



Final Report of Project

Project No. : 2009/0549

Part A

Project Title: Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change 啟

發創意教學：在學前教育推動教師的創意教學及其改變歷程

Name of Organization/School: Hong Kong Institute of Education, Department of Early Childhood Education

Project Period: From June 2011 (month/year) to December 2012 (month/year)

Part B

Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



1. Attainment of Objectives

In the project period from June 2011 to December 2012, six preschools participated in this project. They are: FDBWA Cheung Chuk Shan Kindergarten, Holy Trinity Centre Kindergarten, Lui Kwok Pat Fong Kindergarten, Buddhist Kam Lai Kindergarten, TWGHs Tin Wan Kindergarten and St Margaret Mary's Catholic kindergarten. Nineteen preschool teachers had taken part in the project in the beginning but one teacher had withdrawn from the project due to pregnancy and a total of eighteen preschool teachers had taken part in the project (see Table 1).



Goals:

- i. To promote creative practices in Hong Kong preschools.
- ii. To research, develop and disseminate of good creative practices in preschools.

Objective Statement:

- i. To empower teachers' understandings of the concept of creativity and to support teachers to acquire skill and knowledge for creative teaching and teaching for creativity through training seminars, workshops and on-site supports.
- ii. To develop exemplars of good creative practices through the partnership of project members and participant teachers.
- iii. To identify the characteristics of good creative practices through try-out lessons.
- iv. To disseminate good creative practices provided by practicing schools.

Extent of attainment of the objective:

Objective Statement 1:

All activities including two disseminations, eight seminars, and forty schools visits had been conducted successfully during the project period (See Appendix 1-3). Principals, head teachers and the participant teachers were asked to complete a questionnaire to examine the effectiveness of the project. A Likert Scale was used, scoring from 1 to 5 as to from strongly disagree to strongly agree. The data was analyzed and described on Table 2. All questions had the mean scores over 4, which indicated that, in general, the project could empower teachers' understanding of the concept of creativity and to support the teachers to acquire skill and knowledge for creative teaching and teaching for creativity. The results showed that a majority of participants (93.1%) agreed that the project could increase their understanding of creative teaching and enhance their interests toward creative practices. 96.6% of participants identified that teachers could also acquire teaching skills for creative practices and the reflective skills on current teaching practices. More than



93% of participants indicated that the project could enhance the professional knowledge and also motivated them to apply creativity practices in classroom setting.

Table 2
Changes of Teachers' Performances and Schools' Development

	No.	Mean	S.D.	Frequency of scores				
				Strongly agree				Strongly disagree
				5	4	3	2	1
1. Increased understanding of creative teaching	29	4.24	0.577	9 (31.0%)	18 (62.1%)	2 (6.9%)	0 (0%)	0 (0%)
2. Acquire teaching skills for creative practices	29	4.38	0.561	12 (41.4%)	16 (55.2%)	1 (3.4%)	0 (0%)	0 (0%)
3. Enhanced interest towards creative practice	29	4.28	0.591	10 (34.5%)	17 (58.6%)	2 (6.9%)	0 (0%)	0 (0%)
4. Enhanced reflective skills on current teaching practice	29	4.38	0.561	12 (41.4%)	16 (55.2%)	1 (3.4%)	0 (0%)	0 (0%)
5. Enhanced professional knowledge and teaching quality	29	4.34	0.614	12 (41.4%)	15 (51.7%)	2 (6.9%)	0 (0%)	0 (0%)
6. Motivated to apply and promote creative practices in the school	29	4.17	0.468	6 (20.7%)	22 (75.9%)	1 (3.4%)	0 (0%)	0 (0%)

Objective Statement 2:

A total of 51 exemplars of good creative practices were developed through the partnership of project members and participant teachers. 7 exemplars were published as a reference material and 7 exemplars were produced as a CD-ROM. All these exemplars were uploaded to the project website titled as “Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change”. Each exemplar includes a lesson plan, a documentation of the learning process, teacher’s reflection and the comments from the project leader and/or the project consultant and/or the project member.

Objective Statement 3:

Participants were well informed the goals and objectives of the project as well as the five aspects of the model

for creative practice: 1) introducing the activity, 2) divergent process of generating ideas, 3) convergent process of classifying, 4) selecting and putting idea into practice and 5) evaluation.

1. Introducing the activity – to introduce a creative task and to arouse children’s interest and challenge them to work out solutions.
2. Divergent process of generating idea – to generate a number of ideas or possibilities for solving the problem.
3. Convergent process of classifying – to select the most promising idea for implementation.
4. Selecting and putting idea into practice – to require children to work out what they consider the best solution.
5. Evaluation – to ask children to evaluate the quality of the solution.

In the group interviews at the end of the project, the participant teachers were asked to evaluate each of the teaching steps included in the model offers potential for developing creativity. Their perceptions of the benefits of each teaching step are summarised in Table 3.

Table 3
Teacher perceptions of the benefits of each teaching step

Step in the model	Potential for developing creativity
Motivation (Meaningful learning and stimulation)	<ul style="list-style-type: none"> – This step helps me realise the importance of motivating children and engaging children in the context of meaningful activities, rather than just a task that has to be solved. (T7) – A well-defined, meaningful creative task positively affects children’s motivation and interests. With clear attention to the focus of the creative task, the task is more productive in cultivating children’s creativity. (T16)
Divergent process of generating ideas (Idea generating)	<ul style="list-style-type: none"> – Divergent thinking is of prime importance to enhancing children’s creativity. Children with more ideas in relation to the creative task are more able to find better solutions and then develop them further. (T11) – This step encourages children to think broader and wider and not always require the ‘right answer’. (T2) – This step offers children opportunities to discover, to experiment, and to explore, which helps them to explore possibilities and fosters the creative process. (T8) – Through the divergent-thinking process, children are given time to think and work on a number of ideas. (T7) – This step helps children look at situations from different points of view. It is a way of demonstrating innovative and elaborative thinking. (T16)



<p>Convergent process of selecting ideas (Idea selecting)</p>	<ul style="list-style-type: none"> - This step promotes children’s analytical thinking skills. (T1) - The perceived best solution is selected in this step, which develops children’s ability to make appropriate decisions or to solve problems effectively. (T5)
<p>Putting ideas into practice (Experimenting)</p>	<ul style="list-style-type: none"> - It is important to let the children test their ideas so that the quality of their selected ideas can be judged. (T3) - This step helps the children see the relevance and appropriateness of their ideas. (T12) - Children will become more critical thinkers with practice. (T9)
<p>Evaluation (Evaluation and feedback)</p>	<ul style="list-style-type: none"> - This step enables me to have a clearer understanding of the criteria in judging children’s creativity. (T1 & T7) - It clarifies the meaning of creativity. (T9) - This step allows the children to share their ideas, confer with their peers for feedback, and make needed revisions. (T2) - It helps the children appreciate the different ideas. (T15)

Among the different steps of the model, the divergent process for generating ideas was perceived as the most important aspect of good creative practice by most of the teachers. Teachers found that when children were given a variety of materials in the divergent process, there was an increase in the number of good ideas through a hands-on approach and sharing. Children showed more creativity and came up with higher-quality ideas in the convergent idea-selection process.

Objective Statement 4:

Disseminating good creative practices is achieved by two dissemination seminars in February and December 2012. The first dissemination seminar was held on 25 February 2012 to disseminate the goals and objectives of the project and to report the results of the first action research cycle. A total of 75 participants attended the first dissemination seminar. Each of the participants was given two exemplars of children’s creative products, and two exemplars of good creative practices. The final dissemination was held on 1 December 2012 to disseminate the project results to share good creative practices and to distribute products of the project, a reference material and a CD-ROM. A total of 323 participants attended this dissemination seminar. A total of 14 exemplars of good creative practices were distributed to each participant. The project website titled “Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change”

was launched in the final dissemination seminar which included project information, photos of learning environment, exemplars of children's creative products and 14 exemplars of good creative practices.

2. Project Impact on

(A) Learning Effectiveness

Certain positive outcomes have been identified in relation to the development of creativity through classroom observations:

1. Children showed eagerness and motivation to learn. They took the initiative to get the materials they wanted instead of waiting for teachers' instructions (intrinsic motivation and independent).
2. Children persisted at the creative task with an ability to stay focused on a goal (persistence).
3. Children demonstrated good powers of observation. They were capable of making careful observations, such as the details in their pictures and differences in the teacher's hairstyle, and clearly communicated what they saw (sensitivity).
4. When the teacher said, "I want something different", children could generate numerous ideas in a short period of time (fluency).
5. Although only one material was given to the children, they could use it in different ways and wanted to be different from others (innovative).
6. Children were very concerned with performing well and strived to improve their ideas/products, even at the last minute of the activity. After testing an initial idea, children were able to modify the idea and keep trying until they solved the problem (intrinsic motivation and flexibility).
7. Children had a greater ability to express themselves. They often interacted with their peers and were passionate about expressing their ideas. They could express thoughts clearly and in detail (expressiveness).
8. Children were able to add detail to their work. In the light and shadow activity, children created the shadows of two butterflies and then applied a story to them (elaboration).

9. Some children challenged the ideas of others (critical thinking).

(B) Professional Development

Professional Development

Findings from both the interviews and the classroom observations demonstrated that the teachers made pedagogical changes to accommodate creative practices. The interview transcripts yielded perceived changes related to lesson planning and pedagogical implementation, and the classroom observations were used to authenticate the changes.

Table 4
Changes of Teachers' lesson planning and Pedagogical Implementation

	Teachers' perceived changes		Classroom observation
	Before the project	After the project	
Lesson planning	– Creativity development was usually associated with arts activities.	– It could be an integral part of the curriculum.	– Teachers integrated creativity into various learning activities. Examples include a storytelling activity (how to help grandfather move a big carrot to his house) and a bubble-blowing activity (determining the best tool to make the biggest bubble).
	– Teachers gave a problem to solve without establishing a meaningful connection between the theme and the children's experience.	– Teachers should make the creative task more meaningful for the children.	– Teachers began the activity based on a picture book used in a previous lesson. After reviewing the story, children were challenged to solve the problem in the story in different ways. For example, after reading the story of the 'Clever Octopus', children were asked to help the octopus solve a mathematical problem. Two children were asked to work together to find different ways to put a total of eight body parts into a circle.



	<ul style="list-style-type: none"> – Teachers followed a timetable to arrange the activities and expected the learning activities to be covered within the time schedule. 	<ul style="list-style-type: none"> – Children needed sufficient time to think and explore. The time constraints could have been a factor hindering creativity development. 	<ul style="list-style-type: none"> – Some teachers demonstrated flexible time arrangements for creative practices. For example, teachers did not ask the children to finish tasks in a hurry even though their time was up.
	<ul style="list-style-type: none"> – Teachers considered free exploration part of the creative process. 	<ul style="list-style-type: none"> – Children needed to be given a variety of experiences to broaden and extend their thinking before creation. 	<ul style="list-style-type: none"> – At the beginning of the study, many teachers paid more attention to the convergent process. At the end of the study, teachers used the divergent process as a key part of their lessons.
	<ul style="list-style-type: none"> – Teachers usually followed the uniform school curriculum to plan their lessons. 	<ul style="list-style-type: none"> – Some teachers were eager to try new activities in their classrooms. 	<ul style="list-style-type: none"> – The papier mâché activity was a new art activity for the children. Teacher 11 spent time learning about papier mâché and used it in her lesson.
Pedagogical implementation	<ul style="list-style-type: none"> – Close-ended questions were frequently used and teachers always looked for the expected answers without asking why. 	<ul style="list-style-type: none"> – Teachers recognised the important of using open-ended questions to stimulate creative thinking, and more opportunities were provided for children to communicate their ideas with peers. 	<ul style="list-style-type: none"> – An increase in the use of open-ended questions was observed. Teachers also appreciated unexpected answers and offered many opportunities for children to share and to exchange ideas. For example, when a child gave an answer describing the function of a toothpick (cleaning), the teacher asked the child to think of its other functions (eating, playing).
	<ul style="list-style-type: none"> – Teachers usually gave instructions to children and expected them to do as they were told and conform. 	<ul style="list-style-type: none"> – Teachers would encourage children to think differently, act differently, and see things from different perspectives. 	<ul style="list-style-type: none"> – Teachers gave children the freedom to choose ways of working and always asked them to do things differently with others. For example, each child was asked to think of different reactions to the greetings ‘hello’ and ‘goodbye’ and asked to think of a unique way to navigate a tunnel.
	<ul style="list-style-type: none"> – Teachers generally adopted a teacher-oriented approach that emphasised instruction, demonstration, and explanation. 	<ul style="list-style-type: none"> – Teachers preferred to speak less so that more time could be provided for children to explore, experiment, discover, and discuss possibilities. 	<ul style="list-style-type: none"> – The following changes were observed: teachers shifted from teaching the whole class to teaching in small groups; children’s participation rates changed from low to high; and teacher-directed activities gave way to children’s self-directed activities. An increase in active learning was also observed.



	<ul style="list-style-type: none"> – Teachers often gave generalised praise for children’s creative thinking behaviours, such as ‘good job’ and ‘well done’. 	<ul style="list-style-type: none"> – Teachers should give the children the criteria they require to judge the different qualities of their creative efforts. 	<ul style="list-style-type: none"> – Teachers helped the children develop descriptive criteria for judging the qualities of their peer’s projects, such as ‘innovative’, ‘useful’, ‘practical’, ‘willing to try differently’, and ‘effective’.
	<ul style="list-style-type: none"> – Teachers perceived that younger children had lesser abilities, especially in terms of creative thinking. These children required clear instructions and demonstrations. 	<ul style="list-style-type: none"> – Creative potential existed in all children. Even the younger children could work in their own way and provide unexpected ideas when given freedom and autonomy. 	<ul style="list-style-type: none"> – K1 teachers gave fewer instructions to the children and were willing to let them work independently. – For example, to help grandfather move a big carrot to his house, 3-year-old children were given a variety of tools to work out their solutions independently.

(C) School Development

For the school development, a website has been used as collaboration and interflow among the project leaders, project members and participant teachers. It is a platform to share teachers’ good creative practices, photos of learning environment and the information of seminars and school visits. Teachers could learn from peer and review the comments of the creative practices which provided by project leader and project members. Moreover, a forum is established on the website to let the participants discuss and exchange experiences.

3. Cost-effectiveness

Please refer to the “Budget Checklist” at Table 2 in the Annex.

4. Deliverables and Modes of Dissemination

Description of the Deliverable

Four kinds of deliverable were produced in this project.

1. Reflective reports of the observed creative practices were provided to participant teachers for further improvement. Reflective reports of the observed creative practices consisted of teacher’s reflection, the comments and suggestions that were given by the project leader and project members during the post-lesson conference. The reflective reports were worked out after each visit and distributed to

corresponding teachers in the next turn.

2. A website has been established which contained project information, photos of learning environment, 14 exemplars of good creative practices and the exemplars of children's creative products. It offered a platform to share teachers' good creative practices.
3. A folder with 2 sets of exemplars of good creative practices and 2 sets of children's creative products have been distributed in the 1st dissemination seminar (See Appendix 4).
4. A reference material has been produced which consisted of project background, project information and 7 exemplars of good creative practices and it was distributed in the 2nd dissemination seminar. (See Appendix 5).
5. A CD-ROM has been produced which consisted of 7 exemplars of good creative practices and has been distributed in the 2nd dissemination seminar. (See Appendix 5).

Evaluation of the Deliverable

A questionnaire was used to evaluate the effectiveness of the deliverable. The data was analyzed and described on Table 5 and Table 6. In regard to the value on reflective reports of observed creative practices, the mean score of 4.38 indicated that the report was well received by the respondents. Among 29 respondents, 18 respondents (62.1%) expressed that they liked the post-lesson conference and the reflective reports the most while 8 respondents (27.6%) reported that the post-lesson conference and reflective reports were the most useful part of the project. For the usefulness of the website, the mean scores was 4.28 indicating most respondents perceived the website is valuable. 9 respondents (31%) stated that they enjoyed browsing the reference materials on the website while 4 respondents (13.8%) expressed that the website was the most useful part of the project.



Table 5
Evaluation on the Deliverables

	No.	Mean	S.D.	Frequency of Scores				
				Very valuable		Not valuable		
				5	4	3	2	1
1. Reflective reports of observed creative practices	29	4.38	0.622	13 (44.8%)	14 (48.3%)	2 (6.9%)	0 (0%)	0 (0%)
2. Website	29	4.28	0.649	11 (37.9%)	15 (51.7%)	3 (10.3%)	0 (0%)	0 (0%)

Table 6
Feedback on project (Participants can choose more than one items)

	Classified items	No. of participants (Percentage)
1. The most favorite part of this project	1. Post-lesson conference and Reflective reports of observed creative practices	18 (62.1%)
	2. Seminars	13 (44.8%)
	3. Website	9 (31.0%)
	4. Apply the creative practices knowledge and skills to classroom setting	6 (20.7%)
	5. Group preparation for the creative practices	1 (3.4%)
2. The most useful part of this project	1. Increased understanding of creative practices	11 (37.9%)
	2. Apply the creative practices knowledge and skills to classroom setting	11 (37.9%)
	3. Post-lesson conference and Reflective reports of observed creative practices	8 (27.6%)
	4. Seminars	7 (24.1%)
	5. Enhance the skills of creative practices	5 (17.2%)



6. Website	4 (13.8%)
7. Enhance the skills of raising questions	2 (6.9%)
8. Group preparation for the creative practices	1 (3.4%)

Dissemination Activities:

The First Dissemination Seminar

The first dissemination seminar was held on 25 February 2012 to disseminate the goals and objectives of the project, the result of the first action research cycle and to share good creative practices. A total of 75 participants attended the seminar. Evaluation forms were distributed to the participants to examine the effectiveness of the dissemination seminar. 72 out of 75 evaluation forms were returned back and the responses rate was 96%. Participants' details are shown on Table 7. A detailed statistical summary is tabulated in Table 8 and 9.

Table 7
Number of Participants and their Backgrounds

	No.	Perc.
1. Current Title of Participants		
Principal of kindergarten	6	8.3
Head teacher of kindergarten	6	8.3
Teacher of kindergarten	45	62.5
Principal of nursery	2	2.8
Teacher of nursery	10	13.9
Vice Principal	1	1.4
Not mentioned	2	2.8
Total:	72	100
2. Qualification		
Master of Education (Med)	5	6.9
Bachelor of Education (Bed)	21	29.2
Certificates of Education (CE) (Kindergarten)	32	44.4
Qualified Kindergarten Teachers (QKT)	2	2.8
Others (Not Mentioned)	2	2.8
Not mentioned	10	13.9
Total:	72	100

Referring to Table 8, participants were generally satisfied (over 80%) with the arrangement of the seminars.

The majority of participants (over 90%) satisfied with the date, duration and the venue arrangement.

Table 8
Statistical Results about the Arrangement of the First Dissemination Seminar

	No.	Perc.
1. General Satisfaction		
Very Satisfied	10	13.9
Satisfied	51	70.8
Average	10	13.9
Not mentioned	1	1.4
Total:	72	100
2. Date Arrangement		
Appropriate	70	97.2
Inappropriate	2	2.8
Total:	72	100
3. Time Arrangement		
Too long	3	4.2
Optimal	68	94.4
Too short	0	0
Not mentioned	1	1.4
Total:	72	100
4. Venue Arrangement		
Appropriate	70	97.2
Inappropriate	2	2.8
Total:	72	100

Referring to Table 9, the mean score of 3.96 (in a 5-point scale) for question 1 (Interest towards the project) indicated that the participants showed interests to the project. For question 2 (Usefulness of enhancing creativity teaching skills) and question 3 (Value of the sharing section), both the mean scores were over 3 (in a 4-point scale) indicating most participants perceived the disseminated seminar was useful and valuable.



Table 9
Statistical Results about the Contents of the First Dissemination Seminar

	No.	Mean	S.D.	Frequency of Scores					
				Very Interested 5	4	3	2	Not Interested 1	Not mentioned /
1. Interest towards the project	72	3.96	0.550	9 (12.5%)	49 (68.1%)	12 (16.7%)	0 (0%)	0 (0%)	/
					Very useful 4	3	2	Not useful 1	Not mentioned /
2. Usefulness of enhancing creativity teaching skills	72	3.11	0.549		15 (20.8%)	49 (68.1%)	7 (9.7%)	0 (0%)	1 (1.4%)
					Very valuable 4	3	2	Not valuable 1	Not Mentioned /
3. Value of the sharing section	72	3.16	0.581		17 (23.6%)	48 (66.7%)	4 (5.6%)	1 (1.4%)	2 (2.8%)

Dissemination Activities:

Final Dissemination Seminar

The final dissemination seminar was held on 1 December 2012 to disseminate the result of the project. A total of 323 participants attended the dissemination seminar. Evaluation forms were distributed to the participants to examine the effectiveness of the dissemination seminar. 264 out of 323 evaluation forms were returned back and the responses rate was 81.7%. Participants' details are shown on Table 10. A detailed statistical summary is tabulated in Table 11 and 12.

Table 10
Number of Participants and their Backgrounds

	No.	Perc.
1. Current Title of Participants		
Principal of kindergarten	6	2.3
Head teacher of kindergarten	24	9.1
Teacher of kindergarten	189	71.6
Principal of nursery	4	1.5
Head teacher of nursery	2	0.8



Teacher of nursery	33	12.5
Others	4	1.5
Not mentioned	2	0.8
Total:	264	100
2. Qualification		
Master of Education (Med)	7	2.7
Bachelor of Education (Bed)	79	29.9
Certificates of Education (CE) (Kindergarten)	138	52.3
Qualified Kindergarten Teachers (QKT)	13	4.9
Others (Not Mentioned)	9	3.4
Not mentioned	18	6.8
Total:	264	100

Referring to Table 11, participants were generally satisfied (about 80%) with the arrangement of the seminars. Over 80% of participants satisfied with the date. Over 70% of participants satisfied with the duration and over 60% of the participants satisfied with the venue arrangement.

Table 11
Statistical Results about the Arrangement of the Final Dissemination Seminar

	No.	Perc.
1. General Satisfaction		
Very Satisfied	22	8.3
Satisfied	184	69.7
Average	49	18.6
Unsatisfied	4	1.5
Very unsatisfied	0	0
Not mentioned	5	1.9
Total:	264	100
2. Date Arrangement		
Appropriate	217	82.2
Inappropriate	41	15.5
Not mentioned	6	2.3
Total:	264	100
3. Time Arrangement		
Too long	66	25
Optimal	195	73.9
Not mentioned	3	1.1
Total:	264	100
4. Venue Arrangement		
Appropriate	173	65.5
Inappropriate	90	34.1
Not mentioned	1	0.4

Total: 264 100

Referring to Table 12, the mean score were over 3.8 for both question 1 (Interest towards the project) and question 2 (Helpfulness of enhancing creativity teaching skills), it indicated that the participants perceived the dissemination seminar was interesting and valuable.

Table 12
Statistical Results about the Contents of the Final Dissemination Seminar

	No.	Mean	S.D.	Frequency of Scores					
				Very Interested 5	4	3	2	Not Interested 1	Not mentioned /
1. Interest towards the project	257	3.82	0.039	22 (8.3%)	174 (65.9%)	54 (20.5%)	6 (2.3%)	1 (.4%)	7 (2.7%)
				Very useful 5	4	3	2	Not useful 1	Not mentioned /
2. Helpfulness of enhancing creativity teaching skills	259	3.83	0.040	22 (8.3%)	182 (68.9%)	46 (17.4%)	7 (2.7%)	2 (.8%)	5 (1.9%)

5. Activity List

Eight seminars were conducted to introduce the concept and teaching strategies of creative practice. Speakers were Dr. Cheung Hun-Ping (Seminar 1 and Seminar 7), Ms. Cheung Lai-Ha (Seminar 2), Prof. Chou Su-Hui (Seminar 3 to Seminar 6) and Dr. CHAN Wai-Ling, Dr. Ng Mei-Lee and Ms CHING Pui-Sun (Seminar 8). Details are shown on Appendix 2. Evaluation forms were distributed to the participants to examine the effectiveness of the seminars.

- Table 13 summarizes the number of participants in the seminars.
- Table 14 and Table 15 show the background information of the participants.
- Table 16 reports the overall opinions about the arrangements.

Table 13
Number of Participants in the Seminars

	Seminar 1	Seminar 2	Seminar 3	Seminar 4	Seminar 5	Seminar 6	Seminar 7	Seminar 8
Total Number of Participants:	67	82	81	91	53	74	39	24

Table 14
Number of Participants and their Backgrounds – Current Title of Participants

	Seminar 1		Seminar 2		Seminar 4*		Seminar 5		Seminar 6		Seminar 7		Seminar 8		
	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	
1. Current Title of Participants															
Principal of kindergarten	2	3.0	3	3.7	4	4.4	3	5.7	3	4.1	2	5.1	1	4.2	
Head teacher of kindergarten	2	3.0	4	4.9	6	6.6	1	1.9	4	5.4	4	10.3	2	8.3	
Teacher of kindergarten	50	74.6	63	76.8	62	68.1	44	83.0	59	79.7	23	59.0	15	62.5	
Principal of nursery	1	1.5	0	0	0	0	0	0	0	0	0	0	0	0	
Head teacher of nursery	2	3.0	0	0	0	0	0	0	2	2.7	0	0	0	0	
Teacher of nursery	6	9.0	8	9.8	15	16.5	3	5.7	5	6.8	9	23.1	4	16.7	
Vice Principal	2	3.0	2	2.4	2	2.2	1	1.9	1	1.4	1	2.6	2	8.3	
Teaching assistant	1	1.5	0	0	0	0	0	0	0	0	0	0	0	0	
Not mentioned	1	1.5	2	2.4	2	2.2	1	1.9	0	0	0	0	0	0	
Total:	67	100	82	100	91	100	53	100	74	100	39	100	24	100	

* Statistics of seminar 4 is a general evaluation for seminar 3 and seminar 4 which had been hosted by the same speaker.

Table 15
Number of Participants and their Backgrounds - Qualification

	Seminar 1		Seminar 2		Seminar 4*		Seminar 5		Seminar 6		Seminar 7		Seminar 8		
	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	
2. Qualification															
Master of Education (Med)	3	4.5	2	2.4	5	5.5	1	1.9	2	2.7	2	5.1	2	8.3	
Bachelor of Education (Bed)	15	22.4	18	22.0	16	17.6	20	37.7	25	33.8	12	30.8	4	16.7	



Certificates of Education (CE) (Kindergarten)	36	53.7	45	54.9	49	53.8	25	47.2	40	54.1	15	38.5	12	50.0
Qualified Kindergarten Teachers (QKT)	7	10.4	9	11.0	7	7.7	6	11.3	5	6.8	3	7.7	0	0
Master Degree (Psychology)	1	1.5	2	2.4	1	1.1	0	0	0	0	0	0	0	0
Bachelor Degree	2	3.0	3	3.7	3	3.3	0	0	1	1.4	0	0	0	0
Postgraduate Diploma in Education	0	0	0	0	1	1.1	1	1.9	1	1.4	0	0	0	0
Not mentioned	3	4.5	3	3.7	9	9.9	0	0	0	0	7	17.9	6	25.0
Total:	67	100	82	100	91	100	53	100	74	100	39	100	24	100

* Statistics of seminar 4 is a general evaluation for seminar 3 and seminar 4 which had been hosted by the same speaker.

Referring to Table 16, most participants had been satisfied with the arrangement of the seminars. Generally, most of participants (75.4% to 100%) reported that they were satisfied with the content of the seminars. In average, more than 90% of participants stated that the date of the seminars were appropriate. The location of the seminars was agreed by nearly 95% of the participants.

Table 16
Overall Opinion about the Arrangement of Seminars

	Seminar 1		Seminar 2		Seminar 4*		Seminar 5		Seminar 6		Seminar 7		Seminar 8	
	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.	No.	Perc.
1. General Satisfaction														
Very Satisfied	17	25.4	13	15.9	36	39.6	4	7.5	8	10.8	8	20.5	7	29.2
Satisfied	41	61.2	55	67.1	51	56.0	36	67.9	54	73.0	26	66.7	17	70.8
Average	7	10.4	8	9.8	4	4.4	13	24.5	11	14.9	2	5.1	0	0
Unsatisfied	0	0	2	2.4	0	0	0	0	0	0	0	0	0	0
Very Unsatisfied	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not mentioned	2	3.0	4	4.9	0	0	0	0	1	1.4	3	7.7	0	0
Total:	67	100	82	100	91	100	53	100	74	100	39	100	24	100
*2. Date Arrangement														
Appropriate	55	82.1	75	91.5	/	/	44	83.0	73	98.6	34	87.2	24	100
Inappropriate	6	9.0	4	4.9	/	/	9	17.0	0	0	0	0	0	0
Not mentioned	6	9.0	3	3.7	/	/	0	0	1	1.4	5	12.8	0	0
Total:	67	100	82	100	/	/	53	100	74	100	39	100	24	100

*3. Time Arrangement														
Too long	4	6.0	4	4.9	/	/	1	1.9	3	4.1	3	7.7	1	4.2
Optimal	61	91.0	76	92.7	/	/	52	98.1	71	95.9	33	84.6	23	95.8
Not mentioned	2	3.0	2	2.4	/	/	0	0	0	0	3	7.7	0	0
Total:	67	100	82	100	/	/	53	100	74	100	39	100	24	100
*4. Venue Arrangement														
Appropriate	60	89.6	77	93.9	/	/	53	100.0	74	100	35	89.7	24	100
Inappropriate	3	4.5	2	2.4	/	/	0	0	0	0	1	2.6	0	0
Not mentioned	4	6.0	3	3.7	/	/	0	0	0	0	3	7.7	0	0
Total:	67	100	82	100	/	/	53	100	74	100	39	100	24	100

* Note: Item2, 3, 4 were not included in the evaluation forms for Seminar3-4.

* *Note: Statistics of seminar 4 is a general evaluation for seminar 3 and seminar 4 which had been hosted by the same speaker.

6. Difficulties Encountered and Solutions Adopted

The budget under the item of “Services - Construction of website” was transferred to item “General Expenses – Expenses of references materials” to maximize the effectiveness of promoting creativity in Hong Kong Preschools. Since one of the research assistants possessed skills for website establishment, the website could be developed effectively without employing service from any outsourcers. Therefore, the amount HK\$20,000 was swap to printing of deliverables, which included 1,500 reference materials and 500 CD-ROMs, to be distributed on the final dissemination.

The project has been extended one month from 30th November 2012 to 31st December 2012. As the dissemination seminar was held on 1st of December 2012 (Saturday), time will be needed to work on the follow up tasks such as analyzing data that collect from the dissemination, maintaining website and completing the final reports.



Annex

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
(i) To empower teachers' understandings of the concept of creativity and to support teachers to acquire skill and knowledge for creative teaching and teaching for creativity through training seminars, workshops and on-site supports.	Seminars School visits	More than 93% attained	93.1% of participants agreed this project could increase their understanding of creative teaching and enhance their interests toward creative practices. 96.6% of participants expressed that they could also acquire teaching skills for creative practices and the reflective skills on current teaching practices.	N/A
(ii) To develop exemplars of good creative practices through the partnership of project members and participant teachers.	School visits	Achieved	A total of 51 exemplars of good creative practices were developed through the partnership of project members and participant teachers.	N/A
(iii) To identify the characteristics of good creative practices through try-out lessons.	School visits	Attained	Most of participants reported that they could identify the characteristics of good creative practices through the post-lesson conference.	N/A
(iv) To disseminate good creative practices provided by practicing schools.	Two disseminations	Fully Achieved	Two dissemination seminars were organized on 25 th February 2012 and 1 st December 2012 to disseminate the details, good creative practices and results of the project.	N/A

Table 2: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$489,090	\$454,697.10	-0.07%
Services	\$145,880	\$62,911.80	-0.56%
General Expenses	\$44,530	\$53,459.60	+0.2%

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Reflective Report	27 participant teachers (93.1%) agreed that the reflective reports are valuable. 18 of them (62.1%) reported that they like the post-lesson conference and the reflective reports most while 8 teachers (27.6%) expressed that it is the most useful part of the project.	/	/
Website (http://www.ied.edu.hk/ece/qef/creativity/index.html)	Before the launch of the website, 26 participant teachers (89.6%) agreed that the website is valuable. 9 of them (31%) expressed that the resources on the website is the most favorite part while 4 teachers (13.8%) reported that it is the most useful part of the project. It is because they could receive different kind of creative practices exemplars and to exchange their experiences on the website. As at 12 th December 2012, 1004 visitors browsed the project website since September 2011.	/	/
Reference material	/	/	/
CD-ROM	/	/	/

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Seminar 1	Title: 幼兒創作力發展: 困難與挑戰 Date: 27 th Aug 2011 (Sat) Time: 9:30am - 12:30pm Venue: HKIED (Town Centre)	6	67	N/A	N/A	Please refer to Table 16 – “Overall Opinion about the Arrangement of Seminars” on page 20-21.
Seminar 2	Title: 啟發創意的教學: 學前教育的視覺藝術 Date: 3 rd Sept 2011 (Sat) Time: 9:30am - 12:30pm Venue: HKIED (Town Centre)	6	82	N/A	N/A	
Seminar 3	Title: 幼兒教育創意課程之設計方法 Date: 9 th Sept 2011 (Fri) Time: 6:00pm - 9:00pm Venue: HKIED (Town Centre)	6	81	N/A	N/A	
Seminar 4	Title: 幼兒教育創意課程之教學模式 Date: 10 th Sept 2011 (Sat) Time: 9:30am - 12:30pm Venue: HKIED (Town Centre)	6	91	N/A	N/A	
Seminar 5	Title: 讓你的創造力回春 Date: 24 th Feb 2011 (Fri) Time: 6:00pm - 9:00pm Venue: HKIED (Town Centre)	6	53	N/A	N/A	
Seminar 6	Title: 把脈與期待創意活動 Date: 25 th Feb 2012 (Sat) Time: 2:00pm - 5:00pm Venue: HKIED (Town Centre)	6	74	N/A	N/A	



Seminar 7	Title: 玩出創意來 Date: 3 rd Mar 2012 (Sat) Time: 9:30am - 12:30pm Venue: HKIED (Town Centre)	6	39	N/A	N/A	
Seminar 8	Title: 學習環境的創設 Date: 10 th Mar 2012 (Sat) Time: 9:30am - 12:30pm Venue: HKIED (Town Centre)	6	24	N/A	N/A	
Dissemination 1	Title: 「啓發創意教學:在學前教育推動教師的創意教學及其改變歷程」發佈會 Host: Dr. CHEUNG Hun-Ping Date: 25 th Feb 2012 (Sat) Time: 9:00am-12:30pm Venue: HKIED (Town Centre) Sharing Session: Topic: 「創造性教學面面觀」 Speaker: : Prof. CHOU Su-Hui	29	72	N/A	N/A	Please refer to Tables 8-9 – “Statistical Results about the Arrangement of the First Dissemination Seminar” and “Statistical Results about the Contents of the First Dissemination Seminar” on page 15-16.
Dissemination 2	Title: 「啓發創意教學:在學前教育推動教師的創意教學及其改變歷程」發佈會 Host: Dr. CHEUNG Hun-Ping Date: 1 st Dec 2012 (Sat) Time: 2:00pm-5:00pm Venue: HKIED (Tai Po Centre)	61	319	1	3 (Pearson Education Asia Limited)	Please refer to Tables 11-12 – “Statistical Results about the Arrangement of the Final Dissemination Seminar” and “Statistical Results about the Contents of the Final Dissemination Seminar” on page 17-18.

Appendix 1

Table 1

Details of the First Dissemination Seminar

Title:	<i>“Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change” First Dissemination Seminar</i>	
Date:	25-2-2012 (Sat)	
Time:	9:00am-12:30pm	
Venue:	HKIED (Town Centre)	
Programme Rundown:	Time	Activity
	9:00am – 9:15am	Welcome and Registration
	9:15am – 9:30am	Introduction
	9:30am – 11:45am	Seminar – by Prof. CHOU Su-Hui, Flora Topic: 創造性教學面面觀
	11:45am – 12:15pm	Sharing of Good Creative Practices
	12:15pm – 12:30pm	Q & A Section

Table 2

Schedules of the Final Dissemination Seminar

Title:	<i>“Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change” Final Dissemination Seminar</i>	
Date:	1-12-2012 (Sat)	
Time:	2:00pm – 5:00pm	
Venue:	HKIED (Tai Po Campus)	
Programme Rundown:	Time	Activity
	1:45 pm – 2:00pm	Welcome and Registration
	2:00pm – 4:15pm	Project Sharing- by Dr. Rebecca Cheung Topic: “ Teaching for creativity: Promoting creative practices in preschool classrooms and the processes of change”
	4:15pm – 4:45pm	Experience Sharing – Vice-Principal of Buddhist Kam Lai Kindergarten, Ms. Yeung Kim Yam
	4:45pm – 5:00pm	Q & A Section

Appendix 2

Table 1
Details of the Seminars

No.	Title	Medium	Date	Time	Venue	Host
1	幼兒創作力發展： 困難與挑戰	Cantonese	27-08-2011 (Sat)	9:30am- 12:30pm	HKIED (Town Centre)	Dr. CHEUNG Hun-Ping, Rebecca
2	啟發創意的教學： 學前教育的視覺藝術	Cantonese	03-09-2011 (Sat)	9:30am- 12:30pm	HKIED (Town Centre)	Ms. CHEUNG Lai-Ha, Lily
3	幼兒教育創意課程 之設計方法	Mandarin	09-09-2011 (Fri)	6:00pm- 9:00pm	HKIED (Town Centre)	Prof. CHOU Su-Hui, Flora
4	幼兒教育創意課程 之教學模式	Mandarin	10-09-2011 (Sat)	9:30am- 12:30pm	HKIED (Town Centre)	Prof. CHOU Su-Hui, Flora
5	讓你的創造力回春	Mandarin	24-02-2012 (Fri)	6:00pm- 9:00pm	HKIED (Town Centre)	Prof. CHOU Su-Hui, Flora
6	把脈與期待創意活動	Mandarin	25-02-2012 (Sat)	2:00pm- 5:00pm	HKIED (Town Centre)	Prof. CHOU Su-Hui, Flora
7	玩出創意來	Cantonese	03-03-2012 (Sat)	9:30am- 12:30pm	HKIED (Town Centre)	Dr. CHEUNG Hun-Ping, Rebecca
8	學習環境的創設	Cantonese	10-03-2012 (Sat)	9:30am- 12:30pm	HKIED (Town Centre)	Dr. CHAN Wai-Ling, Dr. Ng Mei-Lee, Ms CHING Pui-Sun

Appendix 3

Table 1

Schedules of School Visits

Schedule of School Visits (September 2011)		
Date	Time	Participating Schools
7-9-2011 (Wed)	1:30 pm-4:30 pm	Lui Kwok Pat Fong Kindergarten
8-9-2011 (Thu)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
8-9-2011 (Thu)	1:30 pm-4:30 pm	Buddhist Kam Lai Kindergarten
9-9-2011 (Fri)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten

Schedule of School Visits (October 2011)		
Date	Time	Participating Schools
10-10-2011 (Mon)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten
11-10-2011 (Tue)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten
13-10-2011 (Thu)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
18-10-2011 (Tue)	9:30 am-12:30 pm	Lui Kwok Pat Fong Kindergarten
19-10-2011 (Wed)	9:30 am-12:30 pm	Buddhist Kam Lai Kindergarten
26-10-2011 (Wed)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten

Schedule of School Visits (November-December 2011)		
Date	Time	Participating Schools
28-11-2011(Mon)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten
30-11-2011(Wed)	9:30 am-12:30 pm	Buddhist Kam Lai Kindergarten
6-12-2011(Tue)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten
7-12-2011(Wed)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
8-12-2011(Thu)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
9-12-2011(Fri)	2:00 pm-5:00 pm	Lui Kwok Pat Fong Kindergarten



Schedule of School Visits (February 2012)		
Date	Time	Participating Schools
8-2-2011(Wed)	9:30 am-12:30 pm	Lui Kwok Pat Fong Kindergarten
9-2-2011(Thu)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten
14-2-2011(Tues)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
24-2-2011(Fri)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
27-2-2012(Mon)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten
27-2-2012(Mon)	2:00 pm-5:00 pm	Buddhist Kam Lai Kindergarten

Schedule of School Visits (April – May 2012)		
Date	Time	Participating Schools
19-4-2012 (Thu)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten
19-4-2012 (Thu)	2:00 pm-5:00 pm	Lui Kwok Pat Fong Kindergarten
25-4-2012 (Wed)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
26-4-2012 (Thu)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
27-5-2012 (Fri)	9:30 am-12:30 pm	Buddhist Kam Lai Kindergarten
4-5-2012 (Fri)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten

Schedule of School Visits (May 2012)		
Date	Time	Participating Schools
15-5-2012 (Tue)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
17-5-2012 (Thu)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten
17-5-2012 (Thu)	2:00 pm-5:00 pm	Lui Kwok Pat Fong Kindergarten
18-5-2012 (Fri)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
22-5-2012 (Tue)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten
23-5-2012 (Wed)	9:30 am-12:30 pm	Buddhist Kam Lai Kindergarten

Schedule of School Visits (June 2012)		
Date	Time	Participating Schools
6-6-2012 (Wed)	9:30 am-12:30 pm	Holy Trinity Centre Kindergarten
7-6-2012 (Thu)	9:30 am-12:30 pm	TWGHs Tin Wan Kindergarten
14-6-2012 (Thu)	2:00 pm-5:00 pm	Lui Kwok Pat Fong Kindergarten
25-6-2012 (Mon)	9:30 am-12:30 pm	FDBWA Cheung Chuk Shan Kindergarten
26-6-2012 (Tue)	9:30 am-12:30 pm	Buddhist Kam Lai Kindergarten
28-6-2012 (Thu)	9:30 am-12:30 pm	St Margret Mary's Catholic Kindergarten