

**Part C Project Details**

**1. Goals and Objectives**

**1.1. Long-term and Short-term Goals**

We aim to develop an English language school-based curriculum, namely C<sup>3</sup> curriculum and new teaching and learning resources both interactive version and printable version to foster teaching and learning effectiveness in KS2 and well equip them with 21<sup>st</sup> century skills and language proficiency for further study.

C<sup>3</sup> curriculum implies 3 key elements in 21<sup>st</sup> century for our learners:

they are Critical Thinking, Creativity and Communication in our KS2 curriculum. They are considered as the important skills for further study and the part of the core character of our learners in this very comparative world.

**Critical  
Thinking**

Hence, we will design teaching and learning materials that will help pupils further develop their critical thinking skills, creativity, and communication skills. As pupils

**Creativity**

**Communi-  
cation**

continue their studies in Key Stage 2 and prepare for KS3, the challenge in learning these 21<sup>st</sup> century skills becomes more imminent because these are the multidisciplinary skills

that the pupils need to succeed in the 21<sup>st</sup> century. Our pupils demand a well-rounded curriculum that will develop their full potential, rather than focusing on subject knowledge skills.

However, the current KS2 English curriculum is already tightly packed. How can we avoid the addition of curriculum becomes a daunting task for the school, the teachers, and the pupils? Another goal of this project is to create e-learning material (self-access resources) for pupils to self-learn a good portion of the curriculum. Our experiences have shown that with effective and well-designed e-learning materials, our pupils have the capability to learn a lot on their own. In KS1, with the funding support from QEF for the P1 curriculum in 2009 and our teachers' continuous harvest, we have developed vast e-learning resources for KS1. Our pupils often go through the self-learning material themselves before class time. As a result, pupils are more prepared during class and class time was utilized more efficiently. This experience suggests that effective e-learning materials can improve class efficiency. At the same time, our pupils' language ability has boosted up and in our KS2, our pupils advanced for half year language ability and hence, our P6 pupils will finish learning their textbook in the first term. There are rooms for us to implement something worthy and important for our P6 pupils in the whole 2<sup>nd</sup> term.

In short, this project aims to develop a 21<sup>st</sup> century skills focused curriculum that can be integrated into our current school-based curriculum. Through the establishment and implementation of this programme, we hope we can nurture our pupils with critical thinking, creativity and communication skills, so they are well-prepared to go further to study in secondary schools. The language competency will be achieved through this process and pupils' self-learning habit and culture, and the schools' assessment for learning's culture will be cultivated as well.

**1. Critical Thinking Skills**

The C<sup>3</sup> project involves the development of our school-based curriculum and teaching resources that enables us to have the best possible content and teaching flow that suits our pupils' learning interest and ability most. Guided by this principle, we will:

develop the curriculum framework with a series of interactive teaching modules fostering the C<sup>3</sup> skills in our KS2 curriculum. Diversified text types and content will be introduced such as language arts, including poems and songs, short stories and play, and non-language Arts, including current issues (news articles, documentary reviews and popular culture).

Our targeted thinking skills (including factual skills, reference skills, inference skills and etc.) will be immersed through the teaching of those texts.

- Teaching modules for P4 and P5 will be integrated into our existing curriculum and implement in parallel with the existing textbooks we are using;
- Teaching modules for P6 2<sup>nd</sup> term (around half year) will be implemented as the full curriculum to replace the textbook;
- E-Learning package for self-access will be developed and aligned with our teaching modules so that pupils can have re-enforced learning at home to consolidate the learning outcomes.
- Teaching thinking skills is new for us. Hence a tailored platform to record pupils' learning progress and performance will be developed. We expect this platform can diagnose pupils' learning progress on each

targeted thinking skill so that we can evaluate and use the real time data to adjust our teaching pace and plan in a timely manner.

## 2. Creativity Skills

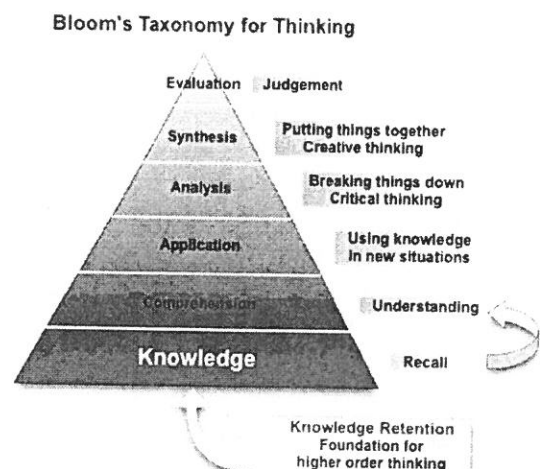
We believe in pupils' potential and originality. This project uses the Universal Design for Learning (UDL) approach, but the "universal" in UDL does not mean there is a single optimal solution for everyone. Instead, we believe the need for flexible approaches in teaching and learning that meet the needs of different kinds of learners. Hence, we will encourage our children to respond and tell us what they know through writing, speaking, drawing or taking pictures. This is important. We want to know what our learners understand and allow them to share in their preferred ways of expression. This encourages children to express, and the process builds their confidence to create and not be afraid to share because everyone can be different, and the platform provides a safe place to make learning "mistakes". Meanwhile, we will introduce very rich language arts in this curriculum. When children learn to appreciate creatively, they begin to see "connections" and develop understanding. The process is not an arbitrary one – children are led through very specific stages in which they learn to create different types of responses to the stimulus, some spontaneous, some analytical, and then are guided towards the creation of a response through learning new skills in vocabulary, presentation, music and thinking. When children are motivated and are encouraged, they want to share their responses. This happens when creativity and ideas begin. Creativity has been seen as the province of the dreamer, the extremely talented, and comes out of the creator's imagination and nowhere else. This part will be mainly integrated into our classroom learning activities.

## 3. Communication Skill

Language is for thinking and for communication, which will be achieved through the project progress. Putting communication into the KS2 learning activities will further allow our pupils to practise their communication skills in 2 sides, as the one sending out messages and as the one receiving messages. Communication requires good listening, good expression and inter-personal skills. Therefore, we will develop the curriculum with measurable opportunities for pupils to share what they learn, what they see and what they response in a team-work setting. Rooms will be creating for them to share and to present their individual works and group works.

## Objectives

1. To tailor a C<sup>3</sup> curriculum (interactive teaching resources, classroom teaching plan, teaching tools) focusing on nurturing Critical Thinking skill, Communication and Creativity to prepare them for further study:
  - The curriculum framework fostering the 3 targeted skills, Critical Thinking skill, Creativity and Communication skill will be developed and paved as the guidelines for our lesson materials development.
  - To address learning diversity, we will incorporate different interesting topics, different difficulty levels of content and follow up activities to diversify the learning patterns so pupils will find it interesting and encouraging.
  - For language skills, this programme will cover listening, reading, vocabulary in context, speaking and writing in a platform.
  - There will be 12 packages of teaching resources (3 modules for P4 and 3 modules for P5 AND 6 modules for P6.) in total. Each module will target to some specific thinking skills and communication skills. We will adopt the Bloom's Taxonomy for Thinking as the foundation of our curriculum.
  - The resources pack for each module should have:
    - (i) Interactive teaching materials with instructional details,
    - (ii) Clearly set learning and teaching goals and objectives,
    - (iii) Printable Resources such as lesson outline, song sheets and worksheets)
  - We will have a collaboration platform in which different group works and response can be facilitated and displayed online at the classroom. Considering the purposes of researching, recording and producing the responses for sharing, we will use some tablets PC for group work use.



## Schedule 1 P.7

Our new curriculum will consist of learning tasks that require team research information, group work on problem solving and sharing of their finding during the classroom time. Teachers can give timely feedback and illustrate the good parts of the work to the whole class so pupils can learn from their peer immediately.

- The collaboration platform should be able to run on any Operation systems and allow teachers to form groups, assign work, allow pupils to upload their works (texts, audios and videos). Real-time display or recall of the group works should be easily made through a click. So the tablet PC we purchase for group sharing can allow pupils to take photos of their drawing, searching for information, writing and recording their presentation for the sharing later in the classroom after the group work.
  - In each module, thinking skills will be developed through the understanding of the texts and follow up activities. Through understanding the texts, we develop pupils' appreciation and we will leave room for pupils to imagine and more importantly to express their own feeling (for language arts) and opinions for current issues). Pupils will be guided to channel their feelings and opinions through different means, such as drawing, writing, sharing a video or an audio clip. Through this process, pupils are able to celebrate their learning experience and result from multiple means. Creativities will also be nurtured through a more relaxing assessment mechanism in this area. We will invite pupils to vote, to rank and to share rather than giving a mark for right or wrong.
  - Along with the development of thinking skills and creativity, we will develop the assessment rubrics so that we can assess our pupils' learning outcomes in a fair and positive way that will in return support better learning for our pupils. This assessment rubric will be used for all the project work and pupils presentation of their project findings.
2. To develop a series of self-access modules relating to the teaching modules for re-enforced learning and extended self-directed learning with exposure to diversified contents and topics
- We believe e-learning is the best tool to let pupils learn something they can handle themselves while classroom learning can be spent for something more challenging:
- Self-access learning courseware relating to the classroom learning and extended as homework to practise at home. There will be 12 packages for P4-6. They will cover
    - (i) Listening ( videos and audios will be widely used and follow with listening questions with different thinking skills)
    - (ii) Reading (with different text-types and thinking questions)
    - (iii) Written structure and
    - (iv) Revision games (interactive games to reinforce the targeted vocabularies and usage).
  - Meanwhile, the courseware will also be built on a learning management system. Besides tracking our pupil's learning pattern (usage, login and log out time, usage and the assessment score), we are more interested to know their understanding level and ability to apply from the online take home exercises. Hence, a learner-centric learning management system (LLMS) will be developed. It should be able to capture and analysis pupils' performance in different levels of thinking skills. When developing it, the system should record each question's nature and purposes so that we can clearly extract a report to tell in what levels and in which skill pupils are strong at or weak in. With those timely data input to our teaching plan, we can adjust the teaching flow and pace easily. This is considered as a very important part of this project as thinking skill is abstract and we need to understand carefully how it goes. Another purpose is to allow our pupils to apply the skill learnt at the classroom and then go further to exercise it at their own pace at home.
  - Under this project, we expect to raise our teaching, learning and assessment effectiveness and at the same time, our pupils' language ability will be developed. Language is for thinking and for communication. We believe this project will finally lay a favorable foundation for them to think and act creatively. In particular, such a self-access module will better our self-learning culture among pupils and promote our assessment for learning culture among teachers with the aid of LLMS analysis developed in this project.
3. To sharpen teachers' capability through training and hands on curriculum design focused on 21<sup>st</sup> century skills.
- Our teachers have been immersed with practical and successful experience in building curriculum and implementing new e-learning pedagogy in classroom during the last few years. With the support from QEF in 2009, our team generally masters very well in the KS1 curriculum and e-curriculum implementation. However, due to the challenges we are facing for bridging KS2 to KS3 and the new curriculum requirements, we need to change. Under this project, our teachers will base on what they have to advance themselves from teaching a language to facilitation of learning thinking skills, creativity and communication through English language.

To achieve this, we will invite professionals to conduct training workshops for our teachers. Workshops will focus on helping our teachers:

- (i) identify the needs and the gap between KS2 to KS3, and the needy areas for our pupils to transit smoothly from KS1 to KS2 and from KS2 to KS3;
- (ii) understand 21<sup>st</sup> century skills and how they can be nurtured through the curriculum design and implementation AND
- (iii) learn how education technologies foster the learning of language and skills for KS2 to KS3 and our targeted 21<sup>st</sup> century skills
- (iv) Assessment rubrics for the targeted 21<sup>st</sup> century skills in classroom and in different learning activities

Besides professional training workshops, we believe this project will place our administrators and panel team in a position to practise the knowledge in the real curriculum design and implementation. Through designing the lesson materials, using it, observing, collecting feedback and overcoming the difficulties we encounter, our teachers should have the in-depth understanding and finally internalize the skills to our everyday teaching, learning and assessment.

Under this project, we will also have collaborative lesson preparation, co-teaching sessions and peer lesson observation. Regular (once a month) we will also have reflection and sharing sessions among teachers so that we can share the knowledge, idea and experiences we learn and practise, and finally we promote collaborative learning culture among teachers. This will finally boost up our team's capability and more importantly our teaching and learning effectiveness.

### **Needs Assessment and Applicant's Capability**

Our School was established in 2004 to serve the needs of Tseung Kwan O, Sai Kung and Kwun Tong Districts. We offer a nurturing environment which encourages happy and successful learning. We envision every pupil is full of unconditional love, with characteristic of self-love, self confidence, self reflection, self discipline, and self improvement. Our mission is to promote the spirit of love and to provide a holistic education to lead pupils through a rich and happy school life. With love, every pupil can learn happily, learn to learn, and learn to be a lifelong learner.

### **Baseline Information and favourable condition for changing**

#### ● **Implementation of school wide initiative to cater for individual differences**

We have internal reviews and refinement of curriculum adaptation based on individual pupils' learning needs. We constantly try to assess our pupils' ability in order to provide the most appropriate assistance.

We used to group pupils according to their learning abilities in Chinese, English, and Mathematics. Our timetables are mainly with double lessons, enabling pupils to have enough time to participate in various activities. These activities are designed to develop pupils' multi-intelligence. We care about multiple talents of our pupils. This is one of the reasons we came up to the concept of this project on developing pupils' 21<sup>st</sup> century skills.

We provide pupils with online self-learning resources and a great variety of books in the library to increase self-learning opportunities. Pupils can also foster their self-learning skills through online assignments, reading schemes, project learning, and lesson preparation in different subjects. Their foundation in IT skills will be a good condition for us to transform from simply using online learning to a more challenging task: online, to learn, to understand and to produce their findings and to share.

#### ● **Implementation of school-wide e-learning in curriculum**

We have been using e-learning solutions for the last 5 years. In particular, our previous QEF project, the T3 project in 2009, had yielded tremendous results. Assessment performed by HKIED confirmed that the P1 pupils that participated in the T3 projects have higher ability in English than the P2 pupils that didn't participate in the T3 project. With the sustainable and effective design of the T3 project, we were able to continue to use the T3 framework and designed school-based materials for the P2 class in 2010 and the P3 class in 2011 by our teachers.

In the 3<sup>rd</sup> year when the same group of pupils are promoted to P3, according to the data collection and from our teachers' observation, we clearly see our pupils are at least half year ahead of the language ability of the average pupils. We selected some languages exercises from a P4 first term textbook to let our P3 pupils try them, they perform very well. Because of this, our pupils are using the textbook half year in advance of the traditional curriculum.

The reason we use textbook for KS2 after using our own school-based curriculum is mainly because of the limited manpower and resources we have. After these 3 years, our teachers have refined the whole KS1 curriculum to a very

well-established stage. Hence, we are planning to work on the partial curriculum for our P4-5 and a half year curriculum for P6 in this coming school year.

### **School Needs**

Extended from the last 5 years ground works in the school-based curriculum and their implementation, we need to go forward to prepare our pupils for further study in KS3 and to meet the challenges facing in their future society:

In our recently 3 years plan, refining our e-Curriculum, addressing learners' diversity and bettering our assessment for learning practice are our key agenda. This project plays a very positive role in achieving our school's concerns.

#### ● **Why 21<sup>st</sup> Century skills (Critical Thinking, Creativity and Communication) in the modern society?**

We agree that skills such as creativity, critical thinking, communication and collaboration may be more important than subject knowledge in our pupils' future. Yet, none of these skills are clearly organised and immersed in our current curriculum and the teaching and learning goals.

We are using the 'English to Enjoy' (Educational Publishing House Ltd) textbook for KS2 and we found that those skills are not designed with clear learning objectives. These skills are now taught alongside with subject knowledge. For example, the teacher may want to teach superlative. She may then decide to add a group work activity to facilitate the superlative lesson. This way, the key objectives of the lessons is superlative. Communication skill is only additional benefit that this lesson brings. We want to change it totally. We want teachers to teach communication skills, and use superlatives as a tool to teach it. We need to redesign our lessons and curriculum units to put a much greater weight in the 21<sup>st</sup> century skills.

Our modern world is an every-changing knowledge-based society. Language is a tool for us to think critically, solve creatively, and work and communicate collaboratively. Seeing the social conflicts in the world and in Hong Kong, we, as educators could not just teach based on the textbooks, but to help our pupils learn how to differ truth and false from the mass media and the massive information, how to resolve conflicts and confrontation creatively and how to communicate and work collaboratively. This is why we see the importance of 21<sup>st</sup> century skills are important and has to be incorporated into our curriculum to ensure they are properly nurtured before they start the KS3.

#### ● **The need to address learning diversity**

Pupils can learn fast and effectively if their learning patterns are properly catered. Currently our P4-6 pupils are diversified in terms of ability and learning preference. Hence, we need to expand learning opportunities for all children. All lessons and curriculum units under this project have to address a wide range of learners' needs. Our idea is not only to provide different inputs, but also allow different outputs to enable pupils with diverse needs and learning styles to success. We will carry on applying Universal Design for Learning (UDL) as our curriculum framework. This will ensure our curriculum employs multimedia materials and supports with:

- i) Multiple means of representation, to give diverse learners options for acquiring information and knowledge,
- ii) Multiple means of engagement, to tap into learners' interests, offer appropriate challenges & increase motivation,
- iii) Multiple means of action and expression, to provide learners options for demonstrating what they know.

#### ● **Nurture Multiple Means of Expression and Creation**

The "universal" in UDL does not mean there is a single optimal solution for everyone. Instead, we believe the need for flexible approaches to teaching and learning that meet the needs of different kinds of learners. Hence, we will encourage our pupils to respond to tell us what they know through writing, speaking, drawing or taking pictures. This is important. We want to know what our learners understand and allow them to share in their preferred way of expression. This encourages children to express, and the process builds their confidence to create and not be afraid to share because everyone can be different, and the platform provides a safe place to make learning "mistakes".

To put into action, we will incorporate project work that requires pupils to work together to search for information, analyse information and find out the truth from a massive information for a current issues. Through this process, pupils will learn enquiring, collaboration, reading data and finding out their conclusions. The last part we will encourage pupils to use different means of expression to share with us what they see and what they have found. It can be a piece of writing, a song, and some photos in a PPT with captions or a video. This is actually what we are missing in our curriculum and current practice, and this is also the reason we need some tablet for the use in the group works.

Assessment rubrics will be developed with the assistance of the external professionals so we can assist our kids to understand and fairly know them finding rather through a mark to tell right and wrong. We strongly believe pupils can

learn by doing. Through this learning process, they will learn, practice, and sharpen their critical thinking skills, communications, collaboration and creativities.

● **Why should we develop learner centric learning management system and multi-levels self-learning modules?**

Our school has developed online learning materials for our pupils. They are good materials for learning English. Our teachers assign them as homework and pupils normally take it as part of the exercises to do at home. Our experience shows us our pupils enjoy the online homework and our teachers also agree that it save time in marking and the report is very effective in monitoring. However, this is a very general online exercise and the report can only tell us the overall performance, such as usage, completion rate and lesson score. When we look back, this is more like a teacher-centric system providing information for teachers to monitor.

This good experience leads us to think if we can better using our self-access learning model to extend to another area. If we can develop a more learner-centric system that can allow us to record pupil's performance in each question and generate a report showing us pupils' ability and understanding levels of what we taught, our teachers will be more well-informed on how to adjust the teaching flow and plan and even the materials. For example, if the self-learning report can tell us the percentage of pupils generally make correct answer on a certain question types, say factual, reference or vocabulary question types, we should be able to decide if we should reinforce the learning goals or we can speed up or slow down the teaching flow. Meanwhile, this system will need to align on what we target to teach and what we target to access so that the data collected can be effectively and efficiently transformed into useful and relevant information to our teachers. This LMMS should be very learners oriented and reporting information that promotes better teaching and learning rather mainly for homework monitoring. Its nature and purposes will make a big difference to us.

Hence, this is why we want to develop a learner-centric learning management system so that we can have more accurate reports to serve our teaching and learning use. Through this new development, our teachers will be empowered to facilitate the assessment for learning and ultimately promote the teaching and learning effectiveness.

**How the project will become part of the school's strategic development?**

Aligning with our mission and the latest education initiatives, we prioritise the following agenda for our school development (a) Refinement of the school-based e-curriculum to address learning diversity to promote the teaching and learning effectiveness, (b) develop diversified assessment models to promote whole-person development among diverse learners and (c) cultivate pupils' Christian value, humble, indigence and serving spirit. This project will help us achieve our school concern and turn the teaching and learning in KS2 into a new page.

**1. Refinement of the school-based curriculum and e-curriculum to promote effective learning and teaching**

Over the past few years, we have continuously developed and refined our school-based curriculum in various forms. However, we need to take the next step in our curriculum modification. We shall isolate a self-sufficient learning part and add a 21<sup>st</sup> century skills focused part. With this project we can continue the refinement and review our existing practice in learning and teaching. We can create a diversified learning environment and make optimal use of advanced technologies in school so that this project can help us to teach, learn and assess effectively.

**2. Enhance pupils' self-learning skills through the application of latest technology development**

Self-learning is arguably the most important skill we can teach our pupils. The school consistently drives our pupils to learn independently. One of our education goals is to develop pupils' potential to become self and independent life-long learners capable of facing all challenges that may come in their lives. This project provides the opportunities to enhance our curriculum and will encourage pupils to further develop their self learning skills. We will be able to improve our school based curriculum in teacher-led in-class learning and pupil-drive self-learning. Along with the self-learning programs in place in our school, pupils will be able excel. Learning will no longer be teachers centric. Anywhere, anytime, online, offline, classroom, home and any other occasions can be a learning venue for our kids.

**3. Developing 21<sup>st</sup> Century Skills**

Our school has clearly set the following goals for our overall English Language development:

To develop an ever-improving capability to use English: (a) To think and communicate; (b) to acquire, develop and apply knowledge; (c) to respond and give expression to experience and (d) to develop and apply an ever-increasing understanding of how language is organized, used and learned.

This project aligns closely to our curriculum goals and is actually a way forward with the harvest from the last 5 years. The C<sup>3</sup> curriculum should be able to help us turn our long-term goals into the actual lesson materials and self-access learning materials that turn the goal into actions.

Over the years with our previous T3 project and numerous e-learning solutions, our teachers and our pupils have developed the capacity to succeed with this project. We are confident that our school is ready for the change. With adequate support from QEF, we believe we'll be able to reach our goals and objectives.

### Applicant's Capability and Condition

#### Project Experience

Our school and teachers have solid experience in a wide variety of programs and projects. The invaluable experiences and strong execution skills enable us to form a strong team to roll-out this QEF project.

**Table 1 - Program Experience**

Program Experience	Subjects
Language-rich Learning Environment (LRLE)	Chinese, English
Primary Literacy Programme-Reading (PLP-R)	English
Living Mathematics	Mathematics

**Table 2 - Project Experience**

Project Experience	Organizing Party	Subject
T3 Project: A pedagogical change of teaching, learning & assessment	Funded by (QEF 2009-2010)	Eng Language
Drama in Education	SCOLARS	English Language
'EP New Generation' A Language-rich TV Channel 「語境新世代」樂學活用電視台	Funded by (QEF 2005-2006)	Chi & Eng Language
Learning Circle	EDB	English Language
Literacy Program - Reading, PLP-R (英文圖書教學計劃)	EDB	English Language
WELS	The City University of HK	English Language
“Variation for the Improvement of Teaching & Learning Project” (VITAL)	HK Education Institution	Mathematic
China-H.K. Teachers Sharing and Collaboration Programme	EDB	Chinese
Gifted Education	EDB	All Subjects

#### Teachers' Literacy

The school has a well established professional training program. Starting in 2002, teachers have periodically received technology training such as hardware, software, internet, and media handling. All teachers know how to upload/download teaching materials into the school intranet and know how to make circular online. All teaching and learning resources are digitalized. Teachers have already made it a habit to use e-resources to prepare lesson, teach in class, assess pupils' performances and make evaluation.

#### IT Facilities

Regarding the physical environment, our school are well-equipped with one MMLC and one computer room for teachers and pupils to use. We implemented interactive whiteboard and found that our teachers shown keen interest in using the board for their teaching. Experience brought by 'EP New Generation' A Language-rich TV Channel in 2005, prepared us a solid foundation to further deploying education technologies for learning and teaching. (Interactive whiteboard are installed in P.1-P.6 classrooms).Our school has adopted 'Electronization on School Administration' from 2011.

#### Parent Support

Our parents are very supportive to our school's development. Each year they are actively participate in our school's event. To empower their role in “encouragement” and “learning partners” at home for their kids, our PTA will hold seminars to promote this project to parent so their support and monitoring at home will be made. Each year we

organized "Parent Workshop" (家長學堂) to help them understand our "What", "Why", and "How" on our C<sup>3</sup> curriculum design and our expected learning outcomes. Special focus will also draw to the importance of the 21<sup>st</sup> century skills and how it impacts to learning from KS2 to KS3. Our parents also witness the positive impacts of using e-learning and new teaching strategies from the project. Their full support to this project will be very powerful.

### **Pupils' Readiness**

Our pupils generally are very excited in e-learning. The school has a well established system to encourage pupils to do exercise online. Pupils with superior IT skills are assigned to become "IT Mini Teachers". These Mini Teachers station at computer rooms during specific times to help other pupils with computer problems. Chinese, mathematics, English, General Studies and visual arts all utilize technologies in part of the study. The school has a strong internet community. Pupils regularly do exercise, make revision, search for information and write on their reflection in the school forum. The e-learning atmosphere in our school is strong and very ready for this new project.

### **Targets and Expected Number of Beneficiaries**

P.4-P.6 Pupils	Teachers and staff	Parents	Education fellows	Total
350	52	700	200	1,302

### **Conceptual Framework**

#### **Effective language learning in KS2 through diversified teaching and learning materials**

Teaching and learning of language is getting more challenging in KS2. When they grow up, learning diversity intensified in motivation, ability, learning content and learning preference. Meanwhile, this age group requires more intellectual & excitement and learning input and also higher interaction in learning activities.

Relying on textbook is no longer a perfect solution to address the learning diversity. As suggested by EDB's English Language Curriculum Guide published in 2004, making use of a wide range of resources is needed. The diverse source of learning materials can arouse more interest, broaden learning experience and enhance teaching and learning effectiveness.

Align with this Curriculum Guide, we will also develop a wide range of interactive teaching and learning materials. Multi-media and IT tools will offer us a favourable condition to promote the effective teaching and learning at classroom and also to promote the self-learning habit at home. With the change in teaching input at classroom and self-learning input at home, pupils shall be more motivated in language learning.

#### **Learner Centric Learning Management System: Providing an accurate timely diagnosis**

Traditional platform is developed to record pupils learning progress and performance. They can provide us the information of lessons completed, exercise scores, time spent on the online exercises. Normally our teachers use it to monitor pupils' homework and their ability to apply the taught language. However, this traditional system serves the needs for the teachers more than making an impact in learning. Learner-centric approach is desired and it shall make a more important role in our paradigm shift in learning and teaching.

A learner centric learning management system should be able to help us capture the information that can effectively be used to diagnose more details in their learning behaviours, so that we can be well-informed for their understanding levels to adjust the coming teaching cycles. The system should remark the nature of each question so that the data collected can give us the information of:

- Level of understanding through different thinking skills questions, such as factual questions to check if they can find out some factual information from the materials.
- Performance in different language skills, listening, reading, vocabulary and grammar.

We believe this development should empower our teaching, learning and assessment so that our learning effectiveness will be boosted.

The school believes that fun learning is a requirement to make learning engaging. Therefore learning materials have to be interesting and relevant. We believe the most interesting and relevant learning materials have to be interactive and collaborative. Pupils have different learning preferences. Young pupils are no different. However young pupils often are unaware of their preferred learning methods. If teachers can customize their curricula according to pupils' needs,



interests, abilities, and prior knowledge, pupils will find the learning process much more enjoyable. E-Learning solutions with continuous monitoring and assessment will be a great assistant on this point. As information explosion continues, self-learning skill is becoming more important. Pupils need an environment where they can explore and learn to learn. Solid foundation in self learning can help build confidence, develop experience, and extend English language skills. Our previous projects with e-learning demonstrated that our pupils are capable of self-learning. We shall continue to develop high quality digital self-learning materials for our pupils. The school believes that a non-critical environment is needed to foster pupils' creativity and stimulate learning motives. The idea is to stimulate their imagination. By creatively using various language texts, pupils will have more opportunities to explore language arts. Pupils will be able to freely discover the world of English.

### **Relevant Literature and Research support for this project**

In the 21st century, pupils need more than IQ to succeed. Dr. Lee Kai-Fu, founding president of Google China, once said in a speech that "EQ is 9 times more important than IQ"<sup>1</sup>. Multiple intelligences is becoming mainstream. According to Dr. Howard Gardner's, professor of education at Harvard University, multiple intelligences includes linguistic capacity (e.g listen, speak, read, write), musical capacity (e.g. vocal, appreciation), Spatial capacity (e.g. imagery, construction), Interpersonal capacity, and Intra-personal capacity<sup>2</sup>. This project actually integrates IQ and EQ into our learning tasks and provides room for the pupils to develop their skills through collaboration, through self-access and through activities.

Steve Kaufmann, the author of the "The Linguist, A Language Learning Odyssey", suggested online learning are not only more convenient, but in fact more effective than traditional setting<sup>3</sup>. Kaufmann listed 6 key elements to make self learning successful. The six elements include making the materials interesting to spark interest, exploit the mobility nature of digital learning, and fully utilize the multimedia possibility. This is why we need to develop the interactive learning materials that come with fun videos or animations and interesting learning tasks at the classroom.

Once pupils learn the fundamentals in their self learning modules, they will need to apply what they learn. Howard Barrows stated in his paper<sup>4</sup> the importance of this point "What pupils learn during their self learning must be applied back to the relevant situation." This fits perfectly to the framework of this project. Pupils can learn a significant portion of the curriculum on their own. Then, through continuous monitoring and intervention, teachers will know what pupils need. Finally, with the newly custom designed interactive in-class exercises, teachers can focus on pupils weak points and let pupils apply what they have learned.

### **Innovation**

This project introduces several groundbreaking ideas and strategies in context, language teaching, learning and assessment:

- Instead of collecting data (such as lessons' completion percentage, lessons core and access time) from learning management system, we develop a totally learner-centric learning management system which have more focus on collecting relevant data for improving teaching and learning, such as levels of understanding through different thinking questions and different language skills. Those data can timely inform our teachers how and what to adjust the teaching pace and content so that learning can be more effective. This is an innovative development for our school and practice for our teachers. With such, our assessment for learning can be achieved and hopefully, this can pave a solid foundation for us to go toward Assessment as learning for the future.
- Traditionally language learning at the classroom relies on textbook and focuses on language function. However, this project brings a new experience to our learners and facilitators that language is used for
  - (i) analytical thinking to identify facts and opinions,
  - (ii) practical communication to express and share AND
  - (iii) creatively channel learning outcomes, solve problems and share findings through different learning activities.

The shift of focus and related teaching and learning activities under this project provides us a new learning experience and strategy. Since pupils can creatively demonstrate their learning outcomes through different means, they will have higher sense of ownership for the project and hence, higher motivation and higher engagement throughout the learning process, in the classroom and in the self-learning at home.

<sup>1</sup> 李开复：21 世纪最需要的 7 种人才[<http://news.csdn.net/n/20080514/115923.html>]

<sup>2</sup> <http://www.brainy-child.com/article/multintelligences.shtml>

<sup>3</sup> 6 Steps To Effective Self Learning, Kaufmann, [www.pickthebrain.com/blog/6-steps-to-effective-self-learning](http://www.pickthebrain.com/blog/6-steps-to-effective-self-learning),

<sup>4</sup> Barrows, H. S. (1996), Bringing problem-based learning to higher education: Theory and practice

- For learning approach, we have an idea of implementing a creativity workshop that utilizes English literature studies. Artistic creativity is the approach that keeps children and youth engaged in reading. We will invert the conventional order of teaching and begin with the challenge to create an addition to a classic text. Our approach takes classic not as revered goals for understanding but as stimuli to make new works of art. Pupil will have fun playing with literature, which requires attention to vocabulary, grammar, and analytic skills.
- Another class room teaching activity for creativity that we plan to design is to have pupil re-work challenging texts into various genres of writing. We can get our pupils to perform variants of the story through theatre games, paint visions or moods inspired by stories, set them to music or dance, and adapt their own passions for art into new interpretive activities.

Those activities are new to our teachers and pupils in learning language and building the creativity skills. This will lay a more solid foundation for our learners to be stronger and more passionate in learning in the future.

#### Extent of Teachers' and Principals' Involvement in the Project

Role	Involvement and Responsibilities
Principal	<ol style="list-style-type: none"> <li>1. Head and monitor the project team to be align with the goals, timeline and budget plan;</li> <li>2. Allocate and mobilize resources and manpower to support;</li> <li>3. Give timely support and recognition to teachers to keep on the project spirit.</li> </ol>
Vice Principal (Project Leader)	<ol style="list-style-type: none"> <li>1. Supervise the project development, monitor project progress to align with the timeline and expected outcome</li> <li>2. Chair regular meetings &amp; interface project team with all stakeholders</li> <li>3. Direct the curriculum development and courseware development to align with school's long term development plan and goals</li> </ol>
English Panel Chair	<ol style="list-style-type: none"> <li>1. Direct and implement the curriculum design with help from external parties</li> <li>2. Consolidate requirement from different perspectives and stakeholders</li> <li>3. Assist the project team to deliver the set deliverables and tasks on time</li> <li>4. Document the project experience, project design and related process</li> </ol>
Project Team (English teachers)	<ol style="list-style-type: none"> <li>1. Co-operate with Project team on curriculum requirements and development</li> <li>2. Implement the curriculum online and offline and give regular feedback to the project team for regular review and enhancement</li> <li>3. Motivate pupils and adjust the curriculum for follow up and new assignments</li> </ol>
IT Team	<ol style="list-style-type: none"> <li>1. Give support and advice to the English Team on any IT related issues</li> <li>2. Assist the English team to liaise with hardware and software vendors</li> </ol>
Public Relation Team (Teacher and PTA)	<ol style="list-style-type: none"> <li>1. Develop the strategy and implementation plan for promoting the new curriculum and learning methodology to pupils and parents;</li> <li>2. Organise seminars to disseminate the project experience and results</li> </ol>

#### Implementation Plan with Time-line

Schedule	Objectives and Action Items in Different Stages
<b>Mar 2014</b>  <b>Groundwork Stage</b>	<u>Objectives</u> <ol style="list-style-type: none"> <li>1. To gain support and motivate active support from all stakeholders</li> <li>2. To interview contractors/vendors and tendering</li> <li>3. To refine the project timeline and role and responsibilities</li> <li>4. To confirm curriculum development strategy and key concerns</li> </ol> <u>Action Items</u> <ol style="list-style-type: none"> <li>1. Liaise with providers and potential developers and kick-off development</li> <li>2. Pre-program preparation, baseline collection (pre-assessment), team formulation</li> <li>3. Meetings to confirm themes, co-planning curriculum framework and outline, curriculum Framework of classroom teaching resources and self-learning materials direction.</li> </ol>

<p>Mar 2014 - Apr 2014</p> <p>Establishment, Development and Promotion Stage</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> <li>To develop the curriculum and related teaching and learning materials and trail run</li> <li>To develop Learner Centric Learning Management System and courseware</li> <li>To equip all involved parties (pupils, teachers and parents) with full understanding</li> <li>To develop teacher's capacity</li> </ol> <p><u>Action Items</u></p> <ol style="list-style-type: none"> <li>Meeting with services provider and review sample lessons, trail run at classroom, on-going development and feedback for enhancement</li> <li>Teacher training workshops, co-planning and review of lesson materials</li> <li>System testing and trail run at school</li> <li>Parents seminar (share the project goal and support we need from them and workshop (parents can hands-on)</li> <li>Pupil training on the use of the courseware</li> </ol>
<p>Mar-Jun 2014, Sep-Dec 2014</p> <p>Implementation Stage</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> <li>To launch, implement and collect feedback for enhancement</li> <li>To monitor the project status and review on pupils' learning effectiveness</li> <li>Review and on-going development</li> </ol> <p><u>Action Items</u></p> <ol style="list-style-type: none"> <li>Launch the curriculum and its extended learning to home access</li> <li>Regular weekly review. Co-lesson planning and re-development</li> <li>Teachers hands-on the real time data to learn about pupils' learning status and adjust teaching plan timely.</li> <li>Post-assessment</li> <li>Feedback the courseware and curriculum and enhancement</li> </ol>
<p>Dec 2014-Feb 2015</p> <p>Evaluation and Dissimilation Stage</p>	<p><u>Objectives</u></p> <ol style="list-style-type: none"> <li>To evaluate the effectiveness of the project (survey and interview)</li> <li>To sum up the curriculum for next year</li> <li>To disseminate project design, deliverables and outcomes to the public and partners</li> </ol> <p><u>Action Items</u></p> <ol style="list-style-type: none"> <li>Post-program assessment / review on pupils' thinking skills and communication skills</li> <li>Post-program evaluation on pupils' language skills, thinking skills and creativity by teachers' observation</li> <li>Collection of feedback by case studies and questionnaires from both teachers and pupils</li> <li>Finalise the program and curriculum for the 2<sup>nd</sup> year</li> <li>Conduct and publish the report to share with the other schools,</li> <li>Press release to the public, newsletter</li> <li>Organise seminar to parents and other schools (all catholic primary schools) for the project result and experience</li> </ol>

**Expected Deliverables and Outcomes**

<p><b>Tangible Deliverables</b></p>	<ul style="list-style-type: none"> <li>● C<sup>3</sup> curriculum framework with diversified text-types</li> <li>● 12 modules of teaching resources pack that focus on 21<sup>st</sup> century skills on Critical thinking, communication and creativity skills. They will include:             <ol style="list-style-type: none"> <li>(i) Interactive teaching materials with instructional details.</li> <li>(ii) Clearly set learning and teaching goal and objectives,</li> <li>(iii) Group work activities (researching, enquiry process and collaboration)</li> <li>(iv) Printable Resources such as lesson outline, song sheets and worksheets</li> </ol> </li> </ul> <p>A Learner-centric Learning Management System and multi-levels self-access learning modules</p> <ol style="list-style-type: none"> <li>(i) Self Learn modules that allow pupils to learn without teachers assistant.</li> <li>(ii) Reporting System</li> <li>(iii) Design and set questions/exercise to assess pupils' thinking skills and language skills</li> </ol> <p>Technology deliverables: Collaboration platform, App and application run on IOS, Android and PC</p> <ul style="list-style-type: none"> <li>● Pre and Post assessment design and development</li> <li>● Assessment Rubrics for creativity, communication and critical thinking through project works</li> <li>● Teacher training workshop, Parent Workshops</li> <li>● Project Report</li> <li>● Newsletters and Website</li> </ul>
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<b>Intangible Outcomes</b>	21 <sup>st</sup> century skills are immersed in our school-based language curriculum
	Pupils' critical thinking skills, communication and creativity skills are nurtured. Learning diversity in KS2 addressed.
	Pupils' motivation & language proficiency are boosted effectively
	School based material lessens the burden on textbooks to minimal.
	Teachers' knowledge and experience is developed and sharpen in (i) curriculum design, implementation and assessment for 21 <sup>st</sup> century skills, (ii) using IT for teaching, learning and assessment and (iii) applying IT for assessment for learning

**Budget**

<b>Cost Items</b>	<b>Breakdown</b>	<b>Budget</b>
<b>(a) Equipment</b>	Sub-total: \$45,000 by QEF; \$45,000 by school	
Tablets for classroom group works (assume 2-3 pupils per group x 15 groups)	\$3,000/unit x 15 (by QEF)	\$45,000 (by QEF)
Server for internal hosting (a PC configuration) Staller for tablet recharger and related maintenance fee	\$10,000 hardware & \$5,000 software licenses \$30,000 (supported by school)	\$45,000 (by school)
<b>(b) Services</b>	Sub-total: \$351,850 by QEF	
C <sup>3</sup> Curriculum Development & Consultation Consultation from organisation, set up framework, design on teaching strategy, lesson flow, assessment rubrics and structure and Co-planning	\$500/hr x 30 hrs	\$15,000
12 modules teaching resources (interactive version) to replace textbook • 12 modules lesson content research, writing or adaptation (Movies stories, Poems and Songs, Popular Culture, News about Environment and the society and etc.) • Lesson structure, design and thinking questions • Graphical design of interface for classroom teaching, icons and characters • Production of animation and video editing and programming (xml / html) • Proof-reading of 12 modules teaching resources (including reading texts, questions, vocabulary • Design of classroom activities and group activities (by our teachers) • Licenses or copyright for images and any contents we will use • Recording of songs and listening elements from native speakers	5 manday/ module x 1,000/mandy x12  3 manday/module x \$1,000/manday x 12 8 manday x \$800  5 manday/module x \$600/manday x12  0.5 manday/module x \$1,200/manday x 12  ----- \$10,000  1.5manday/module x \$1,000 x 12 modules	\$60,000  \$36,000 \$6,400  \$36,000  \$7,200  ----- \$10,000  \$18,000
Learner-centric Learning Management System Class report deign and analysis tool Skills analysis tool (showing individual skills performance, summary report, monthly report) Tool for modules assign and grouping and lesson uploading	\$750/manday x 15 manday \$750/manday x 30 manday  \$750/manday x 8 manday	\$11,250 \$22,500  \$6,000
Multi-levels Self-access learning modules 12 modules' editorial work • Reading exercises with critical thinking questions • Listening exercise with critical listening questions and note-taking tools Recording by native speaker • Vocabulary and usage exercises • Different question templates (MC, Fill in the	12 x \$750/manday x 1.5manday  12 x \$750/manday x 1.5 manday  \$1,000/manday x 12 manday 12 x \$750/manday x 1 manday \$600/manday x 20 manday	\$13,500  \$13,500  \$12,000 \$9,00 \$12,000

blank, error correction)		
• Interactive Games (as assessment of what have taught as the module wrap up) (some materials will recycle from teaching resources)	12 x \$600/manday x 1manday x 2 games	\$14,000
App development	One-off	\$30,000
Collaboration platform (system module) Cross platform design and can form groups, assign group, assign work, allow pupils to upload their work (texts, audios, videos and etc.). Real-time display or recall of the group works, save and archive features.	\$750/manday x 6 manday (system design in teacher and pupil interface) \$750/manday x 20 manday	\$4,500 \$15,000
(c) General Expenses		
Sub-total: \$8,000 by QEF; \$3,000 by school		
Administration fee (stamp for invitation letter, seminar decoration)	\$3,000	\$3,000 (by school)
Website, newsletter design, video editing, production (500 copies) and a DVD production (200 copies)	\$3,000	\$3,000
Audit fee	\$5,000	\$5,000
Total Project Amount: \$452,900		
Total contribution by Parents and school: \$48,000 Total Amount contributed by QEF: \$404,900(round up to the nearest hundred)		

#### Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
audio and video equipment	Staller	1	\$30,000	Keep on using by the school
computer hardware	Tablets	15	\$45,000	
	Server with software licenses	1	\$15,000	
computer software	Teaching resources	12 modules	\$30,000	
	Learner-centric Learning Management System	1	\$39,750	
	Multi-levels Self-access learning modules	12 modules	\$74,000	
	Mobile application software	3	\$173,600	
	Collaboration platform	1	\$19,500	

#### Evaluation Parameters and Method

Baseline (Current Situation)	Benchmarks (Goals & Objectives)	Measures / Performance Indicators (Expected Outcomes)
Baseline: Current textbook and KS2 curriculum we are using are lacking of 21 <sup>st</sup> century skills although we believe it is very crucial for our pupils	Long-term Goal: To nurture pupils' 21 <sup>st</sup> century skills through our KS2 curriculum re-design and development	1) Change of teaching, learning and assessment models 2) Effectiveness of teaching & learning of 21 <sup>st</sup> century skills take place 3) Pupils learning motivation and language proficiency improved to bridge to KS3 <u>Measures</u> ➤ Focus Group of pupils and teachers agreed that teaching, learning and assessment models are enhanced. ➤ Parent Interview confirms that pupils' learning are positively changed)

	To tailor a C <sup>3</sup> curriculum with diversified curriculum materials (interactive teaching resources, classroom teaching plan, teaching tools) focusing on nurturing Critical Thinking skill, Communication skill and Creativity to prepare them for further study	<p>1) P6 2<sup>nd</sup> term school-based curriculum is ready for use  2) Development of P4-5 trail modules of C<sup>3</sup> curriculum completed  3) Pupils are more motivated in learning both classroom and home learning  4) Pupils gave positive feedback C<sup>3</sup>  5) Diverse learners' learning are stimulated and received different assignment with appropriate level of difficulties</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>➤ Survey to pupils, parents &amp; teachers</li> <li>➤ Pre-assessment and Post-assessment result show positive improvement in different targeted skills</li> <li>➤ Pupils' active access rate, usage, improved performance</li> <li>➤ Comparison of examination performance with previous year</li> <li>➤ Diverse learners show positive and active participation at classroom learning and their access and usage on LLMS</li> </ul>
Current LMS is more teacher-centric rather than learner-centric and lack of exercises focusing on thinking skills and diversified text-types. Teachers' timely feedback currently is on pupils usage rather than individual skills' problem	To develop multi-level self-access modules and a learner-centric learning management system (LLMS) to address learners' diversity and to bettering our assessment for learning's culture	<p>1) Development of the Learner-centric Learning Management System fostering assessment for learning culture and the multi-level self-access modules fostering thinking skills completed;  2) Teachers' timely feedback to pupils' learning in specific thinking skills and understanding levels are achieved with the aid of LLMS  3) Diversified text-types and interesting learning elements in terms of forms and contents are developed and integrated into the self-access modules to arouse learning interest and foster the C<sup>3</sup> skills.</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>➤ Pupils survey shows positive change of learning attitude</li> <li>➤ Teacher survey shows positive feedback on the use of LLMS, admin workload reduced, timely quality feedback made</li> <li>➤ Focus group (teachers and pupils) shows positive change in Assessment for Learning on targeted skills</li> </ul>
Teachers do not have much understanding and experience in designing and building pupils' 21 <sup>st</sup> century skills (C <sup>3</sup> ) and currently our textbooks for P4-6 are lacking of this elements.	To sharpen teachers' capability through training and hands on curriculum design focused on 21 <sup>st</sup> century skills and a learner-centric assessment culture	<p>1) Development and implementation of the assessment rubrics for creativity completed and ready next year's reuse.  2) Teacher training workshop completed and demonstration the knowledge and skills learnt at classroom.</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>➤ Teacher workshop post-training survey shows positive feedback</li> <li>➤ Teachers reflection shows their participation and hands-on training equip them with skills and knowledge in developing pupils' 21<sup>st</sup> century skills</li> </ul>

Remarks: A DVD recording our development and experience will be made for our self-reflection and sharing to the other schools. It is a reflection tool documenting our process and development and also a dissemination product for the other schools in this area.

### Sustainability of the Outcomes of the Project

This project should be able to self-run after the funded project period. All the deliverables including (i) the KS2 School-based curriculum fostering critical thinking, creativity and communication, (ii) interactive teaching materials, and (iii) printable resources materials (iv) the learner-centric Learning Management System and multi-levels self-access learning modules, Collaboration module and (v) App will be recycled to use for the following years without any maintenance cost for us. Since our teachers are actively involved in the planning,

development and implementation, we should be able to amend some lesson materials when needed while the LLMC and the self-access courseware should be able to be re-used with no further development cost.

Moreover, this project brings in diversified learning materials and pedagogy that should be able to motivate our learners to be more engaged in learning both at classroom and at home. Together with our teachers' accurate and timely adjustment on the teaching and learning cycle with the real time data collected from LLMS should improve significantly the teaching and learning effectiveness and hence our learners' quality in both thinking, communication, creativity and finally their language proficiency for KS3. This outcome will be deepened when we carry forward for the following years.

We also plan to share this to the other subjects so diversified skills and learning methods can be adopted in different KLAs so that more jointed effort can be made in our school.

### **Sustainable Development for teachers' knowledge and ability in nurturing C3 skills and curriculum development**

This project involves a lot of jointed effort made from our panel teams through co-planning with consultants or service providers, design of lesson plans and more importantly the hands-on new teaching, learning and assessment model. It is actually a very valuable experience for us to learn how critical thinking skills, communication skills and creativity can be immersed into the KS2 curriculum backbone and nurtured through our specially designed teaching, learning and assessment cycles. Together with the professional development workshops, our teachers' knowledge and skill in fostering the C3 skills are developed and practised. Those elements are documented and recorded properly saved for future teaching training. To further sustain these skills, we will also recycle this for our new school-development plan.

### **Sustainable development for the school to diverse the assessment strategies and use of technology for promoting effective teaching, learning and assessment**

This project allows us to research and develop a more learner-centric learning management system (LLMS) and this shift our focus of data we draw from the learning management system directly change our assessment pattern for the self-access learning. This makes assessment for learning possible and practical as the new system focus on collecting data of learners' strengths and weakness on taught skills rather than general data of the completed lessons and average score. Score is not longer the key information we need but the ability and skills' performance. Hence, the data collected will effectively and timely influence the next teaching cycle. Assessment for learning can be bettered through this project. This LLMS will be widely used and hosted in our school's server.

## **2. Dissemination / Promotion**

Through the last few years' implementation of the T3 project, we have been well-prepared ourselves as the supporting school to the other schools in the area. For this project, we are open for any schools interested in our e-learning model and new learning pedagogy for KS2. Our Curriculum framework, lesson plans, video-taped classroom activities will be assessable by any interested education fellows. Particular attention will also be made to the following Promotion Actions:

<b>Period</b>	<b>Objectives</b>	<b>Dissemination and Promotion Actions</b>
Apr 2014	To equip all involved stakeholders with full understanding of the project and its' advantages and applications	<ul style="list-style-type: none"> <li>● Teachers Workshop (Project goals, rationale, conceptual framework and expected outcomes)</li> <li>● Parent Seminar (project goal, expected benefit for pupils and their support)</li> <li>● Pupil briefing (different of learning, learning goal and use of the LLMS for the self-learning modules)</li> </ul>
Oct 2014– Jan 2015	To share the result to all parents to their gain support To share the result to the education community	<ul style="list-style-type: none"> <li>● Parents Sharing sessions</li> <li>● Newsletter</li> <li>● Website</li> <li>● Seminar to fellow educators</li> </ul>

**Report Submission Schedule**

My school commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/3/2014 - 31/8/2014	30/9/2014	Interim Financial Report 1/3/2014 - 31/8/2014	30/9/2014
Final Report 1/3/2014 - 28/2/2015	31/5/2015	Final Financial Report 1/9/2014 - 28/2/2015	31/5/2015



