

Quality Education Fund
Application with Grant Sought Not Exceeding \$150,000
Part B: Project Proposal (Revised)

Schedule 1 P. 4

Project Title	Project Number
Developing self-regulated learners through a buddy reading program in traditional contexts.	2015/0024

Basic Information

Name of School / Organisation / Individual

Tsing Yi Trade Association Primary School

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special *(Please tick)*
- (b) Students: 170 (in number)* and P. 1 to P.6 (class level/age)*
- (c) Teachers: 9 (in number)*

Proposal

(I) Project Needs

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.
(Example: To enhance students' interests in reading through story-telling, singing, and drama...)
- 1) To develop students' reading and speaking skills through a Big Buddy program which upper primary students will learn to read printed texts to lower primary students so all the students can read with fluency
 - 2) To build up upper primary students' confidence in learning English and encourage them to take risk in their learning process
 - 3) To develop a learner-centered environment where lower primary students take ownership of their learning and enjoy the learning process.
 - 4) To enhance teacher professional development by engaging teachers to put the self-directed learning strategies learned in action for promoting student learning.
- (b)
- (i) What are the areas of the needs and priorities of the school?
 - Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
 - Promote students' social and emotional development
 - (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
 - School development plan:
 - 1) Our school development plan for the next three years focuses on students becoming more meta-cognitive in understanding why and how they learn. As part of a balanced reading program, Buddy Reading with meaningful and authentic printed reading materials encourages students to build on their interests and experiences. By pairing upper and lower primary students together, they can further each others' social, emotional and language development in engaging contexts.
 - 2) Focus on teachers' professional development in understanding reading strategies, leveling of books and cooperative learning that encourage students to be more motivated, engaged, reflective and able to learn how to learn. Different subject teachers are also exposed to the idea of self-regulation where students are accountable for their own learning.
 - Literature review summary:

Morrison, Ponitz and McClelland (2010) points out that buddy reading programs enhance behavioural regulation of students, making them more aware of their own learning to achieve increased success in reading.

Reis et al. (2011) suggests that an effective differentiated reading program, such as Buddy Reading, increases engagement and enjoyment in reading to result in higher achievement.

McMillan and Hearn (2008) indicates that students become more motivated and engaged in the learning process when students use metacognitive strategies, such as self-monitoring and self-evaluation, to achieve specific learning outcomes.

Zimmerman (2002) defines self-regulation as a method to guide students to learn on their own to achieve academic success.
 - Assessments on students' performance: The implementation of Buddy Reading will encourage students to choose books that match their appropriate reading level more independently.

Teachers will observe a higher interest for students to read in pairs or individually; Students will demonstrate self-management, where students are able to choose their own books based on level and interest. Students will demonstrate self-assessment, where students decide if the book is a good-fit book (If the book is too easy, too hard or just right). Students will fill out a survey in the beginning and end of the program to assess their own learning. Students will demonstrate meta-cognition skills, where if the book is too easy or too hard, students will be more independent in choosing a better fit book based on their reading level.

- ☒ Relevant experiences: Currently, we have a pilot Reading Ambassador program running at our school. The Reading Ambassadors in P6 use selected books to read to small groups of P1 students and ask comprehension questions at the end. We would like to integrate and expand Reading Ambassador into Buddy Reading. We are adding new elements to this project by involving more students. We will be running workshops on how to be an effective Buddy; asking good comprehension questions (i.e. Who are the characters in the story?) and giving effective feedback (i.e. I like how you sounded out unknown words) for their buddy.

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

Reading achievement is a critical factor to a learner's success in school. In our school development plan, it is our aim to develop self-regulated learners who enjoy the learning process. Buddy reading fosters this goal by allowing students to develop skills of self-management, self-assessment and meta cognition, which are indicators of self-regulatory learning (Zimmerman, 2008).

By pairing upper and lower primary students, the big buddies act as positive role models for their little buddies. As research indicates, students that take responsibility for their actions lead to positive behavior and academic outcomes (Morrison, Ponitz and McClelland, 2010). Big buddies are responsible in checking comprehension, asking questions to see if their partner understood the book, and giving effective feedback, such as praising their partner for reading with great expression. Little buddies, on the other hand, are responsible in choosing a good-fit book that match their ability and interest, sit down with their big buddy, and get started into reading with increasing independence. Both students have specific roles to complete and manage their time effectively to result in reading success.

McMillan and Hearn (2008) indicate self-assessment as an ongoing process where students must identify their learning goals, provide feedback to themselves and think of next steps to enhance their performance. In Buddy Reading, students identify a reading goal, which could be reading a book with fluency. At the end, the teacher, using a thumb up or down technique, asks both students to reflect and assess whether they were on task, sitting down beside each other, and reading a text accurately with expression. The students can then think about ways on how to read books more effectively next time.

Self-regulating learning also includes metacognition, where students are aware of their own thinking (Zimmerman, 2008). In fact, Buddy reading encourages both students to plan, monitor and change their behavior based on an "I PICK" model to find good-fit books. (I look at books; Purpose (Why are we reading?); Interest (I love this author or book); Comprehend (I understand); Know all the words). Through this model, Buddy Reading facilitates self-regulation, as big buddies assist their partners to choose books that match the little buddies specific needs more independently. When little buddies pick a book that does not match the criteria set in the "I PICK" model, little buddies are encouraged to choose a better fit book by the big buddy.

Buddy Reading directly supports the development of self-regulating learners, and assists in the student's ability of self management, self-assessment and metacognitive skills. As Reis et al. (2011) suggests, Buddy reading is part of a reading program that increases engagement and enjoyment in reading to achieve higher learning.

(II) Project Feasibility

- (a) Please describe the design of the project, including:
- (i) Approach/Design/Activity

Project Design

This project aims to develop self-regulating learners through a buddy reading program where upper and lower primary students are paired together to read in an engaging and authentic context.

Before we pair up upper and lower primary students, new books arriving at school will be sorted by the library for the first two weeks. Books will be put in different coloured bins to highlight varied reading levels from Primary 1 to 3 and placed in the English room. After that, teachers will set up mini-workshops during after-lunch activities twice a week, from 12:25 to 12:50 pm for a total of 25 minutes, to train upper primary students to become confident big buddies. There will be two teachers in the class. Upper primary students will be exposed to available books in the Buddy Reading program for three weeks to get familiarized with reading. Higher ability students and teachers will support lower ability students in the class and work on reading fluency, expression and accuracy. Here is a table that illustrates some of the strategies and skills learned in this program.

Mini-workshops for students:

Lesson 1	Make anchor chart: "Three ways to read a book". Practice read to self.
Lesson 2	Create an I-chart, responsibility of students and teachers during Buddy Reading.
Lesson 3	Teach how to choose good-fit books. Practice finding good-fit books.
Lesson 4	Review how to sit during Buddy Reading (EKKK model). Practice how to listen to partners' reading.
Lesson 5	Ask effective comprehension questions to partners to gauge understanding.
Lesson 6	Continue practicing skills in Buddy Reading and develop independence.

After the mini-workshops, upper primary students will be paired up with a lower primary student during lunch to choose appropriate leveled books together. Lower primary students reflect on whether the book is appropriate to their reading level and/or appeals to their reading interests. Depending on the difficulty of the book, upper primary students assist in decoding unfamiliar words and enhance reading fluency for their buddy. Lower primary students share their learning (i.e. favourite part of the story) with their buddy. Upper primary students check for comprehension (Did you like the book? Why?) and give effective feedback (I really like it when you sounded out unknown words).

In phase I, Primary 6 students will be paired up with Primary 3 students to pilot the Buddy Reading program. As there are 27 students in P6 and 30 students in P3, some P6 students will have two little buddies. Both classes will come to the English room at after-lunch activities on a Friday from 12:25 to 12:50 pm for a total of 25 minutes. Three teachers on duty assists in getting the students paired up and get started in reading. If there are too many students, some students will use the second English room for fewer distractions.

Teachers will support lower ability students through modeling and scaffolding. Teachers will monitor the progress of both buddies, checking in with students and asking why the little buddies chose the books for reading (i.e. for interest, to practice fluency) to ensure students have a clear learning objective before reading. Teachers walk around and listen to students' reading to ensure task is challenging and purposeful for both the upper and lower primary students. Additionally, if teachers may support lower ability students with additional mini-workshops to assist in choosing a good-fit book through the I PICK model and reading with expression and accuracy.

In phase II a new school year will begin. New P6 students will pair up with P3, P5 students will pair up with P2, and P4 students will pair up with P1. A similar timeline will follow, where teachers will conduct mini-workshops to train new P6 and P5 students during after-lunch activities two times a week for three weeks. P4 students will be familiar with the structure of Buddy Reading, as they were supported by previous P6 students in phase I and will receive mini-workshops once a week. After the training, the Buddy Reading sessions for P6 and P1 will be scheduled on Friday; P5 and P2 on Thursday and P4 and P1 on Wednesday. As there are more students in lower primary, some upper primary students will have two little buddies. Three teachers will be on duty to assist and support students.

Each student is asked to fill out a survey at the beginning of the term and a survey at the end. The

survey is a self-assessment that reflects on the students' self-management, self-assessment and metacognitive skills during and after the program. We expect to see an increase of the students' enjoyment in reading and increased understanding of self-regulatory learning through this process, coupled with teacher observation and anecdotal records to support our findings.

Staff Development

This project also focuses on staff development in playing an active role in understanding how to run a Buddy Reading program. The NET ran a workshop on August 24, 2015 on how Buddy Reading fosters literacy independence, including self-regulatory learning where students take ownership of their own learning. The workshop was a collaborative effort for teachers to address our subject goals to develop self-regulatory learners. As there is a high population of Non-Chinese Students (NCS) and students coming from a low-socioeconomic background, we need to address the diversity of learner abilities and their exposure to language use at school and at home. In the workshop and in English panel meetings, English teachers discuss about the different types of appropriate comprehension questions for Big Buddies to ask, and what types of effective feedback are appropriate for our school. English teachers work closely through the stages of design, implementation and management through scheduled co-planning meetings to meet and share new ideas on the effectiveness on the program, and how to best fit this specific program into our school. At the end of the program we will complete a chart of Positive, Minus and Ideas (PMI) to discuss about the potential of Buddy Reading program for the following year.

(ii) Key Implementation Details

Project period: February to December 2016

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
Phase I		
Feb 2016	Create an inventory of new books. Place new books in the library first.	Librarian, Library assistant
Mar 2016	Teachers conduct mini-workshops for P6 twice a week during after-lunch activities for a total of three weeks.	Two English teachers, Primary 6 students; Library Assistant
Apr-Jun 2016	P6 are paired up with P3 students during after-lunch activities on a Friday.	Three English teachers; ; P6 and P3 students
Phase II		
Sept 2016	A new school year begins. Teachers conduct mini-workshops for new P6 and P5 twice a week during after-lunch activities for a total of three weeks. P4 students will attend the mini-workshop once a week for a total of three weeks. Lessons will be compacted as P4 students are already familiar with the structure of Reading Buddies.	Two English teachers to train P6, P5 and P4; P6, P5 and P4 students
Oct-Nov 2016	By the end of Sept, P5 are paired up with P2 during after-lunch activities on a Thursday. P4 are paired up with P1 during after-lunch activities on a Wednesday. P6 are paired up with P3 buddies on a Friday.	Two English teachers; P6 and P3 students; P5 and P2 students; P4 and P1 students
Dec 2016	Students self-assess on the effectiveness of Buddy Reading with the survey.	English teachers, P1-6 students

- (b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.
- (i) Number of teachers involved and degree of input (time, types, etc.):
7 English Teachers, 1 Project Coordinator (PSM(CD)) and English Panel will be involved in designing, monitoring and evaluating the effectiveness of the Buddy System Program.
- (ii) Roles of teachers in the project: *(Please tick the appropriate box(es).)*
 Leader Co-ordinator

Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$30,000

Budget Item*	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Staff	<u>Technician</u> Library assistant	<u>Estimated:</u> \$10,000 (For only two month part time)	As there are many new books introduced to the school, we need a library assistant that will work directly with the librarian to process and document all incoming books. The library assistant will also assist in preparing learning materials and assist teachers and students during Reading Buddy training at lunch.
ii) Equipment	<u>Books (Reading Scheme)_LoftReading / Scholastic / ShopInHK</u>	<u>Estimated:</u> \$20,000 (Around 300 books)	Replenishing books in our school is a necessity. As many students come from lower socioeconomic backgrounds, being exposed to decent quality books, with appropriately leveled and relevant topics will boost the interest of authentic and meaningful reading. We are currently in discussion with a few book publishers and see if the price can be better negotiated.
Total Grant Sought (\$):		<u>Estimated:</u> \$30,000	

Assets Usage Plan (Sample is provided for your reference)

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment <i>(Note)</i>
Book & VCD	Books	300	\$20,000	Continue to be used by school

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project;
- Observation: Students become more interested in English books. Students read with increased fluency and accuracy. Students are able to communicate why and how they read. Students are taking more risks at reading by using phonics and other reading strategies.
 - Pre-and post-activity surveys: Self-assessment surveys indicate students' confidence in reading ability. Students assess their self regulating activity, including self management, self assessment and metacognition when reading a book.
- (ii) Please state the project deliverables or outcomes.
- Resource package
 - Others: Supporting documents include 1) Survey for students, 2) Book quotation price from publisher and 3) Pictures from teacher professional development workshops, mini-workshops from students, and Buddy Reading Program.

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
Final Report 1/2/2016 - 31/12/2016	31/3/2017	Final Financial Report 1/2/2016 - 31/12/2016	31/3/2017

References

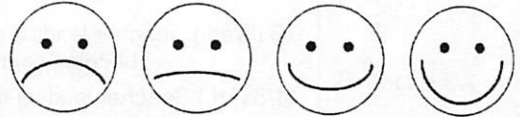
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- Morrison, F. J., Ponitz, C. C., & McClelland, M. M. (2010). Self-regulation and academic achievement in the transition to school. *Child development at the intersection of emotion and cognition*, 203-224.
- Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal*, 48(2), 462-501.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

Students' self reflection to assess their self regulating ability, including self management, self assessment and meta cognition when reading a book.

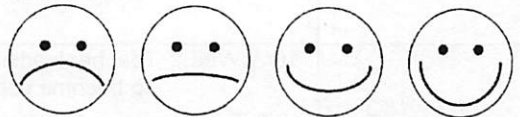
Name: _____

Class: _____

1. I like reading English books.



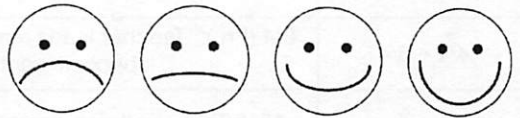
2. I can read the book on my own.



3. I understand all the words.



4. I like someone reading to me



5. I can choose a good-fit book.



ANNEX II – Phase I Schedule (Sample)

Schedule 1 P. 1 1

Project design, management and implementation will be shared by all English teachers to further staff development.

Week	Date	Activity	Participants
1	22/2 ~26/2	Sort books into the English room	Library Assistant
2	29/2 ~4/3	Sort books into the English room	Library Assistant
3	7/3 ~ 11/3	9/3 (Wed.): Teacher leads a mini-workshop for P6 students to become confident buddies (1) 11/3 (Fri.): Teacher leads a mini-workshop for P6 students to become confident buddies (2)	2 English teachers P6 students **In scheduling, place an English teacher during after-lunch activities for <u>Wednesday and Friday in P6 AND ONLY Friday in P3.</u> **
4	14/3 ~ 18/3	16/3 (Wed.): Teacher leads a mini-workshop for P6 students to become confident buddies (3) 18/3 (Fri.): Teacher leads a mini-workshop for P6 students to become confident buddies (4)	2 English teachers P6 students
5	21/3 ~ 25/3	23/3 (Wed.): Teacher leads a mini-workshop for P6 students to become confident buddies (5)	2 English teachers P6 students
7	28/3 ~ 1/4	Easter Holidays (25/3 ~ 3/4)	
8	4/4 ~ 8/4	8/4 (Fri.): Teacher leads a mini-workshop for P6 students to become confident buddies (6)	2 English teachers P6 students
9	11/4 ~15/4	15/4 (Fri.): Self-assessment and Reflection for P6 and P3 P6 paired with P3 for Buddy Reading (1)	3 English teachers P6 students P3 students
10	18/4 ~22/4	22/4 (Fri.): P6 paired with P3 for Buddy Reading (2)	3 English teachers P6 students P3 students
11	25/4 ~ 29/4	29/4 (Fri.): P6 paired with P3 for Buddy Reading (3)	3 English teachers P6 students P3 students
12	2/5 ~ 6/5	6/5 (Fri.): P6 paired with P3 for Buddy Reading (4)	3 English teachers P6 students P3 students
13	9/5 ~ 13/5	13/5 (Fri.): P6 paired with P3 for Buddy Reading (5)	3 English teachers P6 students P3 students
14	16/5 ~ 20/5	20/5 (Fri.): P6 paired with P3 for Buddy Reading (6)	3 English teachers P6 students P3 students
15	23/5 ~ 27/5	27/5 (Fri.): P6 paired with P3 for Buddy Reading (7)	3 English teachers P6 students P3 students
16	30/5 ~ 3/6	3/6 (Fri.): Self-assessment and Reflection for P6 and P3	3 English teachers P6 students P3 students