

Final Report of Project

Project No. : 2013/0235

Part A

Project Title: Whole Person Development of Children: An Integrated Approach to Moral and Emotion Education in Kindergarten

Name of Organization/School: Center for Child Development, Hong Kong Baptist University

Project Period : From 12/2014 (month/year) to 11/2017 (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: _____

Date: _____

** 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.*

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
<p>Objective 1: To enhance teachers' knowledge and skills in conducting whole person education in pre-primary education</p>	<ul style="list-style-type: none"> • Briefing seminar was held on Dec. 3, 2014. • Teacher training seminar was held on Nov. 28, 2015 • Open seminar was conducted on Aug. 6, 2016. • Teacher training seminar for seed schools was held on Sep. 24, 2016. • Joint-school dissemination seminar was held on Nov. 25, 2017. 	Fully achieved	Teachers expressed satisfaction to the briefing seminar, teacher training seminar, open seminar, as well as the joint- school dissemination seminar in the evaluation forms.	
<p>Objective 2: To assist kindergarten principals and teachers in developing an atmosphere and school culture favorable for whole person education</p>	<ul style="list-style-type: none"> • Teaching package was implemented in participating schools. • Teaching consultations and classroom observations were conduct during trial teaching stage and implementation stage. • School-based activities were conducted selectively in participating schools. 	Fully achieved	Please see Appendix I for school-based activities conducted.	

<p>Objective 3: To integrate the teaching of moral and emotion education into learning areas</p>	<ul style="list-style-type: none"> • Teaching Package were constructed and implemented in participating schools. Learning activities include stories, role-play, games, music and arts, etc. 	<p>Fully achieved</p>	<p>All 22 participating schools implemented the teaching package</p>	
<p>Objective 4: To increase parents' awareness of the importance of moral and emotion education in early childhood.</p>	<ul style="list-style-type: none"> • Parent seminars were conducted in 13 participating schools. • Open seminar was conducted on Aug. 6, 2016 in which parents were invited. • Joint-school dissemination seminar was held on Nov. 25, 2017 in which parents were invited. • Online applications for the system of Windows, Android and iOS were developed for stories reading on topics related to moral and emotion to enhance parent-child interaction. 	<p>Fully achieved</p>	<p>Details of the parent seminars conducted are shown in Appendix II</p> <p>Online applications developed can be accessed through this link: http://bu.fnfclub.hk (account: password:)</p>	

2. Project Impact

(a) Learning Effectiveness

Teachers involved in this project reflected that students were keen to participate in the class activities. In particular, they were very attentive and engaged when listening to the stories and participating in the games from the teaching package. They also enjoyed sharing their experiences in discussions related to the learning topics. Teachers found that the stories, the games, and the teaching materials are all well designed which suit the students' needs as well as facilitate students' sharing of their own experiences and understanding in moral dilemma and emotional situations.

Moreover, teachers shared that some of the games in the teaching units encouraged cooperation and interaction among students. They observed that students began to break away from being self-centered, and they tried to share and cooperate with others. Such behavioral change was most significant in K1 class. They were more willing to share their stationeries or toys as well as snacks with their peers, and they tried to use language to communicate with their classmates and teachers, which reflected that their social abilities were being enhanced. Significant improvement in their classroom behaviors were shown. The students also showed kindness and love to their peers by helping others to pick things up and trying to comfort others when they seem unhappy. Students not only learned the concept of certain emotions, their sense of empathy were also being fostered.

Furthermore, teachers were pleased to see that the students had learned more vocabularies from the emotion education lessons to express themselves. They not only used simple words such as "happy", "unhappy" or "angry", they also learned to use vocabularies that are more complex such as "surprise", "guilty" or "shame" to express their feelings in regular class or leisure time. They were more willing to use language to express their feelings and were more aware of other's emotion as well as the way to respond.

(b) Professional Development

The teaching package in moral and emotion education developed from the project is based on contemporary psychological theories and the concept of whole person development. Teachers shared that the package covers topics that are rarely mentioned in the class and challenging to teach, and the project provided opportunities for their self-development. Teachers' professional capacity in moral and emotion education was enhanced through the teacher training seminars on the conceptual framework and pedagogy of moral and emotion education, the program review meetings with the program construction committee, which included the project leader, the project staff, and consultants, as well as the evaluation meetings with consultants after trial teaching sessions and program implementation. Teachers reflected that they had a more in-depth understanding in the various aspects of moral and emotion education and learned various strategies in the design and delivery of related learning experiences from their participation in the project.

(c) School development

Some of the participating schools showcased their involvement in this project on their various publicity channels such as school website, notice board, and newsletter. This project was one of their featured activities that contributed to their school mission of fostering whole person development. The project served to boost the positive image of the participating schools and cultivate an atmosphere that is conducive to nurturing children's moral and emotion development. Teachers were able to integrate the units in the teaching package into school-based curriculum as well as designed and implemented school-based activities. They were also able to share their good practices with the community at the joint-school dissemination event. Moreover, home-school cooperation and parents' awareness in the importance of the early childhood moral and emotion education were promoted through parent seminars.

3. Cost-effectiveness

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	2,123,982.00	2,073,677.00	- 0.02%
Equipment	36,000.00	24,778.00	- 0.45%
General Expenses	15,000.00	14,800.00	- 0.01%
Service	1,108,250.00	917,402.86	- 0.17%
Contingency	34,968.00	0.00	-100%

4. Deliverables and Modes of Dissemination

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.
CD-ROM of 6 sample lesson plans with multimedia resources Quantity: 350	Positive feedback received from kindergartens. At least 8 kindergartens showed interest in implementing the full package in their schools after receiving the samples.	Distributed to over 200 participants at the open seminar on Aug. 6, 2016 and about 44 participants in the dissemination seminar in November 2017.	The CD-ROM has been delivered to all participants in the events.
Publication of teaching package on Moral and Emotion Education, with multimedia resources in the format of CD-ROM, Apps for iOS and Android system, and online platform. Quantity: 1200	The teaching package contained 90 lesson plans which have gone through trial teaching and implementation in kindergartens. It provides a valuable teaching resource for early childhood education.	Joint-school dissemination was held on Nov. 25, 2017. The teaching package was distributed to over 900 kindergartens in Hong Kong at the event and by post.	The product was distributed to all kindergartens and relevant organizations in Hong Kong at the event and by post.

5. 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	students	others (Please specify)	
Briefing Seminar for participated schools	3/12/2014 (Wednesday) Hong Kong Baptist University	16	34	NA	NA	Positive (please refer to 1 st progress report)
Teacher Training Seminar for participating schools	28/11/2015 (Saturday) Hong Kong Baptist University	15	44	NA	NA	86% of participants satisfied or fully satisfied with the overall arrangement of the seminar (please refer to 2 nd progress report)
Open Seminar (Open of public)	6/8/2015 (Saturday) Hong Kong Baptist University	87	225	NA	NA	91.8% of participants satisfied or fully satisfied with the overall arrangement of the seminar (please refer to 4 th progress report)
Teacher Training Seminar for Seed schools	24/9/2016 (Saturday) Hong Kong Baptist University	7	57	NA	NA	87.8% of participants satisfied or fully satisfied with the overall arrangement of the seminar (please refer to 4 th progress report)
School-based activities (activities details please see Appendix I)	10/2016 – 06/2017 Project participating schools (core and partner schools)	11	Over 50	Over 500	NA	Positive feedback received from schools which reflected that students were interested in the activities and the lessons provided students' with real life experiences.
Parent Seminars	12/2016 – 3/2017 Project participating schools (Core and partner schools)	13	NA	NA	775 (parents)	Positive comments received from the speakers which reflected that parents were interested on the topics and the event provided a platform for parents to understand more about moral and emotion development of their children and ask questions about individual cases (please refer to 5 th progress report)

Dissemination Event	25/11/2017	102	158	NA	44 (early childhood educators or parents)	Positive comments received from the participants (see Appendix III)
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6. Difficulties Encountered and Solutions Adopted

Two of the participating schools withdrew as they found the trial teaching schedule in Phase I too intensive. Two other schools were invited to join the project. Trial teaching and school implementation schedule were adjusted.