

## **Principles and Guidelines for Deployment In the Primary NET Scheme**

### **A Fundamental Principles of Deployment**

#### **1) NETs to be deployed in a manner that supports:**

- collaboration (co-planning and team teaching) between the NET and the SET and some other English teachers
- development of innovative learning and teaching methods, materials and activities to suit the needs of local students
- development of innovative learning and teaching curricula to suit the needs of local schools
- enhancement of children's interest in learning English
- professional development of the schools' English teachers

#### **2) SETs to be deployed in a manner that supports:**

- collaborative planning with the NET and other English co-teachers
- co-teaching with the NET in at least one grade level
- attending centralised/regional professional development workshops

### **B Guidelines for Deployment of 1 NET 2 SCHOOLS**

The NET to be:

- employed on an alternate week basis, i.e. one week in the base school and one week in the partner school
- allowed, with the SET and/or the co-teachers, to attend centralised/regional workshops
- deployed in KS1 wherever possible
- partnered with a local English teacher in all her/his lessons

#### **1) Schools with more than 12 classes:**

##### ***Teaching activities:***

- a maximum of 2 grade levels per school and 3 grade levels across the base and the partner school

		Base school	Partner school
Example:	Grade Level	P.1, 2	P. 2 , 3

- 4 thirty-five minute lessons, or the equivalent time, (which includes at least 1 double lesson) per class, per week, to allow quality time for innovative learning and teaching
- 20-24 thirty-five minute lessons per week, including extra-curricular activities, with a minimum of 20 thirty-five minute lessons of mainstream teaching
- a minimum of 2 thirty-five minute lessons of co-planning with the SET and the other English teachers per week, per grade level involved, to be specified on the teachers' timetables

***Non-teaching activities:***

- contributing to the school's cultural and English language environment
- preparation and development of activities, materials and resources
- curriculum development planning
- school-based professional development
- attendance at centralised/ regional professional development

**2) Schools with 12 or fewer than 12 classes:**

***Teaching activities:***

- a maximum of 3 grade levels per school and 4 grade levels across the base school and the partner school

		Base school	Partner school
Example 1	Grade Level	P.1, 2, 3	P. 2 , 3
		or	
Example 2	Grade Level	P.4, 5, 6	P.2
		or	
Example 3	Grade Level	P.1, 2	P.3, 4

- 4 thirty-five minute lessons, or the equivalent time, (which includes at least 1 double lesson) per class, per week, to allow quality time for innovative learning and teaching
- 16-20 thirty-five minute lessons, per week, including extra-curricular activities, with a minimum of 16 thirty-five minute lessons of mainstream teaching
- a minimum of 2 thirty-five minute lessons of co-planning with the SET and the other English teachers per week, in a minimum of two grade levels, to be specified on the teachers' timetables

***Non-teaching activities:***

- contributing to the school's cultural and English language environment
- preparation and development of activities, materials and resources
- curriculum development planning
- school-based professional development
- attendance at centralised/regional professional development

**C. Guidelines for Deployment of 1 NET 1 SCHOOL**

The NET to be:

- allowed, with the SET and/or the co-teachers, to attend centralised/regional workshops
- deployed in KS1 wherever possible
- partnered with a local English teacher in all her/his lessons

***Teaching activities:***

- 2-3 grade levels
- 3-4 thirty-five minute lessons, or the equivalent, (which includes at least 1 double lesson) per class, per week, to allow quality time for innovative learning and teaching
- 24-28 thirty-five minute lessons per week, including extra-curricular activities, with a minimum of 24 thirty-five minute lessons of mainstream teaching
- a minimum of 1 thirty-five minute lesson of co-planning with the SET and the other English teachers per week, per grade level involved, to be specified on the teachers' timetables.

***Non-teaching activities:***

- contributing to the school's cultural and English language environment
- preparation and development of activities, materials and resources
- curriculum development planning
- school-based professional development
- attendance at centralised/ regional professional development

## **D Saturdays**

- a NET working in bi-sessional schools is to alternate between schools for Saturday mornings. The timetable is to be planned so that the NET is working approximately half the working Saturdays in the school year.
- a NET working in only one school is to follow the requirements pertaining to that school

## **E Holidays**

- consideration should be given to the NET regarding long holidays as he/she may have to travel to their home country
- a continuous block of at least four weeks holiday is recommended for the NET during the summer break

## **F Current Good Practice**

### **1) Meaningful learning and teaching involves:**

- a balance between quality and quantity
- a focus on mainstream curriculum teaching
- working towards school-based curriculum development
- collaboration through co-planning and team teaching to enhance reflective teaching
- development of a learning environment which is conducive to English language learning

### **2) Success factors in implementing the Scheme**

Advisory Teaching Team have found the Scheme to be most successful in schools where:

- the SET has a reduced workload to allow quality time for co-planning with NET and other English teachers
- space is created to allow for curriculum adaptation in grade levels where the NET is working on mainstream curriculum
- the English Panel Chair actively supports the Scheme
- the teachers working at the same grade level as the NET have some common no-lesson time to allow for co-planning meetings
- parents are thoroughly informed about the Scheme

**The End**

## ADDENDUM

### Transition Programme for **1 NET 1 SCHOOL**

It is expected that the school will organise a 8 week training/transition programme for the new NET. For four of these weeks the new NET will work alongside the existing NET. For the other four weeks, the SET and Panel Chair will ensure that the NET's duties include:

- attending co-planning meetings
- observing lessons
- becoming familiar with curriculum documents (EMB & School)
- becoming familiar with the English resources in the school
- assisting with resource preparation
- becoming familiar with the non-teaching duties of the existing NET

<b>Week</b>	<b>School A ( Existing NET )</b>	<b>School B ( New NET )</b>
1	Existing NET	New NET / SET / Panel Chair
2	-----	Existing NET / New NET
3	Existing NET	New NET / SET / Panel Chair
4	-----	Existing NET / New NET
5	Existing NET	New NET / SET / Panel Chair
6	-----	Existing NET / New NET
7	Existing NET	New NET / SET / Panel Chair
8	-----	Existing NET / New NET
9	↓	↓