

Christian Alliance Cheng Wing Gee College
Capacity Enhancement Grant (CEG)
Evaluation for 2019-20

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated (e.g. in what way teachers' workload is alleviated)	Success Criteria	Method(s) of Evaluation	Evaluation
<p>中國語文及通識教育：</p> <p>1. 課程設計</p> <p>2. 校本評核</p> <p>3. 科目行政工作</p>	<p>1.1 協助中國語文科教師推行各類語文科活動</p> <p>1.2 協助通識教育科教師編寫、製作單元教學材料及統籌課室以外的活動，並協助帶隊工作</p> <p>2.1 協助中國語文科教師跟進「系統性評估」及「校本評核」之行政安排</p> <p>2.2 協助通識教育科教師編寫、製作通識教育科獨立專題探究教學材料</p> <p>3.1 協助中國語文科教師科本考試行政安排、撰寫會議記錄及一般文書工</p>	<p>為中國語文及通識教育科教師聘任教學助理一名</p>	<p>1. 減輕中國語文及通識教育科教師非教學工作，使老師專注發展教學、課程及照顧學生學習差異</p> <p>2. 協助管理及保存各項科本紀錄</p>	<p>1. 中國語文及通識教育科教師的非教學工作得以減輕</p> <p>2. 分配的工作能於指定時限內完成</p> <p>3. 已完成的工作數量及質量均符合中國語文及通識教育科教師的要求</p>	<p>中國語文及通識教育科科主任及任老師對教學助理工作表現的考績問卷</p>	<p>中國語文科</p> <p>教學助理於本年度之工作如下:</p> <p>1. 課程設計 提供實務協助，減少中文科同工的非教學工作，使同工有空間為不同的課程及不同學習需要的同學設計校本教材及教學材料。</p> <p>2. 校本評核 處理大量校本評核的跟進工作，由安排評核時間到跟進缺席同學都更有效率做任教同工均可更專注於教學。</p> <p>協助中三同工整理及推行 TSA 之拔尖保底訓練，達到增加訓練量的目的。</p> <p>協助文憑班老師推動口語分流班的訓練，亦負責編排同學進行小組討論，為口語溝通的訓練帶來效益。</p> <p>3. 科目行政工作 配合中文科擴闊眼界的目標，能推動同學對外參與語文類活動，處理過程中的繁瑣行政工作，參與量大增，如朗誦比賽、徵文比賽、口語溝通比賽、帶領外出觀賞話劇演出、處理外遊團和項行政安排等等。</p> <p>為各級聯絡處理基本的文書行政工作如會議紀錄及各項印務，令級聯絡可專注於課程及教學任務。</p> <p>協助各級老師推行分組教學期間照顧學生，令教學變得多元化及能照顧學習差異。</p>

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	作 3.2 協助通識教育科教師的行政工作，包括：撰寫會議紀錄、建立入分框架、整理文件檔案等					<p>協助老師處理學生功課、測驗等跟進工作。</p> <p>4. 總結 教學助理能完成各項指定任務，符合成功準則之描述。 中文科教學助理之設立能令中文科在課程設計、照顧學習差異、減輕老師行政負擔上得到幫助，提昇整體教育效能。</p> <p>通識教育科</p> <p>1. 本科於 2020 年 5 月 25 日至 6 月 5 日派發問卷予全體通識科同工填寫，發出問卷 6 份，收回問卷 6 份，回收率為 100%，以收集同工對教學助理工作表現的評價。各題均以 1 表示極度不贊成，如此類推，以 6 表示極度贊成。</p> <p>2. 根據問卷第二部第 8 題「通識教育科老師的非教學工作量得以減輕」6 分佔 50%，5 分佔 33.3%，4 分佔 16.7%。可見教學助理很大程度上能夠減輕通識教育科老師的非教學工作量。</p> <p>3. 根據問卷第二部分第 5 題「能協助本科的行政工作，包括：撰寫會議紀錄、建立入分框架、整理文件檔案等」，6 分佔 66.7%，5 分佔 33.3%；第 9 題「清楚知道每項工作的期限及其先後緩急，並在限期內完成工作」，6 分佔 33.3%，5 分佔 50%，4 分佔 16.7%，可見教學助理很大程度清楚知道每項工作的期限及其先後緩急，並在限期內完成工作。</p> <p>4. 根據問卷第二部分第 6 題「能協助製作的教材能夠於課堂上有效地施教」，6 分佔 33.3%，5 分佔 66.7%，可見教學助理除了於工作數量上符合通識教育科教師的要求外，其工作的質素也可以於課堂上產生果效。</p>

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English Language and Mathematics Education: 1. Curriculum development 2. Coping with the diverse and special learning needs of students 3. Subject administration	1. To develop teaching materials and IT resources to meet the subject needs 2.1 To arrange supplementary teaching for students of different learning needs in the two subjects 2.2 To conduct HKMO training for those top-notch students in Mathematics 3. To document the panel's work and do the secretarial work in meetings of the two subjects	To employ ONE teaching assistant to assist teachers of the English Language and Mathematics panel in the task areas concerned	1. Teachers to be relieved of some workload in preparing teaching materials 2. Students' different learning needs to be met 3. Teachers to be relieved of some non-teaching duties 4. Teachers to be relieved of extra workload in training more capable students	1. Teaching materials and IT resources are made up for teachers to use in daily teaching 2. Students of different learning needs taking part in the various supplementary programs show progress in the performance of regular tests and examinations 3. Panels' work is well-documented 4. Minutes of meetings are prepared within two weeks after the meetings 5. More capable students show interest in the HKMO training and progress in their performance	1. Performance appraisal by the subject panel heads and members 2. Evaluation over HKMO participation and performance	<p><u>English Language</u></p> <p>Mr Lee is effective in relieving some of the workload in preparing teaching materials such as lesson PowerPoints. He conducted other admin duties efficiently, such as photocopying and keeping the storage of teaching resources. Mr Lee also assisted with a lot of non-teaching related duties, such as taking students to interschool oral practises, preparing quotations for purchases, assisting with English activities in English City. Assigned tasks are mostly completed at the designated time Generally, the overall quantity and quality of tasks completed are satisfactory and meet the requirements of the English Language panel.</p> <p><u>Mathematics</u></p> <p>The followings are the main duties of MATH TA in 2019 – 20 :</p> <ol style="list-style-type: none"> 1. Taking minutes in all MATH meetings. 2. Administrative support of Elite Student Training Program. 3. Administrative support and exercise preparation in junior form enhancement classes. 4. Leading students to participate in all MATH competitions. 5. Preparation of DSE revision materials. 6. Printing work. 7. Tutoring students in Enhancement Classes. 8. Managing the resources in MATH room. <p>After the interviews with all MATH panel members, oral feedback was obtained. All teachers highly agreed that MATH TA could perform all the duties mentioned above and the performance was excellent. The reasons are :</p> <ol style="list-style-type: none"> 1. DSE revision data bank has been richly established and is kept developing from time to time. 2. Most students who participated in S.1 & 2

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						<p>enhancement classes showed considerable improvement in exams.</p> <ol style="list-style-type: none"> 3. All meeting minutes are well-documented. 4. Good participation rates of Elite Training Program in most of the forms. 5. Good participation rates of MATH competitions in most of the forms. 6. High use rate of MATH room. <p>We all concluded that employing teaching assistant can achieve the target set according to the success criteria. In the year 2020 – 2021, we suggest that the strategy of employing teaching assistant should be kept.</p>
<p>Regular teaching work</p>	<p>To meet the manpower needs for subjects which cannot be resolved in 2019-20 School Establishment</p>	<p>To employ teachers teaching</p> <ol style="list-style-type: none"> 1. HIST 2. ECON+LS 3. GEOG 4. MUS+PUTO 	<p>The manpower needs of the aforementioned subjects can be resolved</p>	<p>The performance as subject teachers in the aforementioned subjects is satisfactory and meet the subject requirements</p>	<p>Items in the Teachers' Appraisal Scheme</p>	<p><u>History</u></p> <ol style="list-style-type: none"> 1. Teacher taught classes: 2D, 3A, 3B, 3C and 3D and worked as S.3 form coordinator. The manpower needs of the subject could be resolved. 2. Teacher was able to work efficiently and showed good participation in the subject panel. 3. Teacher has refined the S.3 school-based curriculum with the development of <ul style="list-style-type: none"> ➤ School-based lesson notes ➤ Teaching and extended videos database 4. The performance of the teacher was satisfactory and met the subject requirements. <p><u>Economics</u></p> <ol style="list-style-type: none"> 1. Teacher taught Economics of senior classes and helped resolve the manpower needs in the subject. 2. The performance as a subject teacher in the subjects was good and met the subject requirements. 3. The teachers' appraisal scheme was not held this year. Therefore, formal assessment of the teacher's performance is not available.

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						<p>4. The learning performance of students of the teacher's classes was satisfactory.</p> <p>5. The teacher also supported S.6 students to prepare for the HKDSE exam. As reflected by the results in the HKDSE exam, the teacher's assistance successfully enhanced students' performance in the public examination.</p> <p><u>通識教育科</u></p> <p>Teacher taught S.2 and S.3 LS and also worked as the S.3 coordinator, which helped to resolve the manpower needs in the subject. Teacher performed satisfactorily in teaching work and students' performance in assessments was steadily improving. To conclude, teacher could manage the teaching of the subject and met the subject requirements.</p> <p><u>Geography</u></p> <p>1. Teacher taught S1, S3 and S5 classes this year and solve the manpower needs of the subject. He also worked as the coordinators of these levels, took minutes in some panel meetings, led some subject activities such as the school information day.</p> <p>2. Teacher possessed good communication skills. He was well organized, reliable and very responsible. He could also work under pressure. The quality of work was satisfactory with prompt voluntary action to assist students in any areas that he could help.</p> <p>3. Furthermore, teacher had sound subject knowledge. He could prepare appropriate teaching materials for students. Besides, he was able to establish good rapport with students, with his friendly and approachable attitude.</p> <p>To conclude, teacher could meet the subject requirements with good performance.</p>

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						<p><u>MUSIC and PUTONGHUA</u></p> <ol style="list-style-type: none"> 1. Teacher taught all Music classes and 6 Putonghua classes out of 8. She was also the heads of the two subjects. Her employment helped to solve the manpower needs of the school in these areas. 2. Even though proper appraisal could not be conducted this year because of COVID-19, lesson observations were held in the first term. Teacher could teach interactively with sound subject knowledge. She managed the class well with proper routines and could arouse students' participation. 3. Teacher could work efficiently and follow the school's requirements well. 4. Teacher also led related extra-curricular activities to enhance students' interest in music. <p>To conclude, teacher could meet the school requirements and those in the subjects as well.</p>
<p>Integrated Arts Education:</p>	<p>To provide more professional learning to students in drama and dance modules</p>	<ol style="list-style-type: none"> 1. To employ ONE external tutor to conduct the drama module in IA lessons 2. To employ ONE external tutor to conduct the dance module in IA lessons 	<ol style="list-style-type: none"> 1. Teachers of the two modules to be relieved of teaching workload 2. More professional training in drama and dance to be offered to students 	<ol style="list-style-type: none"> 1. Teacher's workload of the two modules is reduced and can focus on the administrative work, students' discipline and organizing performance etc. 2. Students are able to perform on stage with satisfactory standard and quality 	<ol style="list-style-type: none"> 1. Feedback from teachers of Drama and Dance Modules 2. Performance of students in the final showcase project 	<ol style="list-style-type: none"> 1. Teachers of drama and dance modules gave the feedback that their workload was reduced and could focus on the administrative work, students' discipline and organizing performance. 2. Tutors spent extra time to help students prepare professionally for the final showcase project. Students performed brilliantly with good standard and quality despite having less lesson time due to the pandemic. 3. Tutors were able to motivate students to work hard and students were provided with enough autonomy to apply creative ideas in the final showcase project.