

**Proposal for the
The long-term improvement of Small Class Teaching in our School,
with a temporary increase in the no. of classes**

(5 Nov 2010)

Direction 1: To offer a learning environment holistically better than the average environment in local aided schools.

Problems of existing Small Class Teaching (SCT) arrangements:

Our current resources devoted for smaller classes in senior forms (where learning is more demanding and diverse) are inadequate. **While around half of local schools split F.4 and F.5 from four classes to five or from five to six or more, we still have >40 students per class,** leading to:

- Squeezing more than 40 students into laboratories originally designed for 30 students to conduct individualized lab. work; this makes school-based assessment that counts towards public examination grades very difficult.
- Overcrowded classrooms (up to 42 students) in popular elective subjects.
- For the core subjects, students of one of the split classes often have to be taught in a non-standard room not satisfactory for teaching the subject.

Suggested adjustments:

- **Starting from 2011/12, immediate reduction in class size:**

School Yr	Number of classes (average class size)							Total
	F1	F2	F3	F4	F5	F6	F7	
2010/11	5 (36)	5 (38)	5 (40)	5 (42)	5 (39)	3 (32)	3 (29)	31
2011/12	5 (27)	6 (30)	6 (32)	6 (33)	5 (42)	5 (39)	3 (32)	36
2012/13	5	5	6	6	6	5	-	33
2013/14	5	5	5	6	6	6	-	33
2014/15	5	5	5	5	6	6	-	32
2015/16	5	5	5	5	5	6	-	31
2016/17	5 (27)	5 (27)	5 (27)	5 (27)	5 (27)	5 (27)	-	30

- Creating smaller classes across all subjects (cf. all-round education) and all levels, instead of just for the core subjects in junior secondary.
- For the core subjects, retaining at least 1 class per level (F.1-6) where additional

teachers will be given to provide greater care to students weakest in the subject.

- Students in smaller classes for all subjects will eventually be taught in standard classrooms.

Direction 2: To bring about better Teachers' care for students across all subjects

Problem of existing SCT arrangements:

Two Form-teachers often are appointed to one junior secondary class, and each of them knows only half of the class, which is problematic in the holistic care of students and in communication with parents.

Outcomes of suggested adjustments:

- There will be just one Form-teacher for each class, and this Teacher knows every student in the class.
- Because of smaller classes in senior secondary, for Teachers of core subjects, their quantified workload in caring for students will mostly remain similar as before, but Teachers of non-core subjects will be able to offer more personal care because of smaller class sizes.
- Resources will continue to be sought to support Teacher training in SCT, so that Teachers of all subjects can better care for students with adjusted pedagogies.

Direction 3: SCT does not create unnecessary waste of lesson time and reduced flexibility in Teachers' timetable

Problems of existing SCT arrangements:

- For the core subjects, students of one of the split classes have to waste time in moving to and back from a non-standard teaching room, thus losing precious lesson time.
- Some Teachers have to teach many periods continuously within a day because their timetables are directly or indirectly tied up by the parallel arrangements of many split classes for SCT.

Outcomes of suggested adjustments:

- Students will not have to move away and back to their classrooms.
- Teachers will not have to teach continuously for so many periods as their timetables are loosened by the cancellation of many parallel split classes.