

Part C : Project Details

2012/0150 (Revised)

Project Title: Development of Curriculum Leaders for Quality Pre-primary Education**The Local Context of Early Childhood Education**

In Hong Kong, pre-primary education refers to the stage of education before primary education. It is recognized as an important stage "which lays the foundation for life-long learning and whole person development and serves as the starting point of formal education (CDC 2006).

The Hong Kong Government has made great commitments to early childhood education ('ECE') in the last decade. The introduction of the "Guide to the Pre-primary Curriculum (2006)" shows the fundamental values of ECE with full emphasis on children development and children learning. The Pre-primary Education Voucher Scheme (PEVS) that has been executed since 2007 helps to support the needs of parents. A review of the PEVS was also carried out in 2010 by the Education Commission for enhancement measures of the PEVS and to strengthen financial support for parents. Coupling with the PEVS, all kindergartens (KGs) under the PEVS are required to conduct self-evaluation complemented by external Quality Review for sustainable development.

Needs analysis and our Capability

Our Chief Executive Leung Chun-ying in his election campaign said: "Education is of paramount importance in policy making" and he further indicated that he supported the 15-year free education. Although the call for 15-year free education was strong, it was not an easy issue to tackle. At present, a majority of the pre-primary services are market driven. Should 15-year free education be implemented, standardization in areas such as student admission, teacher qualifications and salary pay scale would be inevitable. But the working group (WG) formed to review the PEVS in 2010 recognized the diversity and vibrancy of our pre-primary education system as strengths to be maintained and built on. The WG also reassured that the sector should be empowered to take ownership in achieving quality goals (EC 2010).

To march to the road of 15-year free education, a lot of consultations and initiatives should be done. Among all these preparations, development of curriculum leaders is of utmost importance. According to Mead, S. (2011) principals are particularly crucial in PreK-3rd Grade settings, where leadership must align school visions, curriculum, instructional strategies, assessment to ensure effective instruction across all classrooms. Unfortunately, too many schools today lack strong principal curriculum leadership.

According to the Report of the Hong Kong Pre-primary Schools Quality Review (2007-2012), 756 pre-primary institutions were reviewed within the past 5 years. Among them, about 40% of the reviewed schools were advised to have improvement in arranging a comprehensive and balanced curriculum to foster children's holistic development. Some reviewed schools arranged repetitive drilling and writing that were beyond children's developmental ability and hence weakened their interest in learning. About half of the reviewed schools were advised to take more considerations and improvement in curriculum management (coordination and monitoring). 60% of the schools were commented as weakest in self-evaluation. Teachers were recommended to have a better understanding of school self-evaluation. They needed to make good use of the collected evidence for improvement. Schools should prioritize their developmental needs and made appropriate strategic planning. They need to embed "Planning-Implementation-Evaluation" (P-I-E) cycle as an integral part of school life. The situations show that pre-primary schools need to be more conscious in planning a well-balanced and comprehensive curriculum, establish mechanism for curriculum management and develop a sound understanding in self-evaluation. Most important of all, the above shortfalls show that existing leadership development for ECE sector in Hong Kong is inadequate and that principals and senior teachers are likely under-prepared for their roles. Schools themselves need professional support to enhance their capabilities along the road for 15-year free education.

In view of the above facts, enhancing the roles and expertise of principals and curriculum leaders who hold the levers for school improvement is crucial to facilitate quality pre-primary education. In

in this regard, the applicant, The Centre for University & School Partnership (CUSP) having substantial expertise and extensive experiences in running university-school partnership projects would like to work on the project to provide leadership support to the ECE educators. The following is the introduction of the applicant.

Capabilities of The Centre for University and School Partnership (CUSP)

The applicant, the Centre for University & School Partnership (CUSP) established in 1998 is now well into its fourteenth year. With the support of the QEF, the Centre initiated a series of collaborative ventures with the school sectors and worked complementarily with the Faculty of Education and the Bureau in strengthening the capacity of local schools. Over the years, the Centre has worked closely with more than 1,000 partner schools through different projects.

On the tenth anniversary, the “**Accelerated Schools for Quality Project**” (ASQEP) (1998-2001) of the CUSP was granted an **Outstanding Project Award** by the QEF. The project helped to improve schools through a university–school partnership model with three dimensions: school leadership and administration; curriculum and teaching; parents and community. The three-year project served 50 schools and benefited over 75,000 teachers, students and parents. Although the ASQEP was completed, building on its foundation, various ongoing quality education projects in diversified, comprehensive, interactive and sustainable partnership models have been derived from its concept. The success of all these partnership projects fully reflect our capabilities in providing professional support for school improvement and quality education, especially leadership development and quality teaching in ECE sector. Schools showed high recognitions to the CUSP for rendering school-based support to early childhood education sector as they think the professional support was useful and insightful to their sustainable development.

We hope that with the support of the Project, principals and senior teachers can strengthen their leadership roles.

Project Goals and Objectives

Long Term Goal:

To enable, enrich and empower curriculum leaders in pre-primary schools to facilitate quality education and to promote whole child development so that children can acquire the best possible start in life.

Short Term Goals :

- (1) To enable, enrich and empower principal and teachers with leadership knowledge and skills in reviewing school context and curriculum for further improvement;
- (2) To motivate more colleagues to participate in strategic planning and curriculum decision;
- (3) To encourage principal and teachers to build a collaborative and reflective culture and embed; “Planning-Implementation-Evaluation” (P-I-E) cycle as an integral part of school life;
- (4) To assist the Project Schools build teacher capacity in pursuit for quality teaching and to ensure substantiation of changes after the Project period;
- (5) To assist principal and teachers in building up close ties with parents so that they can collaborate with schools in nurturing whole-child development;
- (6) To establish a network between Project Schools and Associate Schools so that they can share their leading experiences for promoting quality pre-primary education;
- (7) To find out through research how leadership practices impact student learning and findings of which can be used to inform the Bureau for consideration in future education policy and training implications.

Objectives

- (1) To organize centralized workshops on leadership knowledge and curriculum management so that leaders are enabled and empowered to review school and curriculum for improvement;
- (2) To pay schools visits and enable school communities to build a collaborative and reflective culture on both macro and micro level (school level and classroom level) through P-I-E cycle;
- (3) To co-organize with school leaders in conducting parent workshops and learning activities so that parents can collaborate with schools in effective learning and whole child development;
- (4) To organize inter-school visits and sharing activities between Project Schools and



Associate Schools for professional exchange and for building a professional learning community;

- (5) To organize territory-wide dissemination activities for sharing leadership experiences and school-based curriculum practices with other local pre-primary institutions for knowledge transfer;
- (6) To share school-based leadership and curriculum practices through an electronic platform so as to build up a professional network;
- (7) To consolidate leadership experiences through research for wider sharing and for consideration in future education policy and training implications.

Theoretical Foundations of the Proposal

Leadership and Successful Schools

According to Leithwood & Riehl (2003), the core definitions of leadership are: "providing direction" and "exercising influence". They also state that school leaders are being held accountable for how well teachers teach and how much students learn. The Scottish Executive (2004) in their agenda for Action said "*Good leadership is critical to a successful school. Success comes from aiming high with the clear vision, ethos and communication that good leadership brings. We will act to support high quality school leadership and inspired ambitious school communities.*" Once again, the Scottish Executive (2005) in their Discussion Paper said "*Assisting schools in their leadership work, schools will be more able to develop pupils.*"

In the Study regarding Effective Leadership in the Early Years, Siraj-Blatchford and Manni (2006) highlighted the following effective leadership practices:

- Identifying and articulating a collective vision
- Ensuring shared understandings, meanings and goals
- Effective communication
- Encouraging reflection and commitment to ongoing, professional development
- Monitoring and assessing practices
- Building a learning community and team culture

To develop leaders, Rodd (2001) thought that the following elements are important: (a) Technical knowledge and skills, including pedagogical and curriculum leadership and the competence to deliver authentic and appropriate curriculum to meet the needs of children; (b) Conceptual ability, which involves the capabilities to be critical and analytical, able to make decisions and judgments, to plan strategies and to communicate information in a way that inspires and motivates colleagues and parents. Conceptual expertise is essential because it is the capability to transform conceptual ideas in one's vision into practical reality. Rodd also highlighted (c) Interpersonal expertise: Rodd thought interpersonal dimension is very different from "task orientation". He placed emphasis on caring for the community. Such interpersonal expertise is a hallmark of effective leaders in early childhood settings. Rodd suggested interpersonal expertise include building teams, communications, solving conflicts, building partnership with parents and acting as an advocate for children and the profession.

Rodd's framework for curriculum leadership development was as follows:

Leadership elements to be developed	Capabilities and practices in pre-primary education institutions
Conceptual knowledge	<ul style="list-style-type: none"> ➤ Able to forge shared vision and development priorities with colleagues ➤ Able to make decisions and strategic planning with colleagues ➤ Able to nurture a collaborative and reflective school culture in pursuit for continuous improvement
Technical Knowledge	<ul style="list-style-type: none"> ➤ Able to give advice to plan a comprehensive and balanced curriculum ➤ Able to give constructive feedback and adequate follow-up support to teachers for improving learning, teaching and assessment ➤ Able to monitor progress of learning and teaching
Interpersonal Knowledge	<ul style="list-style-type: none"> ➤ Able to lead the team ➤ Able to have effective communication with different stakeholders ➤ Able to build up partnership with parents and the community

Building up teacher capacity in pursuit for quality teaching

Kenneth Leithwood (2008) in his research said “There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.” It is obvious that leadership serves as a catalyst for unleashing the potential capacities that already exist in our organizations. Building teacher capacity is critical to raising student achievement, and principals are well positioned to do this work because of their roles. Scherer (2007) stated that teacher leadership connects teachers and principals in their mutual mission: improving learning for students. Olson (2007) said teacher leadership has the potential for improving students' learning as well as the professional lives of both administrators and classroom teaching.

According to Hargreaves and Fink (2003), school improvement must be embedded in the hearts and minds of all the teachers and not rest on the shoulders of a school leader. Schools must apply systems thinking to all of their initiatives. No single leader acts in isolation from what is concurrently happening around him or her, nor from what has happened before and will happen in the future. Teachers must see themselves as being - and be encouraged to be - leaders of classrooms and of colleagues from the moment they begin their careers.

To maintain quality education and to build teacher capacity, we suggest involving more teachers in school development and curriculum decision to ensure substantiation of changes after the Project period

Quality Pre-primary Education

Pre-primary education has long been recognised globally and locally as significant in laying the foundation for lifelong learning and all-round development. A study of the curriculum materials published by the Hong Kong government shows that the official expectations of quality pre-primary education have remained much the same throughout all these years since 1980s. The government expects that “The care and education services provided by pre-primary institutions in Hong Kong help to foster children’s balanced development in their physical, intellectual, language, social and emotional aspects ... and develop in children an interest in learning which helps to prepare them for future education” (Curriculum Development Council, 1996, p. 1). Having said so, the government expects the pre-primary curriculum “incorporate play activities into different learning areas and plan the curriculum through an integrated approach” (Curriculum Development Council, 2006, p. 41).

However, local studies on the pre-primary curricular practice in Hong Kong reported very similar features which described as instructional, directed, managerial, technical, strict, rigid, transmissive, and teacher-dominated (Cheng, 2001, 2004, 2008a, 2008b; Cheng & Stimpson, 2004; Fung, 2007; Li, 2003, 2004a, 2004b; Oppen, 1992). Such a kind of didactic and structured practice of teaching and learning does not warrant comprehensive development of children. Neither does it nurture children to become active learners. To enhance the curricular practice of pre-primary education, strong curriculum leadership seems to be a requisite.

As classroom practice is the core service of schooling, quality school should adopt child-oriented teaching to enhance children’s active learning attitude, curiosity, creativity and problem-solving skills. James L. Hymes Jr. (1968) defines a good school as one that helps children “develop to their maximum, enhance their social powers and their intellectual powers, establish their emotional capacities, their physical powers.” Quality pre-primary education helps whole-child development. It helps children build an all-round personality, develop their multiple intelligences and cultivate their interests in learning. The Curriculum Guide (2006) stated that children are active learners who are curious and interested in exploration. They can learn well when the learning experience matches their development. Schools should provide children with care and appropriate learning opportunities which cater for children’s developmental needs. When an ideal curriculum is planned, the frontline practitioners play a crucial role in actualising the plan. To teach effectively, teachers are encouraged to reflect on their practices, clarify the problems encountered in the classroom, plan for intervention strategies and create an environment of renewal and improvement. Elliot (2007) in his research paper stated that action research empowers teachers to make sensible and effective pedagogical decisions. This reflective practice empowers participating teachers to be leaders in the classroom.

The Project recommends a 4-P action research framework that helps teachers to identify day-to day teaching problems. The guiding framework of 4-P Model is shown in Appendix 2.

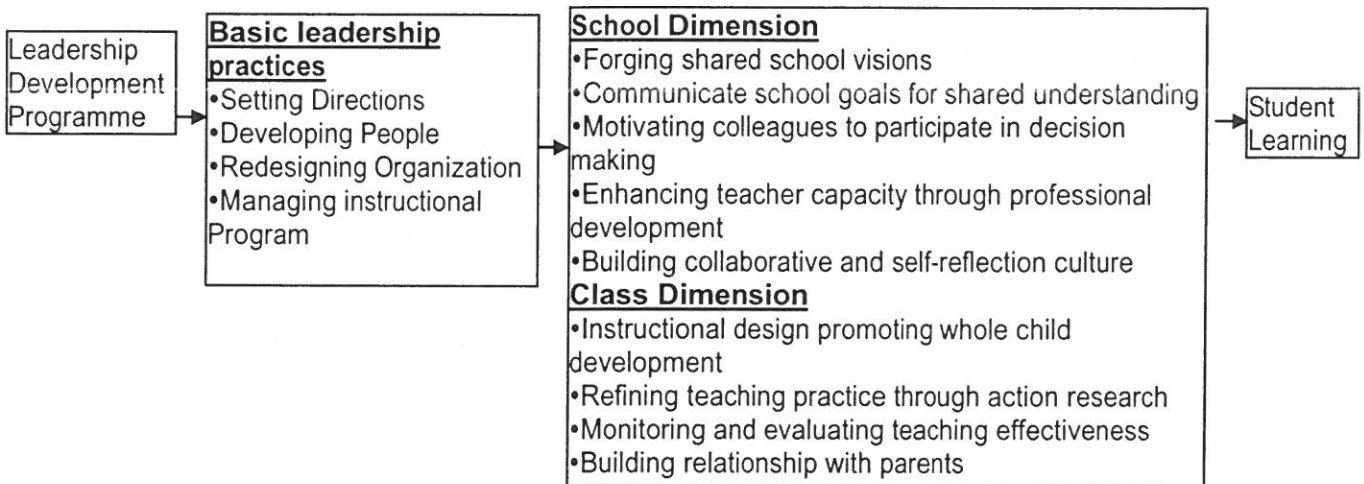
Partnership with parents

According to Koonce and Harper (2005), when parents are involved in their children’s education, learners will pay more efforts. They will be more concentrative and attentive. Learners are more interested in learning, and they experience higher perceived competence. Thus it is encouraged that leaders should always strive to build up partnership with parents. In our 2006 Curriculum Guide, it is stated that parents are both the key partners and human resources of a pre-primary institution. It is also an important pillar of children’s development. Family participation is essential for the success of early childhood education. Through different communication channels such as contacts during class or after school, schools establish a close relationship for home-school collaboration.

In our project, SDOs will co-lead parent workshops and learning activities with school leaders/ teachers, so that parents can better understand their roles in nurturing whole child development and be active participants in their children’s learning.

Framework of the Project

To summarize the above theories, we will adapt Leithwood’s (2005) basic categories of leadership practices: ❶ Setting direction ❷ Developing people ❸ Redesigning the organization ❹ Managing instructional program as the framework of the Project. The Project School Development Officers will conduct Leadership Development Program to the school leaders. They are expected to enact four basic practices in school and classroom dimensions. In the end it is expected, that leadership effects will have positive impacts on student learning.



Targets and Expected Number of Beneficiaries

To address the keen demand of the pre-primary sector, the Project shall accommodate 50 schools (including 25 Project Schools and 25 Associate Schools) from 1st November, 2013 to 31 October., 2014. The participants include: principals, teacher leaders, teachers, children and parents.

Duration of service	Nos. of Project schools	No. of Associate Schools	Total No. of Schools
Nov 2013 to Oct 2014	25*	25	50

* Note: Distanced support in the form of on-line consultation and arrangement of professional sharing will be continued after the completion of the intensive support service to maintain a professional network and learning community.

Selection criteria for recruitment of schools

To ensure a wide representation of schools, the project shall recruit schools (i) with different school size (ii) with students from different socio-economic backgrounds (iii) from different districts. Priority will be given to kindergartens that are in greater need of external support to empower the curriculum leaders. It is hoped that such a diversity of schools will allow the project to generate different models of leadership for references in the future.

Number of Beneficiaries

Period	No. of Project Schools	Beneficiaries			
		① School leaders	② Teachers	③ Children	④ Parents
1/11/2013 to 31/10/2014	Project school: 25	75	375	6,000	6,000
	Associate school: 25	50	250	4,500	4,500
Total	50	125	625	10,500	10,500

- ① For Project schools: 3 school leaders: 1 principal, 2 senior teachers/ coordinators are included as leaders
For Associate schools: 2 school leaders can join all centralized workshops and clustering activities
- ② For Project schools: An average of 15 teachers in each Project School will benefit in the project
For Associate schools: An average of 10 teachers will indirectly benefit from their leaders attending training
- ③ For Project schools: An average of 240 students in each Project School will benefit
For Associate schools: An average of 180 students will indirectly benefit from their teachers
- ④ For Project schools and Associate Schools: Parents of all students involving in class activities will hence benefit from the project.

Extent of teachers' and principals' involvement in the project

Centralized workshops, intensive on-site consultations, meeting for reflection regarding school planning, curriculum management, effective teaching and learning will be arranged to engage principals, senior teachers and frontline teachers in the course of the project period.

Rank of Teachers	Degree of Involvement
Principal	<u>Project Schools</u> (1) Leader of the Project – coordinate the whole project. (2) Attend the centralized workshops (3) Facilitate all project activities: preparing documents for discussion, arrangement of meetings, lesson observations, cluster sharing and dissemination activities. (4) Encourage teachers to take up leading roles in curriculum development and pursue quality teaching through action research. (5) Lead the macro P-I-E self-evaluation (school level) process to evaluate the effectiveness of the school targets. (6) Pair up with an Associate School to form a Learning Circle and share school-based experiences with the leaders of the Associate School at least 2 times in the year. (7) The principal will also commit to share school-based experiences with the sector through the web and in dissemination activities.
	<u>Associate Schools</u> (1) Leader of the Project. (2) Attend the centralized workshops



	<p>(3) Pair up with a Project School to form a Learning Circle to share experiences. The Learning Circle will meet at least 2 times in the year.</p> <p>(4) Submit a Year Plan at the end of the academic year.</p>
Senior Teachers	<p><u>Project Schools</u></p> <p>(1) Support principal in leading the project.</p> <p>(2) Attend centralized workshops</p> <p>(3) Play the role as curriculum leaders and facilitate arrangement of collegial lesson planning and peer class observations.</p> <p>(4) Encourage their peers to take up leading roles and pursue quality teaching through action research.</p> <p>(5) Lead the micro P-I-E (class level) self evaluation process to evaluate curriculum effectiveness.</p> <p>(6) Commit to share leadership stories and instructional design</p> <p>(7) Join the clustering activities and school visits and share with other schools.</p> <p>(8) Pair up with an Associate School to form a Learning Circle and share school-based experiences with the leaders of the Associate School for at least 2 times in the year.</p> <p>(9) Consolidate the practices of a curriculum leader and help in the research</p> <p><u>Associate Schools</u></p> <p>(1) Attend the centralized workshops.</p> <p>(2) Attend the Learning Circle formed with another Project School to share school-based experiences.</p>
Teachers	<p><u>Project Schools</u></p> <p>(1) Teachers will attend consultation meetings led by the SDO of the Project.</p> <p>(2) Teachers will participate in strategic planning, curriculum decision and review process.</p> <p>(3) Teachers will try to adopt 4-P action research in class to pursue quality teaching and to promote whole-child development.</p> <p>(4) Teachers are willing to share school-based experiences in-school and out-school for knowledge transfer and to build up a learning community.</p> <p><u>Associate Schools</u></p> <p>Teachers will attend the learning circle formed with another Project School.</p>

Salient features of the Project

- ✧ The Project **empowers, enriches and enables leaders** with leadership knowledge and skills to set directions, develop people, redesign organization and manage instructional program.
- ✧ Project Schools will build **teachers' capacity** – more teachers are expected to actively participate and take up leading roles in strategic planning and curriculum decision.
- ✧ A **Project School** will pair up with an **Associate School** to form a **Learning Circle**. The Learning Circle will meet at least twice a year to share experiences about leadership practices and effective teaching.
- ✧ **Partnership with parents** – The Project encourages promotion of school-family partnership in fostering whole child development.
- ✧ Consolidation and **research** – To consolidate leadership experiences of the project, a study will be carried out to see how leadership practices impact student learning.

Implementation Plan with Time-line

The project is planned to last for **12 months** (1st November 2013 – 31st October 2014).

The training and professional support services will consist of the following three stages:

Implementation Plan

Stage 1: Centralized workshops

Stage 2: On-site consultancy to Project Schools

Stage 3: Sharing success

Stage	Modes of training	Duration	Target participants	Training contents
I	<p>(A) Centralized Workshops for School leaders:</p> <ul style="list-style-type: none"> (i) Roles and skills of a leader (ii) Aligning school development with curriculum management (iii) Curriculum management (iv) Pursuing teaching excellence through action research <p>(Tailor-made training activities will be delivered in the form of skills demonstration, coaching, case study, analysis of school reports, co-planning of instructional design, discussions on teaching, talks, sharing experiences by experienced heads, hands-on activities)</p>	<p>From November, 2013 to January 2014</p> <p>(Each workshop will be held twice with identical content to accommodate the no of participants.)</p>	<p>Project Schools: 3 leaders</p> <p>Associate Schools: 2 leaders (principals, senior teachers/ teacher leader)</p>	<ul style="list-style-type: none"> ➤ Theory of sustainable leadership and management in school improvement. ➤ Assessing school developmental needs ➤ School planning in alignment with school vision, curriculum focus ➤ Building P-I-E self evaluation practices into school life ➤ How to manage curriculum effectively? ➤ Understanding of whole child development ➤ School-based curriculum for promoting whole-child development. ➤ Action research-a strategy in pursuit for instructional improvement.
II	<p>On-site Consultancy to Project Schools</p> <p>CUHK professional team will pay at least 10 visits to each Project School.</p>	<p>Duration (From November 2013 to October 2014)</p>	<p>Target participants Kindergarten principals, teacher leaders and teachers</p>	<p>Nature of Work</p> <ul style="list-style-type: none"> ➤ The CUHK professional team will provide regular on-site support to the Project Schools. Consultancy will include the following levels: <ul style="list-style-type: none"> (i) Macro level – Emphasis will be placed on helping leaders to revisit school context, prioritize school developmental needs, setting objectives, strategic plans and appropriate success indicators, conduct the P-I-E self-evaluation process to evaluate school effectiveness

<p>(ii) Micro level – Support senior teachers/ teachers to act as curriculum leaders; align school development with curriculum, consultancy will be given on curriculum planning, teaching practice, action research and consolidation. Curriculum leaders/ teachers should adopt the P-I-E self-evaluation process to evaluate teaching effectiveness.</p> <p>▲ The CUHK Team will co-organize workshops for parents</p> <p>▲ A set of collaborative working plan which serves as a comprehensive guide will be developed so that trainers and school partners can reach a consensus on the specific outcomes of the project.</p> <p>▲ To consolidate leadership experiences and to keep track of the professional development , a portfolio will be kept for knowledge management and for reflection of further improvement..</p>			<p>CUHK professional team will devise multiple strategies to tackle the anticipated hurdles in the implementation of the project.</p>	
<p>(i) A Project School will pair up with an Associate School to form a Learning Circle. They will share their school-based experiences. Altogether there will be 25 Learning Circles and these Learning Circles will meet at least 2 times a year. The CUHK SDO will act as a facilitator in the meeting to ensure the effectiveness of the sharing. The CUHK SDO will also give follow-up feedback to Associate Schools for consolidation of teaching practices.</p> <p>(ii) Thematic clustering sharing will be held for schools who have similar needs and interest for in-depth sharing</p> <p>(iii) Each Project School will upload at least 1 instructional design / leadership story to the CUHK web for sharing of experiences</p> <p>(iv)The Project will organize a territory-wide seminar. Project Schools will share experiences with other local pre-primary schools</p> <p>(v) A research will be carried out all through the course of the project to collect data for consolidation of relationship between leadership and effective teaching and learning</p>	<p>Project Schools & Associate Schools</p> <p>Project Schools & Associate Schools</p> <p>Project Schools</p> <p>All pre-primary institutions in HK</p> <p>Project Schools and Associate Schools</p>	<p>(i) February – Aug, 2014</p> <p>(ii)February - Aug , 2014</p> <p>(iii) June-Sept, 2014</p> <p>(iv) June, 2014</p> <p>(v) Nov 2013 – Oct. 2014</p>	<p>Sharing Success</p> <p>(i) Learning Circle</p> <p>(ii) Thematic cluster sharing</p> <p>(iii) Sharing of practices through the web</p> <p>(iv) Territory-wide seminar</p> <p>(v) Research carried out to study leadership development</p>	<p>Stage</p> <p>III</p>

Timeline for Implementation of the Project

2013 2014

Programme / Stage	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct
Recruitment / Enrolment												
Stage I (Centralized Workshops)												
Stage II (On-site consultancy)												
Stage III (Learning Circle)												
Stage III (Cluster sharing)												
Stage III(Web construction)												
Stage III (Uploading leadership stories / instructional design to the web for sharing)												
Stage III (Dissemination)												
Instrument design												
Research / Collection of data												

- ❖ Because of the number of attendants from both Project Schools and Associate Schools, each workshop will be held twice with identical content to better cater for the large no. of participants.
- ❖ Project schools have to submit either an instructional design or a leadership story for sharing. Leadership stories are means and effective tools showing how leaders overcome challenges in leading whereas instructional design is a product showing how leaders envision their shared goals and the process of collective efforts.
- ❖ Project Progress Report and Final Evaluation Reports will be submitted by end of May 2014 and end of January 2015 respectively.
- ❖ Research Findings will be completed before the due date of Final Evaluation Report submission, ie. before 31.1.2015

Strategies tackling Anticipated hurdles in the implementation of the Project

It is anticipated that the Project will encounter various hurdles in implementing the project such as availability of suitable teachers to take up the role of curriculum leaders, the sustainability of the project impact affecting by the turnover rates of the teachers and the levels of parental support for the project, different strategies will be devised to tackle the said situations. Please refer to Appendix 3 for details.

Research framework for the project

Leadership is the exercise of influencing organizational members working towards the achievement of the organization's vision and goals. Effective leadership makes a difference in school capacity and learning improvement. The research in this project tends to evaluate leadership effectiveness in terms of a leader's practices for the organizational growth and its impact on student learning. Details of the framework are illustrated in Appendix 4.

Ultimate goal of the Project

Although the project focuses in fostering effective curriculum leadership, the ultimate goal is helping KGs to develop school-based curriculum with an aim to facilitating whole child development. When helping KGs to develop school-based curriculum, guidelines and principles for curriculum planning is recommended in Appendix 5A. Appendix 5B is an example of the framework for for uploading an instructional design to the web. It is expected that with the critical mass as change agents in curriculum development, it will create a great impact to the sector and sustain changes after the project period.

Report Submission Schedule

Our organization commits to submit proper reports in strict accordance with the following schedule:

Progress Report and Covering Period	Report due date	Financial Report and Covering Period	Report due date
Progress Report 1/11/2013 – 30/4/2014	31/5/2014	Interim Financial Report 1/11/2013 – 30/4/2014	31/5/2014
Final Evaluation Report 1/11/2013 – 31/10/2014	31/1/2015	Final Financial Report 1/5/2014 – 31/10/2014	31/1/2015

Expected Deliverables and Outcomes

Tangible Deliverables

Deliverables include the following:

- Workshops for Project Schools and Associate Schools
- Portfolios from Project Schools charting the progress of development.
- Professional network: Learning Circles, clustering activities, inter-schools visits, territory-wide seminar for all schools in Hong Kong;
- An instructional design from Project schools promoting whole-child development;
- A web-site for Project Schools and Associate Schools (open access to other schools after the project completed);
- Research findings

Intangible Outcomes

School Leaders level:

- Able to master leadership knowledge and skills and forge shared vision with colleagues
- More transparent in leading school and motivate more colleagues to take part in strategic planning and curriculum decision
- Able to give constructive feedback to teachers in curriculum practices for enhancement of teaching and learning and for promoting whole child development
- Recognize action research as an approach for building teacher capacity
- Build a collaborative and reflective culture and embed P-I-E self-evaluation practices in school life for continuous development
- Develop a professional team and encourage professional dialogues
- Establish relationship with parents and network with other schools

Teacher level:

- Participate in the strategic planning and curriculum decision process
- Adopt 4-P action research/ action learning cycle for improvement of teaching
- Develop school-based curriculum for promoting whole-child development
- Build a collaborative and reflective culture and embed P-I-E self-evaluation process in class teaching for continuous improvement
- Establish relationship with parents as teaching partners
- Able to cultivate more frequent professional sharing within and outside schools

Student level

- Children are more motivated and interested in their learning
- Children are engaged in different types of learning activities
- Children are more confident and expressive in their learning

Parent level:

Parents understand more about their children's learning and are willing to collaborate with schools as partners to promote whole-child development

System level:

- A network will be set up to maintain professional sharing for school improvement and quality teaching.
- Exemplars of good teaching practices and leadership stories generated from the project.

Evaluation Parameters and Methods

A multidimensional approach that uses both qualitative and quantitative methods will be adopted to evaluate project process and outcomes:

(A) Indicators

The following broad indicators would be established to gauge the progress of the project:

- 1 About 70% of the school leaders equipped with leadership knowledge and skills are able to set direction and forge shared vision with colleagues;
- 2 About 70% of the school leaders are able to communicate school goals to the stakeholders for shared understanding
- 3 About 70% of the school leaders are more open and transparent in leading school. They can motivate colleagues to take part in strategic planning and curriculum decision to enhance teacher capacity;
- 4 About 70% of the teachers are encouraged to participate in collegial lesson planning, peer class observations and action research for capacity building ;
- 5 About 70% of the leaders build a collaborative and reflective culture and embed P-I-E cycle at school;
- 6 About 70% of the school leaders establish partnership with parents and outside network



- 7 All Project schools submit one teaching design aiming at promoting whole child development for knowledge sharing;
- 8 About 70% the leaders monitor and evaluate teaching effectiveness.
- 9 A research will be launched to consolidate leadership experiences and quality teaching.

(B) Methods

1. Baseline information about school leaders' capabilities to forge shared vision, invite teachers' participation in strategic planning and curriculum decision and existing situations of schools' collaborative and self-evaluation practices will be collected at the start of the project;
2. Questionnaires will be constructed to see if leaders can equip themselves with leadership knowledge and skills after workshops and consultations;
3. Focus group Interviews will be carried out to see if leaders can fulfil their practices, i.e. forge shared vision with colleagues, communicating organizational goals with colleagues, building teachers capacity;
4. Observations will be made to see if the curriculum leaders can fulfil their roles in collegial planning and classroom practice;
5. 4-P Action research/ Action learning record will be collected to see teachers' reflectiveness;
6. Teaching design from teachers will be collected to see how learning activities are planned to promote whole- child development will be collected;
7. Observations will be made in classroom to find out how children benefit from teaching;
8. Questionnaire with open-ended comments will be conducted at end stage to see project effectiveness;
9. Samples of school portfolios with stories showing good practices will be collected in order to give evidence to the project's achievements in leadership development.

Budget with detailed breakdown

The costs of the Project are as following: A. Staff Costs B. Services C. General Expenses

A. Staff Cost

	Staff	Cost	Total (HK\$)
1	a <u>0.5 part-time</u> Project Coordinator (Project Manager)	$(\$65,695 \times 0.5 \text{ PT} + \$1,250 \text{ MPF}) \times 12 \text{ mths}$	\$409,170
2	<u>one</u> School Development Officer I	$(\$55,850 + \$1,250 \text{ MPF}) \times 12 \text{ mths}$	\$685,200
3	<u>two</u> School Development Officers II	$(\$41,495 + \$1,250 \text{ MPF}) \times 12 \text{ mths} \times 2 \text{ officers}$	\$1,025,880
4	<u>four</u> Research Assistants (Project Officers)	$\$17,000 \times 1.05 \text{ MPF} \times 12 \text{ mths} \times 4 \text{ officers}$	\$856,800
5	<u>one</u> Research Associate	$\$23,000 \times 1.05 \text{ MPF} \times 12 \text{ mths}$	\$289,800
6	a <u>0.5 part-time</u> Executive Officer II	$\$31,525 \times 0.5 \text{ PT} \times 1.05 \text{ MPF} \times 12 \text{ mths}$	\$198,608

7	a <u>0.5 part-time</u> Computer Technician II	\$9,500 x 0.5 PT x 1.05 MPF X 12 mths	\$59,850
(A) Sub-total for Staff Cost			\$3,525,308

B. Services

During the project period of 12 months, Faculty professors / instructors and external experts will be invited to deliver talks, conduct workshops, provide professional support to research design. External reviewer may also be invited to review the project for quality assurance.	Hourly rate: \$900 (about 50 hours of services)	\$45,000
(B) Sub-total for Services		\$45,000

C. General Expenses

Items	Particulars	Cost (HK\$)
1. Support to schools	General expenses include: Project schools: \$10,000 per school 25 Project schools: \$250,000 Associate schools: \$4,000 per school 25 Associate schools: \$50,000	\$350,000
2. Expenses on research	Setting up on-line system for questionnaire, printing, postage and publications of findings related to research	\$32,000
3. Administrative cost	administration services related to staff recruitment and appointment, advertisement and promotion matters, financial services , etc Facility services such as space utilization, occupancy cost, general utilities and security services (eg. lecture theatre, computer software / books & furniture / library service), hire charges for school premises and organization of functions/ seminars /sharing, transportation fees, etc. Other miscellaneous expenses include stationery, workshop materials, postages, printings, video resources, etc.	\$38,692
4. Audit fees		\$15,000
5. Website Construction	Construction of website (including maintenance of the website during the project period if applicable)	\$70,000
6. Video Production	For production of a video clip regarding the Project process and Project success for showing in the dissemination activity.	\$40,000
(C) Sub-total for General Expenses		\$545,692

A. Staff Cost	\$3,525,308
B. Services	\$45,000
C. General Expenses	\$545,692
Budget (A + B + C)	<u>\$4,116,000</u>



Justification of Manpower:

- (1) A part-time (0.5) Project Co-ordinator / Project Manager will be appointed. To enhance school capacity and to develop curriculum leaders, he/she should have profound knowledge in leadership development, curriculum management and school self-evaluation. He/ She should have more than 15 years of experiences in leading big-scaled projects, teacher-education and mentoring staff. He/ She will assist the Co-Directors to administer the operation of the Project and in carrying out the reserach. He/ She will be responsible for management of the project, monitor the quality of the project and school development work, train up SDOs, design and conduct centralized workshops, support 3 Project Schools and 3 Associate Schools yearly, give consultations and constructive feedback to schools for on-going improvement. He/ She will oversee web-production, research affairs, report writing, publications and liaison with QEF officers.
- (2) The SDO I should be experienced educator with profound knowledge in leadership development, action research, curriculum development and whole child development. He/ She should have more than 10 years of experiences in teacher-education and be familiar with pre-primary settings, curriculum development and self-evaluation issues. He/ She will take up 8 Project Schools and 8 Associate Schools in the year. He/ She will help to identify the needs of schools, analyze school situations, scrutinize documents, help to conduct centralized workshops, support schools to undertake 4-P action research and give consultation on leading collegial lesson / curriculum planning and peer class observations, review progress, give consultations to school communities on school P-I-E process and give consultations for further improvement. He/ She will have to facilitate school visits, support the Project Co-ordinator in report compilation and support the Co-Directors in carrying out the research, mentor / coach the SDO IIs and the RAs.
- (3) Two SDO IIs will be under the supervision of the SDOI each supporting 7 Project Schools and 7 Associate Schools in the year. He/ She should have profound knowledge in pre-primary education, best be experienced principals from the field. The SDO IIs will support the SDOI to facilitate school visits, liaise with schools, prepare workshops and organize cluster sharing, school visits and conferences, help the schools in self-evaluation process, identify developmental needs, prioritize major concerns, refine year plan and give consultations in curriculum management. The SDO IIs will support the Project Co-ordinator in report compilation and support the Co-directors in carrying out the research, collect data, assist in compiling reports and publications.
- (4) Four Research Assistants (carrying the title of Project Officers) will be recruited to help the Project Coordinator, SDOs in the project secretarial affairs, writing minutes at project schools, data management (data collection and data analysis) in the action research, transcriptions, research reports, evaluation of school progress. They will support in liaison with school partners, management of project activities, preparing workshops and clustering activities and organization of year-end dissemination activity.
- (5) Since a research will be carried out all through the Project period to identify relationship between leadership development and effective learning, a Research Associate will be recruited to help Co-Directors and Project Co-ordinator in research design, construction of research instrument, data analysis, consolidation of findings and support in writing report for research.
- (6) A part-time (0.5) Executive Officer II will be recruited to help in the organization of the Project functions and manage all personnel and financial affairs. He/ She will also be responsible for secretarial support of Project meetings, recording of fixed assets, helping in all equipment and services purchase procedures.
- (7) A part-time (0.5) Computer Technician II will be recruited to support staff in computer, printer & mail server set up, in window & office update, web maintenance, simple video shooting and editing, records of equipments, contact relevant dept for fixing IP, equipments and software.

Project Impact**(A) Value-addedness**

25 Project Schools and 25 Associate Schools will benefit from the implementation of this project. The experiences drawn from such a school-university partnership project will form a critical mass and provide insights relevant for other pre-primary schools. Inspirations from leadership development will help to generate worth noting ideas for the government to consider in their 15-years of free education policy. After the project, it is planned that the project website will be open for all schools to access.

Through working closely with the Project schools and Associate Schools, the University will also have a better understanding of the actual condition and challenges that pre-primary educators are facing and possible areas of improvement of the sector. These will better inform the curriculum planning of the MA courses for leadership development and Certificate Course of Kindergarten Principals.

(B) Sustainability

The self-evaluation practices, teachers' participation in strategic planning and curriculum decision and action research in teaching practices will all help to enhance leaders' roles and teachers' professional capacity. Project Schools are expected to sustain their capacity beyond the project period and maintain professional networks with other schools.

(C) Dissemination and publicity

The Centre for University and School Partnership will organize annual seminars in late June or July. It will be a territory-wide dissemination activity open to all pre-primary institutions in Hong Kong.

(D) Quality Assurance Mechanism

- i) A Quality Assurance Committee consisting members of Project Co-Directors, Project Coordinator, 2 participating principal will be formulated upon the award of the project to ensure the coordination and the implementation of the project are of high quality.
- ii) There will be at least one QAC meetings throughout the contractual period to ensure the quality of the course and the services provided. External reviewers may be invited to give constructive feedback to the project.



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Action Research Guiding Framework

The guiding framework of 4-P Model included: Problem Clarification, Planning, Programme Action and Progress Assessment as illustrated in Fig. 1 (Lee, 2002; Lee, Yin & Zhou, 2008; Lee & Yin, 2008) will be adopted in the Project.

Fig. 1

**References:**

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Research and Development, 4(2), 17-47. 李子建、尹弘廳、周曉燕 (2008)。「以「4-P 模式」促進教師專業發展：香港「優化教學協作計劃」的經驗」。《教育研究與發展期刊》，第4卷第2期，頁17-47。

Appendix 3

To tackle the anticipated hurdles in implementation, different strategies may be employed, e.g.:

- To tackle the expected variations in the capacities of curriculum leaders: The project aims to create a sense of commonality and nurture coherence by first building a shared vision in the project schools. For leaders with low readiness, the project will put emphasis on providing tailor-made coaching, provide demonstration, frequent feedback, guide-lines and peer sharing in its support. For curriculum leaders who are more capable, the project will collaborate with them as equal partners and develop them as trainers for aspiring curriculum leaders both within and across schools. In the process, the project would act as a hub for professional sharing. The Project's School Development Officers (SDO) would act as a resource person to enrich their leadership capabilities.
- To work with schools that encounter difficulties finding teachers who are willing to take up the role of curriculum leaders, the project will advise principals to form a Development Team with potential teacher leaders. The team will collaborate in making decisions, planning, implementing and reviewing teaching and learning materials as well as the direction which the school curriculum will take. This kind of collaborative participation and peer support often triggers invisible leadership and develops a sense of satisfaction, whilst at the same time reduces isolation. The widening of the talent pool and the expansion of team members can also serve as a succession plan for continuity of the project should there be members turnover. Proper knowledge management and constant sharing will also help to sustain project impact and reduce the problems brought about by staff turnover.
- Parental support: The project will help to co-organize parent



workshops with curriculum leaders. The aims of these workshops are to provide an opportunity for parents to better understand the current trends of early childhood education and the school's rationale in learning and teaching. The project believes that these parent workshops will serve as a good starting point in which parents would become more familiar with the principles that promote quality learning and development of young children, and thereby become more aware of the importance of their roles as schools' partners in nurturing children's holistic development. We expect that the schools will design learning activities that allows for active parental involvement to enhance a closer tie between schools and families.

Appendix 4

The research in this project tends to evaluate leadership effectiveness in terms of a leader's practices for the organizational growth and its impact on student learning. The concept of "leadership practices" is illustrated as below:

Leadership practices:

(1) Setting direction:

- Forge shared vision with a focus on student learning and nurturing of whole child development.
- Help mobilizing teachers, staff and parents in developing and supporting the vision.
- Share the vision for student learning and whole child development with the stakeholders of the school.
- Ensure school policies and strategies on student learning and whole child development are consistent with the vision.

(2) Developing People:

- Encourage the teachers to participate in decision making and instructional improvement process to extend their expertise.
- Provide differentiated professional activities in response to the needs of teachers.
- Facilitate opportunities for staff to learn from each other.
- Encourage staff to reflect on what they are trying to achieve especially on student learning and whole child development.
- Recognize staff's efforts and accomplishments.

(3) Redesigning organization

- Provide regular opportunities and structures that support teachers working together on instructional improvement.
- Foster mutual respect, trust and openness among those involved in collaboration.
- Ensure that improvement efforts are guided by shared objectives,



strategies and examples that permit adaptations.

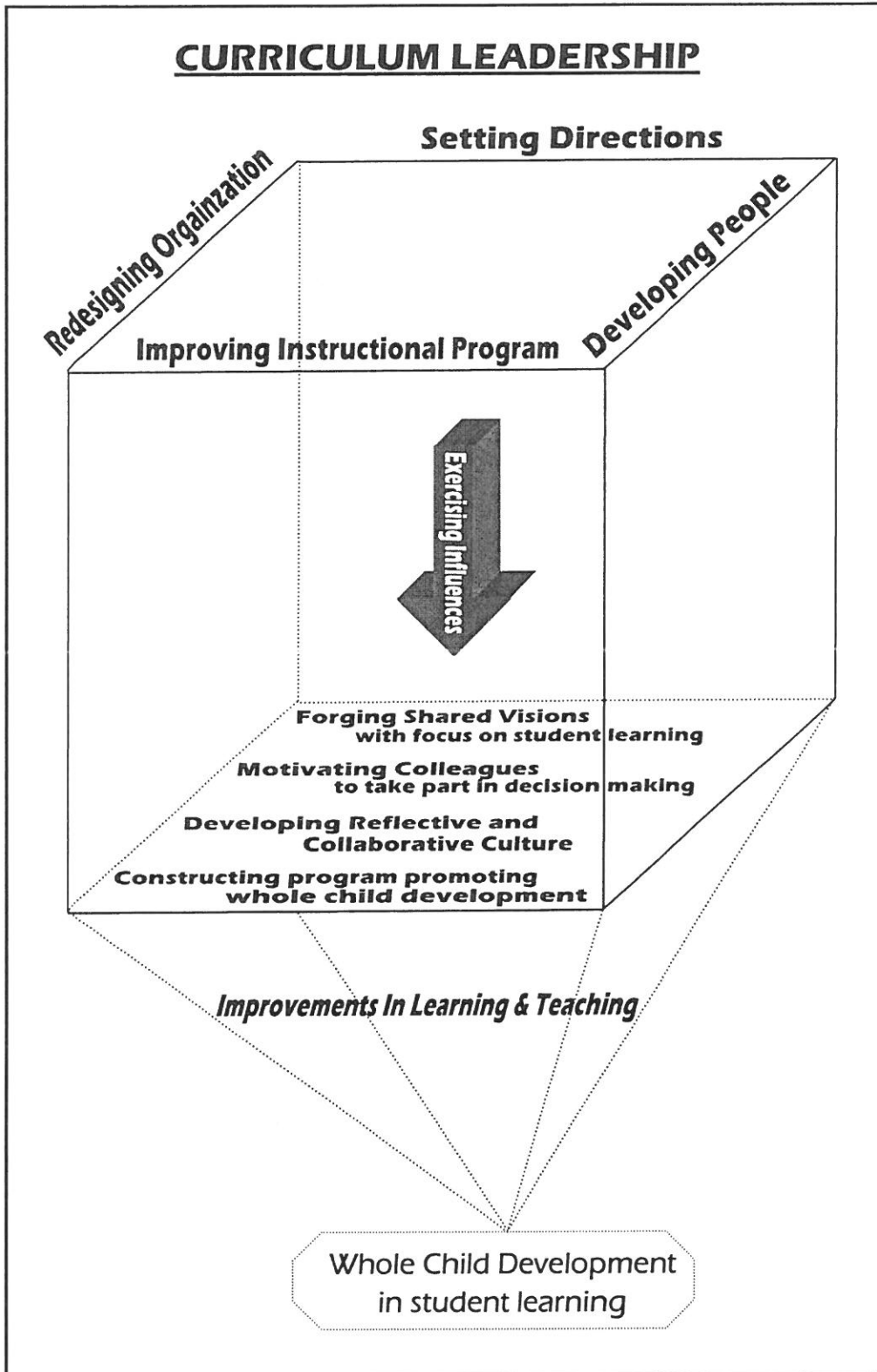
- Nurture a reflective culture by continually re-examining the work against the objectives set and the success indicators.

(4) Improving instructional program

- Assist teachers in constructing instructional designs that promote whole child development.
- Observe class teaching and give constructive feedback for improvement.
- Engage teachers regularly in reflecting teaching effectiveness and analyze collected data for improving student learning.
- Encourage teachers to productively engage parents in teaching activities so as to strengthen their collaboration as teaching partners.

According to the above framework, the figure below helps to illustrate how the 4 basic leadership practices (independent variables) are inter-related: (1) Setting direction - shared vision with focus on student learning (2) People development - Teachers' participation in decision making and training opportunities (3) Redesigning organization - Provision of opportunities for collaboration and reflection (4) Improving instructional program - constructing instructional program in promoting whole child development. How these can influence teachers (mediating variables) to impact on student learning (dependent variables).

Fig. Relationship between leadership practices and student learning



Appendix 5A

Since the ultimate goal for early childhood education is to promote whole child development and to lay a solid foundation for lifelong learning, when preparing for curriculum planning and practices, the following guidelines and principles will be recommended:

- The curriculum design should align with the school vision and the developmental focus of the school;
- The curriculum is geared towards developing children in every aspect. So the coverage of the curriculum content should be comprehensive and balanced;
- The design should be based on the needs, abilities, interests and experiences of the children, with a view to achieving the four developmental objectives of “Physical Development”, “Cognitive and Language Development”, “Affective and Social Development” and “Aesthetic Development”;
- The selected theme should be related to the children’s life experiences and interests, and an integrated approach of teaching through the six learning areas of “Physical Fitness and Health”, “Language”, “Early Mathematics”, “Science and Technology”, “Self and Society” and “Arts”;
- The learning objectives should include knowledge, skills and positive values and attitudes;
- Play, sensory activities, exploratory activities is expected to be part of everyday teaching;
- Assessment is a continuous process in which evidence of children’s learning and achievements are observed and collected.



主題：食物

班級：幼兒班 (K 1)

- 課程設計理念：本園的辦學理念是以「兒童為本」，為幼兒提供豐富的學習環境、全面、均衡及適切的課程，發展兒童的潛能。本年度，學校的發展焦點是透過探究學習促進幼兒全人發展。課程以「食物」作為主題，設計除了按幼兒的生活經驗及興趣外，亦運用多元化的活動，幫助幼兒探索及認識食物，了解食物與生活的關係，並藉著不同的學習活動，強化幼兒對食物的認識，以美藝、肢體活動進行與食物有關的遊戲，並培養幼兒珍惜食物的習慣及願意與人分享的態度，促進幼兒的全人發展。

總目標：食物與幼兒成長有直接關係，藉著有趣的遊戲和多元化活動提升幼兒的學習興趣。過程中，幼兒能

- 知識：透過探索，認識一些常吃的健康食物的名稱、外形、顏色、質感、味道；
- 技能：運用觀察技巧，表達對食物的觀感；能掌握食物的配對與分類；能觀察及分辨食物烹調後產生的變化；能掌握餐具的使用方法；能正確清潔雙手和自行進食；
- 態度：能培養均衡飲食、珍惜食物的習慣；進食時應有的禮貌及與人分享食物的態度，並學會感謝為他們預備食物的人。

副題一：食物大搜查

學習重點：

1. 常吃健康的食物名稱、外形、顏色、質感及味道
2. 常吃食物的主要類別 (蔬果、肉、蛋奶、五穀)
3. 感受食物的味道
4. 樂意與人分享食物
5. 看圖認讀「菜」、「水果」、「牛奶」

主要活動大綱：

- 科學與科技：1. 收集不同種類的食物實物/圖片 2. 觀察食物的外形、顏色 (像什麼?) 3. 探索蛋的裡、外之不同 (顏色、質感)
- 個人與群體：小組分享自己喜愛的食物
- 語文：猜謎語、說句子：「我愛吃_____。」「_(橙)_像_(皮球)。」
- 早期數學：食物配對及分類
- 體能：食物大風吹、摘水果
- 美藝：用毛巾摺出食物；如：三文治
- 家校協作：與家長到市場購買一種健康的食物回校分享

副題二：食物變變變

學習重點：

1. 食物烹調後的變化 (分辨生熟、由硬變軟，例米飯、通粉、蔬菜、蛋)
2. 正確的飲食常識：
 - 進食前後要洗手、進食後抹嘴
 - 進食的禮貌
3. 餐具使用方法

主要活動大綱：

- 科學與科技：1. 剝雞蛋一分辨生和熟 2. 品嚐茶點食物 (味道、質感和顏色)
- 科學與科技：製作爆谷，觀察玉米受熱後的變化
- 個人與群體：角色扮演—在家庭角扮演準備和進食晚餐、收拾餐具
- 語文：創作進餐的故事，然後演繹
- 早期數學：圖咭排列 (食物排排隊)
- 體能：以身體不同部分運送食物模型
- 美藝：利用通粉做飾物
- 家校協作：1. 與家長一起煮白飯，並完成觀察記錄工作紙 2. 與家長一起預備生日會中一些健康的食物

副題三：食得健康小寶寶

學習重點：

1. 保持食物清潔的方法
2. 要多吃有益的食物
3. 培養不偏食的習慣
4. 培養珍惜食物的態度
5. 培養欣賞及感謝人的態度

主要活動大綱：

- 語文：以「波波生病了」的故事帶出吃了不清潔食物和偏食的後果，鼓勵幼兒吃清潔和有益的食物，並避免偏食
- 語文及數學：訪問學校姐姐準備茶點的工作，數數食物的多少 (1-5)
- 個人與群體：感謝預備食物的人 (向學校組組及媽媽送副題二製作的通粉飾物和副題三的心意咭)
- 體能活動：隨音樂幻想自己是在鍋中的爆谷而舞動
- 美藝：心意咭、麵粉製作食物
- 家校協作：1. 與家人分享爆谷 2. 家人向幼兒表達感受

幼兒學習的評估

重點及方法：針對總目標，教師觀察並記錄幼兒學習表現、吃茶點時的態度、搜集幼兒學習作品、家長提供幼兒在家中進食的記錄（食物種類、份量、自行進食的習慣、進食的禮貌及珍惜食物的態度）

教學設計檢視表

範疇	教師對設計的意見	改善建議
1. 教學設計能配合學校理念/發展焦點		
2. 主題能按兒童的生活經驗作出篩選		
3. 教學設計能按兒童需要、興趣擬定		
4. 教學設計能促進幼兒全人發展		
5. 教學目標涵蓋知識、技能、態度		
6. 能運用不同的教學策略包括，例如： 遊戲、探究，加強幼兒的參與及興趣		
7. 教學內容能整合不同的教學範疇	<input type="checkbox"/> 體能與健康 <input type="checkbox"/> 語文 <input type="checkbox"/> 科學與科技 <input type="checkbox"/> 藝術	<input type="checkbox"/> 早期數學 <input type="checkbox"/> 個人與群體
8. 設計理念、總目標、學習重點與活動能互相緊扣		
9. 教學活動有機會讓家長參與幼兒學習		
10. 幼兒學習評估方法適切		
11. 其他意見(請補充)		