

**Final Report of Project**

**Project No. : 2013/0741**

**Part A**

Project Title: Enhancing school leadership capacity by advancing the leadership qualities and professionalism of novice middle managers

Name of Organization/School: Hoi Ping Chamber of Commerce Secondary School

Project Period: From 10 April 2015(month/year) to 31 March 2016 (month/year)

**Part B**

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

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

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

Name of Project Leader:

Name of Grantee\*:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: 27 /6/2016

Date: 27/6/2016

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

## Guidelines to Completion of Final Report of Quality Education Fund Projects

*Please elaborate the following items in your evaluation of the project. It is expected that the guide would provide a reference to the project leader/team in reflecting on the effectiveness of the project.*

### 1. Attainment of Objectives

The following items should be included in the evaluation of the attainment of each of the project objectives stated in the project proposal (*the information may be presented in a table form in the format of Table 1 in this Annex or in short paragraphs*):

- objective statement
- activities related to the objective
- extent of attainment of the objective
- evidence or indicators of having achieved the objective
- reasons for not being able to achieve the objective, if applicable

### 2. Project Impact on

The project's effects on the learning effectiveness / professional development / school development should be evaluated, in evidence-based approach, with regard to:

- broadening students'/teachers' horizons
- increasing students'/teachers' sense of achievement
- fostering students' development in their potential and specific abilities
- training students to better meet social demands
- increasing training opportunities for teachers and enhancing their professional development
- improving learning atmosphere
- fostering team spirit and enhancing the overall image of the school
- inducing collaboration with other schools / professional organizations.

### 3. Cost-effectiveness

Grantees are required to complete the 'Budget Checklist' at Table 2 in this Annex and enclose it as an appendix of this report. Please adopt the classification of budget items in Schedule II of the Agreement.

The project's cost-effectiveness should be evaluated with regard to:

- utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))
- unit cost for the direct beneficiaries
- sustainability of the learning programme and materials developed
- expenditure items which require no injection of resources when the project is replicated by other schools (including setup cost of the project, deliverables ready for use)
- alternative approaches for equivalent benefits at less cost

### 4. Deliverables and Modes of Dissemination

The following items should be included in the evaluation of each of the project deliverables and their value for dissemination (*the information may be presented in a table form in the format of Table 3 in this Annex*):

- description of the deliverable (e.g. type, title, quantity, etc.)



- evaluation of the quality and dissemination value of the deliverable
- the dissemination activities conducted (please state the date, mode, etc.) and the responses of the participants/recipients to such dissemination activities
- the value and feasibility for the deliverable to be widely disseminated by the QEF as well as suggested modes of dissemination.

A brief description of the elements/experiences contributing to the success of the project and feasibility of continuing the project should also be given.

## **5. Activity List**

Particulars of activities conducted during the project period such as types of activities, brief descriptions of the activities, number of participants and feedback from participants should be reported (*the information may be presented in a table form in the format of Table 4 in this Annex or in short paragraphs*).

## **6. Difficulties Encountered and Solutions Adopted**

The information here should explain why the actual project implementation (including the budget, schedule and process) differs from the original plan, if applicable.



**Table 1: Attainment of Objectives**

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To provide individual consultation and counseling to novice middle managers	Individual consultation and counselling	Fully achieved	Five hours of individual consultation and counseling have been done by all participants	
To support participants in becoming passionate and professional middle managers who have the mission and capacities to lead, manage, and develop their panel members and to support the school in advancing to a new level.	Need Analysis  DISC  Workshops I (psychological and professional leadership)  Workshop II (effective teaching and learning)  Sharing and 2 school visits	Fully achieved	Need Analysis and DISC have been done on 28 April 2015  Workshops I and II have been carried out on 12 May 2015 & 11 Jan 2016 with all the participants attended  A personal learning portfolio for developing reflections and learning have been built up  Vist to [redacted] have been conducted on 2 Oct 2015 & 7 Jan 2016	
To motivate them to foster a desirable culture in school in line with school's vision and mission	Retreats I (sharing of difficulties/SWOT/ consensus building)	Highly achieved	Sharing of difficulties/SWOT/ Consensus building has been conducted on 28 April 2015	Consensus has to be fostered from time to time. It is difficult to use only a set of activities to reach a complete consensus on school vision and mission



	Retreats II (A 2-Day camp for professional and personal growth/vision and mission)		A 2-Day camp for professional and personal growth/vision and mission has been held at Breakthrough Youth Village on 11 to 12 July 2015	
--	--	--	--	--

**Table 2: Budget Checklist**

<b>Budget Items</b> <i>(Based on Schedule II of Agreement)</i>	<b>Approved Budget (a)</b>	<b>Actual Expense (b)</b>	<b>Change [(b)-(a)]/(a) +/- %</b>
Staff Cost	0	0	0
Services & General Expenses	\$139200	\$170675 * Not enough budget to achieve all activities in the project. Top up by the school at the end.	\$170675-\$139200= \$31475
Equipment	0	0	0



**Table 3: Dissemination Value of Project Deliverables**

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
<p>A personal learning portfolio for developing reflections and learning has been built up.</p>	<p>The portfolio include a) difficulties participants facing in leading the department b) skills that have been learnt in enhancing leadership qualities after each activities c) reflections of how far these activities advance their professionalism in the long run.</p> <p>Writing reflections after each training and activities is a good try. This is completely different from the training organized by the EDB as teachers usually learnt something outside and seldom have enough time to reflect what have learnt.</p> <p>Indeed, there are not enough training provided by EDB for novice middle managers. A school based professional program for novice middle managers in helping schools to do succession is highly recommended.</p> <p>It is good for developing teachers' reflections in the long run as the reflective practices will be an effective way of professional development of teachers.</p>	<p>Distributed to 13 participants at the briefing session on 25 April, 2015; about 13 teachers indicated that they would use the portfolio in the long run to review their leadership qualities from time to time.</p>	





Individual consultation and counselling	To provide individual consultation and counseling by mentors to novice middle managers is an effective way to help novice middle managers. This is completely personalized and tailored made for each participant. Participants are free to voice out their strengths and weaknesses in leading the team, the challenges they met and the strategies they used.		
---	---	--	--

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants			Feedback from participants
		schools	teachers	others (Please specify)	
Retreat I: - DISC Analysis - SWOT Analysis, Basic concept of Leadership	28 April 2015 Art Room in school	Principal & Vice Principal and project leader	13 novice middle managers	Mentors	Most of the participants pointed out that this was the first time to do the DISC analysis and the personal SWOT. It is a good try for middle managers to retreat and review their own strengths and weaknesses and the leadership qualities
Individual consultation and counselling (not less than 5 hours in a group / individual basis)	May 2016 till March 2016		13 novice middle managers	Mentors	The result was good as this provided a chance for novice middle managers to have individual consultation and counseling with mentors. They shared their difficulties with experienced principals and mentors. Suggestions on how to tackle the above problems were also given by mentors to participants.
Workshop I: How to equip yourself as successful middle school leader? (psychological and professional preparation)	12 May 2015 Art Room in school	Project leader	13 novice middle managers	Mentors	The workshop helped participants to equip themselves as successful middle leaders. The result was good as the workshop reinforced the role of middle managers. Participants were more aware of the role as the middle managers.

Retreat II :A 2-Day camp for professional and personal growth/vision and mission	11 to 12 July 2015 at [REDACTED]	Principal & Vice Principal and project leader	13 novice middle managers	13 novice middle managers	The result of the camp was fascinating as this was the first time our school had a training camp specific for middle managers. We had lots of sharing and team building activities on these two days. By the way, the vision statement and the personal statement written helped us to review the mission and vision not only as a teacher but also a middle manager.
School Visit I	2 Oct 2015 [REDACTED]	Project leader	13 novice middle managers	Mentors	The feedback vesting to CCC Heep Wo College was very good as this helped widen the horizon of novice middle managers in learning how to run a EMI school which has having the same background as our school. There was lots of sharing from Principal Chu including how to use of information, data to boost teaching and learning and the setting of the library, reading room and history room.
School Visit II	7 Jan 2016 [REDACTED]	Project leader	13 novice middle managers	Mentors	The feedback to Elegancia College was also fascinating as novice middle managers could take a look at the school in different contexts and see how they run the school as a whole and how they enhance their learning and teaching by using different strategies.
Workshop II (with post-program DISC Analysis): Middle School Leader as Curriculum Leader (effective teaching and learning)	11 Jan 2016 [REDACTED]	Project leader	13 novice middle managers	Mentors	The feedback of doing post disc-program was very good as novice middle managers could compare their pre and post disc report and see how their leadership qualities and styles have changed. The part on how to enhance effective learning and teaching also help novice middle managers to use more data for analysis.





Evaluation and learning celebration	15 March 2016 Art Room in school	Vice Principals	13 novice middle managers	Mentors, Experienced teachers	The feedback of the evaluation and learning celebration was very touching as mentors have chosen some participants to share what they have learnt and difficulties they met during the whole project. Vice principals, experienced teachers and mentors had also joined the celebrations. A slide show of activities photos has been shown and a tea gathering has been arranged. It was a really good experienced for all the novice middle managers.
-------------------------------------	-------------------------------------	-----------------	---------------------------	-------------------------------	--

#### Difficulties Encountered and Solutions Adopted

The main difficulty is that there is not enough budget to find appropriate mentors to conduct all activities in the project. Quotations from nearly all universities are indeed above \$300,000. It is really difficult to use \$139,000 to finish all the activities in the project. Solution adopted will be to top up the budget by the school itself and use the manpower of the project leader alone. It is suggested not putting this kind of project into the "below 150,000" category for school application.

