

**Part B Project Summary**

Project Title: C <sup>3</sup> 計劃：開發建立學生批判思考、創意及溝通技巧的校本英語課程 A C <sup>3</sup> Project: Developing a School-based English Language Curriculum that Effectively Fosters Critical thinking, Creativity and Communication for KS2	<b>Project Number</b> 2013/0031 (Revised)
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**Name of Organization:** St. Andrew's Catholic Primary School

**Goals:** To nurture pupils' 21<sup>st</sup> century skills (thinking, creativity and communication skills) through our language curriculum development in KS2 and promote effective language learning to prepare for KS3.

**Objectives:**

- (i) 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;
- (ii) 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;
- (iii) 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.

**(2) Targets:**

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

**(3) Implementation Plan:**

(i) Duration: Mar 2014- Feb 2015

(ii) Process / Schedule:

Mar 2014	Contract, confirm themes, develop curriculum framework and lesson outlines and requirements for classroom interactive teaching resources and self-learning materials formats.
Mar 2013 – Apr 2014	Develop classroom teaching materials and self-learning materials, teacher training, LLMS, trail lesson materials at classroom and on-going development and Parent Seminars
Mar – Dec 2014	Launching, trail lessons for each form, review and feedback for enhancement.
Dec 2014 – Feb 2015	Revise curriculum and lesson materials for new school year. Final evaluation (teachers' feedback, assessment result and examination data), report and sharing seminars, documentation, plan for project continuity.

**(4) Products:**

(i) Deliverables / Outcomes:

School-based curriculum fostering critical thinking, creativity and communication	<ul style="list-style-type: none"> <li>• Pupils' critical thinking, creativity and communication skills are developed;</li> <li>• Prepare and bridge pupils from KS2 to KS3 and</li> <li>• Reduce parents' financial burden on textbook purchasing for P6</li> </ul>
Multi-levels Self-access learning modules on a LLMS	Assessment for learning practice is enhanced and enriched with thinking skills analysis to fit in to the teaching and learning cycle, address learning diversity, enhance self-directly learning habit and culture
Professional Development Workshop and experience	Teachers' knowledge and experience in curriculum design and implementation for fostering critical thinking, creativity and communication are enhanced; learner-centric assessment for learning practice is introduced.

(ii) Dissemination of deliverables / outcomes:

Parents Sharing Sessions, newsletters and website publishing pupils' project work to the education community, sharing seminar for other schools will be organized to share the good practice

**(5) Budget:** \$452,900 (\$404,900 by QEF; \$48,000 by school) (round up to the nearest hundred)

(a) Equipment	(b) Services	(c) General Expenses
\$45,000 by QEF; \$45,000 by school	\$351,850 by QEF	\$8,000 by QEF; \$3,000 by school

**(6) Evaluation:**

(i) **Performance indicators:** Development of C<sup>3</sup> curriculum, Self-access learning modules on a LLMS, development of pupils' targeted 21<sup>st</sup> century skills with measureable and observed project outcomes, completion of teacher workshops.

(ii) **Outcome measurements:**

Pre and Post assessments in pupils thinking and communication skills, examination result compared to last year's, teachers' comments on pupil's project work completed showing creativity, feedback from pupils, teacher, and parents (collected via observation, survey), usage of self-learning modules.