

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

**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.

## 改善小班教學計劃與過渡期增加班級數目的建議

(諮詢稿)

### 雖然本校的同學受惠於現行「小班教學」的安排，但是以下有關的教學問題尚待解決

1. 高年級所分配的小班教學資源實在不足。全港大約一半資助中學內的中四及中五班級，普遍由四班或五班，分拆為五班或六班上課。但是，本校的中四及中五班級每班平均人數為40或以上，並且產生以下現象：
  - 理科科目的校本評核無法順利運作，主要原因為任教老師須要同一時間面對40位(或更多)同學的實驗工作。
  - 部分較受學生歡迎的選修學科，每組人數多達41-43人。
2. 部分中一至中三的核心科目的分組情況不理想；
  - 學生須在條件較差的教室內上課；
  - 學生須由主班房前往其他教室，距離較遠，導致浪費了不少上課的時間。
3. 現時中一至中三的班級，實施雙班主任制，不少班主任只負責任教半班同學，對其餘半班同學的認識和關顧不足；
4. 初中科目的分組教學安排令時間表編排缺乏彈性，導致部份老師一天會出現連續五至六節的情況。

### 建議：由下一學年開始，減少每班人數

學年	班級數目 (每班平均人數)							班級總數
	F1	F2	F3	F4	F5	F6	F7	
2010/11 (本學年)	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
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### 上述建議會帶來的正面結果

- 所有年級橫跨所有科目的平均每班人數，都會向下調整，配合全人教育的方向；
- 核心科目方面，每級成績最弱的一班，仍然會有額外老師為學生提供更深入的關顧；
- 大部分初中學生上課時無須因分組而花時間去轉換教室；
- 所有學生最終可以全部安排在標準教室內上課；
- 大部分班級只安排一位班主任，該位老師將會任教全班，對全班同學都會熟悉；
- 任教高年級的非核心科目老師，由於每組人數的減少，對學生的關顧較為全面；
- 老師的時間表編排，較有彈性，可減少每天太多連堂的情況；
- 本校仍然會繼續爭取額外資源，為所有科目的教師提供與小班教學相關的培訓，調適教學方法，令學生直接得益。