True Light Girls’ College

1. Teaching Assistant Scheme
   i) Implementation
      Three teaching assistants, Ms. Jolie Lau, Ms. Phoebe Lam and Ms. Fanny Ip, were employed this year to help teachers in preparing IT teaching and learning materials as well as completing their non-teaching duties so that teachers could have more time to enhance their quality of teaching.
   ii) Evaluation
      From the performance appraisal received from teachers, the performance of the three teaching assistants was highly appreciated. Over 90% of the teachers were highly satisfied with the efficiency, initiative, responsibility and quality of work of the teaching assistants – 60% of teachers regarded the overall performance of the teaching assistants as ‘excellent’, and about 35% of teachers regarded their work as ‘good’.
   iii) Suggestion
      Most of the teachers found the scheme functioning well and overwhelmingly agreed that the scheme should be continued for the coming academic year.

2. Mathematics Enhancement Courses for S5 students
   i) Implementation
      Two enhancement courses of four lessons with a total of 9 hours each were held for S.5 students in February 2010. About 30 students participated in each course. The tuition fees ($10,440 in total) were to be paid by the school through the Capacity Enhancement Grant.
   ii) Evaluation
      Students’ feedback was collected through a questionnaire and the results were analyzed. In general, students’ attendance and learning attitude was found to be satisfactory. The course was considered to be good in general and most students reflected that the course was helpful in preparing them for the HKCEE. The course was proved to be a successful one.
   iii) Suggestion
      Quite a number of students suggested that the course should be extended longer or even throughout the year in order to go through more topics in the syllabus.
      However, since it was already the last HKCEE held, it is no longer necessary to hold any new Mathematics enhancement course of the same kind for students.

3. S3 English Debating Course
   i) Implementation
      In order to enhance the English standard of elite students and developing their critical thinking skills and confidence in debating, an English debating course of 15 hours, at the cost of $11250, was organized for a group of S3 elite students in 2009-10. The class size was 20, and an experienced debating coach was invited to run the workshop.
The attendance rate was 99.5%. Only 1 student applied for leave throughout the whole course as she needed to participate in the Inter-school Singing Contest.

ii) Evaluation

The feedback of the student participants was collected through questionnaires and the results were analyzed. Generally speaking, students were satisfied with the course. They had acquired English debating skills in an effective way from an experienced debating coach who has got numerous debating experience at university. Also, they reflected that their English skills were improved. Through debates, students had further developed their critical thinking skills. They had become more confident. The aim of the course was achieved.

iii) Suggestion

To the best advantage of students, if similar classes are to be held in the future, it is recommended to invite experienced debaters at university level as the school debating coach since they would have hands-on experience in debating competitions. Some of them may have even served as judges in large-scale debating competitions. Besides, other professionals experienced in debating are also recommended. It can widen students’ horizons and enhance learning effectiveness through learning from a debating expert.

The teaching materials used in this course can be adopted in our school curriculum in the future.

However, it is not suggested to hold this workshop again in the coming school year. It is because students will be able to learn debating in the school curriculum since debating is one of our electives under the NSSC. Moreover, debating has already been incorporated in the S3 curriculum in recent years.

4. Evaluation Report on Chinese Prose Writing Workshops 散文創作工作坊

i) Implementation

The Chinese Prose Writing Workshops were organized to enhance students’ prose writing skills through appreciating reputed works, drilling of writing skills, and doing the practical writing tasks. Two workshops were organized, one for the S1 and S2 students and the other one for students of S3 and S4. There were a total of 55 student participants, with 27 students in the Junior Group and 28 students in the Senior Group. Each group of students had attended four sessions of workshops on four Saturday mornings in March to April, 2010. Each session lasted for two hours. A very well-known Hong Kong writer, Mr Kwan 關木衡 (關夢南), was invited as the instructor.

ii) Evaluation

The Workshops were evaluated through questionnaires to students, who gave very favourable feedback. Besides finding the workshops very inspiring and interesting with a good atmosphere, more than 75% of the student participants agreed that their writing skills had been improved, while all of them felt very satisfied in their overall comment about the workshops – 31.1% highly agreed, 64.5% agreed and 4.4% slightly agreed.

The teacher who was in charge of implementing the workshops had also found the instructor as serious in his lectures and good in arousing students’ interests in writing.

iii) Suggestion

As the workshops had greatly benefited the participating students, who had all voiced their positive feedback, workshops of the same kind are worthwhile to be held in the coming years.