Final Report of Project	Project No. : 2015/0024

Part A

Project Title: <u>Developing self-regulated learners through a buddy reading program in traditional contexts.</u>

Name of Organization/School: <u>**Tsing Yi Trade Association Primary School**</u>

Project Period: From **Feb 2016** *(month/year)* to **Dec 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: Rocky Lam   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.

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)*:

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 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	Design of Reading Buddy program, implementation of program to upper and lower primary classes.	Fully achieved	Around 170 number of students participated in the program, with 9 English teachers	N/A
To build up upper primary students' confidence in learning English and encourage them to take risk in their learning process	Implement 6 mini-workshops for students to be more confident readers.	80% attained	Observation of upper primary students reading well with lower primary students.	This objective is an ongoing process for students to become more confident readers.
To develop a learner-centered environment where lower primary students take ownership of their learning and enjoy the learning process.	Implementation of the Buddy Reading Program.	80% attained	Pre- and post-survey for self-assessment shows improvement.	This objective is an ongoing process for lower primary students to become confident readers.
To enhance teacher professional development by engaging teachers to put the self-directed learning strategies learned in action for promoting student learning.	Teachers' training and professional support provided to teachers.	Fully attained	Successfully implemented reading buddy program.	N/A

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:

1. Broadening students'/teachers' horizons

The implementation of a Buddy Reading program fosters literacy independence, including self-regulatory learning where students take ownership of their own learning. Students were exposed to a different type of learning style, where they learn from each other. Overall, the responses from students were largely positive. A survey conducted in the beginning and at the end of the Buddy Reading program shows an increase of 24% of lower primary students enjoying this learning process and an increased ability to self-regulate their learning by finding good-fit books.

Table 1.1 Lower Primary Students Pre- Survey Results

Questions	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Q1. I like reading English books	19	58%	32%	11%	0%	100%
Q2. I can read the book on my own.	19	42%	32%	21%	5%	100%
Q3. I understand all the words.	19	37%	32%	21%	11%	100%
Q4. I like someone reading to me.	19	32%	53%	11%	5%	100%
Q5. I can choose a good-fit book.	19	42%	42%	11%	5%	100%

Table 1.2 Lower Primary Students Post- Survey Results

Questions	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Q1. I like reading English books	18	72%	22%	6%	0%	100%
Q2. I can read the book on my own.	18	56%	39%	6%	0%	100%
Q3. I understand all the words.	18	50%	39%	11%	0%	100%
Q4. I like someone reading to me.	18	56%	39%	6%	0%	100%
Q5. I can choose a good-fit book.	18	67%	22%	11%	0%	100%

Likewise for upper primary students, it also showed an increase in the enjoyment of reading over the course of the Reading program period. Interestingly, an increase of 13% of upper primary students strongly agreed that they can now choose a good-fit book that matches their own reading levels.

Table 2.1 Upper Primary Students Pre- Survey Results

Questions	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Q1. I like reading English books	19	53%	32%	16%	0%	100%
Q2. I can read the book on my own.	19	63%	26%	11%	0%	100%
Q3. I understand all the words.	19	63%	26%	11%	0%	100%
Q4. I like someone reading to me.	19	47%	32%	11%	11%	100%
Q5. I can choose a good-fit book.	19	58%	21%	16%	5%	100%

Table 2.1 Upper Primary Students Post- Survey Results

Questions	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Q1. I like reading English books	21	57%	33%	5%	5%	100%
Q2. I can read the book on my own.	21	71%	10%	14%	5%	100%
Q3. I understand all the words.	21	57%	38%	5%	0%	100%
Q4. I like someone reading to me.	21	62%	24%	10%	5%	100%
Q5. I can choose a good-fit book.	21	71%	29%	0%	0%	100%

In the workshop and in English panel meetings, English teachers discussed 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 worked 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.

2. Increasing students'/teachers' sense of achievement

As illustrated in the tables above, reading meaningful and authentic printed reading materials in pairs encourages students to build on their interests and experiences. By pairing upper and lower primary students together, they furthered each others' social, emotional and language development in engaging contexts. Apart from increasing students' sense of achievement, teachers also learned how to replicate the program and encourage students to read more for enjoyment and allow students to become more self-regulated learners.

3. Fostering students' development in their potential and specific abilities

The design and implementation of this program focuses on the development of English language abilities. As we know, reading achievement is a critical factor to a learner's success in school. 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.

4. Training students to better meet social demands

Language and literacy skills are important for Hong Kong students under the context of "bilingualism and triliteracy". This program helped to facilitate learning and successfully enhanced the language development of English to better meet social demands. Furthermore, skills such as sharing, cooperation and problem solving are emphasized throughout the program to train students to become future global citizens.

5. Increasing training opportunities for teachers and enhancing their professional development

This project also focused 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 needed to address the diversity of learner abilities and their exposure to language use at school and at home. There were further opportunities to grow in English panel meetings and regular co-planning meetings to talk about how we could shape this program to fit the needs of the school.

6. Improving learning atmosphere

Since students needed to pair together and work on tasks collaboratively, the learning atmosphere improved. Manners, such as saying please and thank you, taking turns when reading, allowed students to be respectful for different grades of the school. Also, the learning atmosphere extends from inside the classroom to the outside, where students interacted more during break time and played together.

7. Fostering team spirit and enhancing the overall image of the school

Our project fostered team spirit by working collaboratively together to successfully implement the Reading Buddy program. As teachers have very different schedules, it took time to match everyone's timetable to ensure the success of our reading program. Overall, this experience was well worth the effort in enhancing the overall image of the school in developing self-regulated learners.

8. Inducing collaboration with other schools / professional organizations.

Although we did not collaborate with another school, we looked at how different schools run their reading buddy program and adapted it for our own school. As different schools have different needs, it is important to discuss about the potentials of a Buddy Reading program and determine if that is a right fit for perspective schools.

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:

1. Utilization of available resources (e.g. equipment, human resources of applicant school/ participating school(s))

After reviewing the documents on the QEF website, we adhered to the pricing standards as set in Staff cost and equipment. As part of a balanced reading program, we needed new books that were meaningful and authentic in a variety of different contexts. As there are many new books introduced to the school, we needed a library assistant that will work directly with the librarian to process and document all incoming books. The library assistant also assisted in preparing learning materials and assisted teachers and students during Reading Buddy training.

2. Unit cost for the direct beneficiaries

There are around 170 students in our school and 9 English teachers who were direct beneficiaries from this project. Overall, our expenditure was around $30,000, so the cost was around $167 per person.

3. Sustainability of the learning programme and materials developed

The books purchased for this learning programme can be reused year after year, albeit some wear and tear of books from students over time. The materials development in the mini-workshops can be duplicated.

4. 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)

The program can be easily used by other schools. The project design and key implementation details are included in the initial proposal to QEF.

5. Alternative approaches for equivalent benefits at less cost

The expenses incurred from this project are very low.

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	$10,000	$9993.75	-0.063%
Equipment	$20,000	$19861.80	-0.69%

6. Deliverables and Modes of Dissemination

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.
Professional Development PPT	This item is valuable in the training development of teachers to become familiar with the Buddy Reading program	Distributed to 9 English teachers on August 24, 2015.	No. We did not seek permission to republish pictures for external use.
Student Survey	This item is valuable for student self-assessment and how they can become better self-regulated learners	Distributed to all of the students participating in the Buddy Reading program at the start and end of the program.	N/A

Pictures	This item provides an idea on how mini-workshop training, teacher professional development and how Buddy Reading is implemented	Distributed to participants of the program and included in internal and external publications of the school.	No. We did not seek permission to republish pictures for external use.

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

The initial project proposal is an important reference point that contributed to the success of the project. By following the aims of the project, project design and the different implementation stages, we were able to understand if we were being effective in deploying this program. In the future, we can replicate similar procedures to ensure the success of this program. From our understanding, this program was worthwhile to implement and aims to develop self-regulated learners in traditional contexts through Buddy Reading.

7. Activity List

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	students	others (Please specify)	
Project briefing for teachers	August 2015		9			The teachers expressed they understood how to implement the program
Mini-workshops	March 2016		2	~27		Upper primary students were beginning to understand how to pair read, their roles in the classroom and how to pick good fit books.
Survey for students	April 2016 [Beginning of Phase I]		3	~50		Some students indicated were reluctant to read with others, while some lower primary students were excited to get a bigger buddy.
Buddy Reading	April to December 2016 [Phase I and II]		9	~170		Different classes were paired up throughout this period. Students expressed were enthused at the idea of reading together.
Survey for students	June 2016 [End of Phase I]		3	~50		Most students indicated an increase of enjoyment in reading.

8. 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.

Overall, the issues were minor. We encountered small setbacks as some English classes between lower primary students and upper primary students could not find a convenient time together. We tried to address this issue by planning ahead so teachers could find the time to have the two classes read together.