoys his/her work more and spending additional time with students and staff.
- There are proper induction programmes for the NET.
- There is frequent cooperation and interaction between the NET and LETs, irrespective of their ages.
- Students are willing to speak English outside of school, have access to English books at home, and positive support from parents.

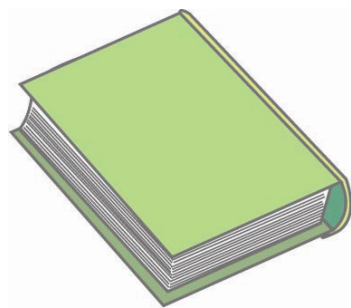




Recommendations to enhance effectiveness

- Schools should set out clearly the deployment of the NET to meet the needs of the English programme in the school, the reasons for such deployment as well as document how the deployment will be evaluated.
- The NET should be responsible for collaboration with the local English teachers where his/her role involves co-teaching, co-planning, mentoring, planning professional development, as well as the dissemination of teaching strategies and materials.
- The NET should attend all English panel meetings to report on activities, address the needs of the English curriculum and explore new learning and teaching English strategies.

- Resources available in English classes should be evaluated by the NET and the English panel.
- Assessment strategies need to be competency-based.
- The LETs act as the channel for mediation of the impact of the NET, the AT and the Scheme on learning and teaching.
- Timetable space should be allocated for both the NET and LETs to undertake school-based and centralised professional development.
- Professional development should be provided to the ATs and the NETs on how targeted English intervention can be implemented and evaluated.
- School Heads need strategic professional development in managing and supporting the PNET Scheme.



Conclusion

The four key aspects of school practices in the PNET Scheme should be addressed.

- The curriculum:
The implementation of curriculum reform should be supported by the NET and the infrastructure provided by the NET Section.
- Learning and teaching practices:
The focus should be on skills development and learning.
- Ongoing assessment and reporting:
The assessment should focus on proficiency, rather than test scores.
- Infrastructure:
Infrastructure impacts on curriculum, assessment and learning and teaching. This includes school policy and resource allocation, e.g. time and professional development.



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