



祖堯天主教小學

CHO YIU CATHOLIC PRIMARY SCHOOL

新界 葵涌 祖堯邨 敬祖路十號
10 King Cho Road, Cho Yiu Chuen, Kwai Chung, N.T.
Tel. No. 2742 3701 Fax. No. 2742 3704 Website: www.choyiu.edu.hk

School Ref.: 18/19 004

Date: 12th April, 2019

Dear Sir/Madam,

Invitation to Written Tender
For the Part-time English teacher and the learning / teaching resources
(For the Grant Scheme on PEEGS)

You are invited to tender for the services of the items in the enclosed terms and conditions. The tender should not identify the company on the envelope.

Your sealed written tender, in duplicate, should be clearly marked on the outside envelope: “**Tender For the Part-time English teacher and the learning / teaching resources (For the Grant Scheme on PEEGS)**”. The envelope should be addressed to 10 King Cho Road, Cho Yiu Chuen, Kwai Chung, N.T. and should arrive not later than **4:00 P.M. on 3rd May, 2019**. Late tenders will not be accepted. Your tender will remain open for 90 days from the “Closing Date”, and you may consider your tender to be unsuccessful if no order is placed with you within these 90 days. You are requested to note that unless Part II of the tender form is completed, the tender will not be considered.

If you are unable or do not wish to tender, it would be appreciated if you would return this letter and the tender forms with reasons and stating “No Offer” to the above address at your earliest convenience.

Written Tender will be accepted on an itemized basis.

If you have any questions, please feel free to contact 2742 3701 Ms Wan Man Kuen for further information.

Looking forward to hearing from you soon.

Yours sincerely,



(Principal Ho Lai Kwan)

Annexes:

- I. Tender form (To be completed in duplicate)
- II. Tender schedule – Annex IIa & IIb (To be completed in duplicate)

**TENDER FORM FOR THE SERVICE
OF
THE PART-TIME ENGLISH TEACHER AND THE LEARNING / TEACHING RESOURCES
(TO BE COMPLETED IN DUPLICATE)**

Name of School: Cho Yiu Catholic Primary School
Address of School: 10 King Cho Road, Cho Yiu Chuen, Kwai Chung, N.T.
School Ref. No.: 18/19 004
Tender Closing Date : 3rd May, 2019
Tender Closing Time : 4:00 P.M.

PART I

The undersigned hereby offers to supply all or any part of the items described in the written tender schedule attached with the delivery term quoted therein against the date of a firm order placed by the school at the price or the prices quoted in the written tender schedule free of all other charges and in accordance with any drawings and/or specifications provided by the school. In so doing, the undersigned acknowledges that all items not otherwise specified shall be in accordance with British Standard specifications where such exist; written tender shall **REMAIN OPEN FOR 90 DAYS** after the Closing Date; and the school is not bound to accept the lowest or any written tender and reserves the right to accept all or any part of any written tender within the period during which the written tender remains open. The undersigned also warrants that his Company's Business Registration and Employees' Compensation Insurance Policy are currently in force and that the items which his Company offers to supply do not to his knowledge infringe any patents.

PART II

RECONFIRMATION OF WRITTEN TENDER VALIDITY

With reference to PART I of this written tender document, it is reconfirmed that the validity of written tender offered by this company **REMAIN OPEN FOR 90 DAYS** from the closing date 3rd May, 2019.

The undersigned also agrees to accept the fact that once the validity of written tender is reconfirmed, the pre-printed clause specified in the Company's written tender forms in regard to this nature shall NOT apply.

Dated this _____ day of _____ 20_____.

Name (in block letters) : _____

Signature : _____ in the capacity of _____ (State official position)

Duly authorized to sign written tenders for and on behalf of : -

_____ whose registered office is situated at _____
_____ Hong Kong.

Telephone No. _____

Fax No. _____

PART III

The bidder, its employees and agents shall not offer any advantage (as defined in the Prevention of Bribery Ordinance, Cap. 201) to the school employees, IMC members, or any parent or student representative in a committee responsible for considering any matters in relation to this contract. Any such offer by the bidder or its employees or agent may constitute an offence under the Prevention of Bribery Ordinance and may render the contract null and void. The school may also cancel the contract awarded and hold the bidder liable for any loss or damage the school may sustain.

PART IV

DECLARATION *(To be completed by the tenderer)*

I have no pecuniary or other personal interest, direct or indirect, in any matter that rises or may raise a conflict of interest situation.

I would like to report the following existing/perceived* conflict of interest situation:

1. Persons/companies with whom/which I have official dealings: _____

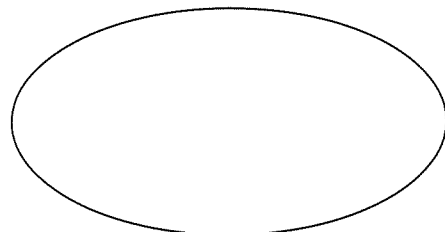
2. My relationship with the persons/companies (e.g. relative): _____

Name of Tenderer : _____

Name of Person authorized to sign Written Tender Name (in block letters): _____

Signature: _____

Date: _____



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Remarks:

I also acknowledge that I shall make another declaration to state any change in any matter contained in this declaration.

**TENDER SCHEDULE FOR THE SERVICE
OF
THE PART-TIME ENGLISH TEACHER AND THE LEARNING / TEACHING RESOURCES
(TO BE COMPLETED IN DUPLICATE)**

(Columns 4 and 5 to be completed by Tenderer)

(1)	(2)	(3)	(4)	(5)
Service Items	Description/ Specification	Quantity Required	Unit Rate (HK\$)	Total Amount (HK\$)
[Please refer to Annex II a]				
1a	<u>Option 1</u> Qualifications & Teaching Experiences	<ul style="list-style-type: none"> ◆ a bachelor's degree holder with relevant teacher training in primary English ◆ With 10 or more than 10-year teaching experience in primary schools 	1	
1b	<u>Option 2</u> Qualifications & Teaching Experiences		<ul style="list-style-type: none"> ◆ a bachelor's degree holder with relevant teacher training in primary English ◆ With 5 or more than 5-year teaching experience in primary schools 	
[Please refer to Annex II b]				
2a	<u>Option 1</u> 2-year basis of Professional Service	<ul style="list-style-type: none"> ◆ 2019-2021 school year ◆ Please refer to Annex II b & SAMPLE 	1	
2b	<u>Option 2</u> 1-year basis of Professional Service		<ul style="list-style-type: none"> ◆ 2019-2020 school year ◆ 2020-2021 school year ◆ Please refer to Annex II b & SAMPLE 	
3a	<u>Option 1</u> 2-year basis - Purchase of printed books	<ul style="list-style-type: none"> ◆ 2019-2021 school year ◆ Please refer to Annex II b 	1	
3b	<u>Option 2</u> 1-year basis - Purchase of printed books		<ul style="list-style-type: none"> ◆ 2019-2020 school year ◆ 2020-2021 school year ◆ Please refer to Annex II b 	
4a	<u>Option 1</u> 2-year basis - Accessories of printed books (e.g. labels, booklists & records)	<ul style="list-style-type: none"> ◆ 2019-2021 school year ◆ Please refer to Annex II b 	1	

4b	<u>Option 2</u> 1-year basis - Accessories of printed books (e.g. labels, booklists & records)	<ul style="list-style-type: none"> ◆ 2019-2020 school year ◆ 2020-2021 school year ◆ Please refer to Annex II b 			
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The marking scheme:

30% - The quality of the professional services, 25% - The quality of the proposal, 25% - Price of the services and 20% - Previous Working Experience with other primary school teachers [*Please attach the list of clients*]

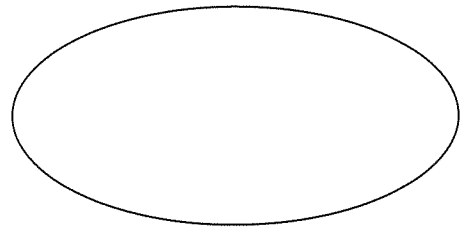
We/I understand that if we/I fail to supply the stores or services as offered in our/my written tender upon accepting school's order, we are/ I am prepared to pay the price difference to the school if such stores are obtained from elsewhere.

Name of Tenderer : _____

Name of Person authorized to sign Written Tender Name (in block letters): _____

Signature: _____

Date: _____



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TERMS AND CONDITIONS FOR THE PART-TIME ENGLISH TEACHER

Types of Service Required

The part-time English teacher:

1. To co-teach one RaC lesson per class per week/cycle with the existing P.4-5 English teachers. The part-time English teachers will take up at least half of the teaching parts.
2. To work in collaboration with the existing English teachers to promote reading across the curriculum (RaC) at P.4 and P.5:

2019-2020 P.4		2020-2021 P.5	
GS Theme	Eat well and get fit	GS Theme	Special places in Hong Kong
GE Topics	- Favourite food and drinks - Healthy Eating	GE Topics	- Transport in HK - Outing / Tour around HK

3. To co-develop the RaC programme with the existing English teachers all year round in 2019/2020 and 2020/2021:
 - School-based RaC Programme: 2 units covering lesson plans (4 sets per level) of quality English language learning and teaching resources will be developed per level in each term.
 - Afternoon Extensive Reading Programme: 1 unit plan covering 14 lesson plans with at least 6 learning activities will be developed to show the use of resources in class teaching each term.
4. To conduct co-plan meetings with the English teachers, the NETs, the school librarian and/or the panel heads once a week. The focus of the meeting will be the rundowns and the evaluations of the RaC lessons and the afternoon extensive reading programme as well as the design and preparation of the teaching materials.
5. To prepare teaching/learning materials and aids on his/her own.
6. To conduct professional sharing sessions on effective reading teaching strategies, teaching demonstrations and lesson observations as well as the debriefing sessions after the demonstration sessions.
7. 4-6 working hours for each visit (2-3 days per week) and occasional school functions on Saturdays or Sundays.
8. Time Period (10 months per year) : From September 2019 to June 2021. (The exact date will be confirmed later)

Assessment and Inspection

1. The part-time English teacher should keep a clear and complete record of activities and materials used in teaching and produce it for inspection by the school upon request.
2. The part-time English teacher should evaluate students' performance and provide timely feedback and suggestions to students. The feedback will be collected from teachers and the students through various channels, such as interview and questionnaire.
3. The part-time English teacher should agree to allow representatives of the Education and Manpower Bureau / School to perform observation or inspection.

Work Permit / Insurance to Cover Public Liabilities

1. It is the responsibility of you to ensure that the part-time English teacher has obtained the work permit to enable him/her to work in Hong Kong.
2. You are the one responsible for the part-time English teacher public liabilities arising from accidents and personal injuries.

Implementation

1. The school will contract out the programme to a company from at least 6 companies.
2. The school has the right to choose appropriate part-time English teacher. He can also change any inappropriate part-time English teacher, if necessary.
3. You are the one responsible for providing any appropriate substitute part-time English teacher, if necessary.

TERMS AND CONDITIONS FOR THE LEARNING / TEACHING RESOURCESTypes of Service Required

Tentative details of the RaC programme

2019-2020 P.4		2020-2021 P.5	
GS Theme	Eat well and get fit	GS Theme	Special places in Hong Kong
GE Topics	- Favourite food and drinks - Healthy Eating	GE Topics	- Transport in HK - Outing / Tour around HK
Text types	- Informational reports - Procedures - Food labels - Recipes - Menus	Text types	- Informational reports - Itineraries - Pamphlets - Explanations of how and why - Maps
Reading Skills	- Identify and organize the main ideas of the text by using graphic forms and draw on their prior knowledge and decode unfamiliar words - Work out the meaning of unknown words by recognising the base word within other words - Locate specific information in a short text in response to questions	Reading Skills	- Skim a text to obtain a general impression and the gist or main ideas - Scan a text to locate specific information by using strategies such as reading the headings and repeated phrases - Distinguish different points of view and arguments presented in the text

1. School-based RaC Programme:

2 units covering lesson plans (4 sets per level) of quality English language learning and teaching resources will be developed per level in each term.

2. Afternoon Extensive Reading Programme:

1 unit plan covering 14 lesson plans with at least 6 learning activities will be developed to show the use of resources in class teaching each term.

3. Printed books will be purchased for the school-based RaC programme and Afternoon Extensive Reading Programme:

♦ School-based RaC Programme (Non-fiction):

(2019-2020) P.4: at least 6 titles x 30 copies x 1 level

(2020-2021) P.5: at least 6 titles x 30 copies x 1 level

♦ Afternoon Extensive Reading session (Non-fiction/Fiction/Classic story books):

(2019-2020) P.4: at least 6 titles x 30 copies x 1 level

(2020-2021) P.5: at least 6 titles x 30 copies x 1 level

1. School-based RaC Programme:

2 units covering lesson plans (4 sets per level) of quality English language learning and teaching resources will be developed per level in each term.

- ◆ Sample rundown of a RaC lesson:

Pre-reading

Video clips or other multi-media teaching resources will be used to introduce students to activate their prior knowledge and arouse their reading interest. After that, teachers will conduct some games to introduce the thematic vocabularies to prepare students for the reading tasks.

Taking the theme “Health Eating” for P.4 as an example, teachers will show video clip of children eating French fries and deep-fried chicken wings in a fast food restaurant and ask students if dining at fast food chains is healthy or not. Teachers will then elicit some healthy eating tips from students and introduce some thematic vocabulary items such as the balanced diet, the healthy lifestyle and the food pyramid.

While-reading

Reading skills will be taught explicitly to assist students in reading the texts and the textual features of various text types will be highlighted. For example, informational report on healthy diet will be one of the target reading texts covered in P.4. Teachers will guide students to read the headings and sub-headings of an informational report and anticipate the main ideas of that part.

Students will then be given various reading tasks to apply the reading skills. For example, students will be asked to use graphic organizer to organize the ideas presented in the informative texts.

Post-reading

Various post-reading tasks will be designed for students to apply the subject content learned. For example, students will be asked to design a poster about healthy lifestyles. Besides, oral or written reports, sharing among peers, reading worksheets and reading journals will be assigned to consolidate students’ learning.

Teaching strategies

Different teaching strategies would be used in class. For P.4 - P.5, a broad range of teaching strategies such as storytelling, shared reading, reading aloud, supported reading and independent reading will be adopted.

2. Afternoon Extensive Reading Programme:

- ♦ 1 unit plan covering 14 lessons with at least 6 learning activities will be developed to show the use of resources in class teaching each term.
- ♦ Sample rundown of an afternoon extensive reading session:

Pre-reading

Teachers first arouse students' reading interest through songs and games. Teachers will then introduce students to the topic and activate students' schemata by showing them videos or pictures. To support students' reading, thematic vocabularies will be revised at the pre-reading stage.

Taking the P.4 afternoon reading sessions as an example, after introducing students to the topic in the RaC lessons, teachers will ask students to search more information about healthy lifestyle in the internet before the afternoon reading sessions. Teachers will conduct a quiz game about healthy lifestyle and students will work in groups to answer the questions. Teachers will also revise the thematic vocabulary items introduced during the RaC lessons.

While-reading

Teachers will guide students to apply the reading skills learned in the RaC lessons and ask students the reading skills they will use before reading. The reading tasks for the afternoon reading sessions will involve more pair work or group work so that students can interact with their classmates when completing the reading tasks. For example, students will work in pairs to rewrite a recipe of an unhealthy meal to a healthy one and they will also work in groups to design a three-day meal plan for an overweight student.

Post-reading

Interactive post-reading activities such as reader's theatre, role-play will be conducted. Students will work in groups and perform a skit with teachers' support. For example, one student will take the role of an unhealthy student who eats junk food only while other students will be the friends of the primary student to give advice to the students for a balanced diet. Students will draw upon their prior knowledge, the content knowledge and language items acquired through reading. After the post-reading activities, students will finish a reading log to reflect on their learning.

Remarks :

- A. The service provider has the copyright of all materials provided to the school.
- B. The copyright of all materials/learning and teaching materials developed under the contract:
 - To be kept as the property of the school.
 - The school should be granted the license to use and copy the materials for future use/dissemination among teachers after the contract period.