Quality Education Fund
Application with Grant Sought Not Exceeding $200,000
Part B: Project Proposal

Project Title	Project Number
Develop a school-based reading curriculum to nurture reading interest and interface KS1 to KS2.	2018/1237 (Revised)

Basic Information

Name of School / Organisation / Individual - Aplichau Kaifong Primary School

Beneficiaries

(a)   Sector: ☐ Kindergarten ☑Primary ☐ Secondary ☐ Special

(b)   Students: <u>70</u> (in number)* and <u>Primary 3 and Primary 4</u> (class level/age)*
(c)   Teachers: <u>10</u> (in number)*
(d)   Parents: <u>140</u> (in number)*
(f)   Others (please specify): Sharing to _____ schools: _____ Teachers.

Proposal
(I) Project Needs

(a)   Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.

1. Develop our school-based reading curriculum and resources to (i) nurture our students' reading interest and skills & to (ii)support our reading workshop to interface KS1 to KS2.
2. Introduce new instruction, mobile learning as classroom pedagogy for reading lessons under the reading workshop.
3. Assist our teachers to acquire skills and experience in facilitate a reading workshop, applying mobile learning and nurturing self-directed learning.
4. The Promotion of Reading Grant is not sufficient to cover the expense need of this project because our school is of small class number. The small amount of grant is used to purchase library books and other books and e-resource to facilitate students' learning of all subjects for students in all grades.
5. The school has applied the e-learning grants to purchase i-pads for students to implement e-Learning in class. Thus, the e-Learning grant is not able to support the IT-related service in this project.

(b)   (i)   What are the areas of the needs and priorities of the school?
    (Please tick the appropriate box(es))
    ☑   Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development (<u>English reading and self-direct learning</u>)
    ☐   Promote students' social and emotional development
    ☑   Enhance school management / leadership and teachers' professional development (<u>conducting reading workshop to nurture reading interest and skills through mobile learning</u>)
    ☑   Others (please specify) <u>Bring Your Own Device (BYOD) will be enforced in year 2019-2020 for our P.3 and P.4. All subjects will roll out more mobile learning resources and classroom instruction will be more on mobile learning.</u>

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
(*Please tick the appropriate box(es)*)

☑ School development plan:

(a) <u>The major concern for the upcoming years will be to continually enhance learning and teaching so as to boost the students' motivation to learn. Under this, we place our key concerns on developing students learning motivation and reading ability through:</u>
  - ➢ <u>Developing our new school-based reading curriculum,</u>
  - ➢ <u>Adopting e-learning to engage students learning interest at classroom and at home;</u>

(b) <u>It was urged by the Inspection Report from Quality Assurance and School-based Support Division, Education Bureau in May 2017 to introduce a systematic reading program to nature students reading interest, skills and their self-directed learning. This is our key concern for the coming 3 years.</u>

(c) <u>Applying mobile learning to enhance our teaching and learning effectiveness in-class and self-directed learning is one of our core strategies in the coming years. BYOD will be firstly enforced at our P.3 and P.4 in 2019-2010.</u>

☑ Assessments on students' performance: <u>TSA (2018) reflected that students' performance in reading is relatively low (38%, 53%; 3ERW1 and 2, respectively). This has further confirmed the urgency of developing a systematic reading program for our students.</u>

☑ Literature review summary:

(a) <u>According to the EDB English Curriculum Guide (2017), the promotion of learner autonomy is crucial in the learning process. Learning is most effective when the learner is able to take charge of their own learning. This is why we need to develop their ability to learn and reading to learn is the first step. Furthermore, it has been proven that making use of e-learning tools is a great way to motivate students and let them explore more learning opportunities through experiential learning. E-learning tools can encourage more interaction among students and between teachers and students as there are no longer geographical and time constraints. Good e-learning resources promote interactive learning through encouraging student input, allowing students to work at their own pace and providing feedback to them.</u>

(b) <u>Developing a self-directed learning process</u>
<u>ADDIE model is applied to foster students' self-directed learning in this programme. It is a framework for constructing performance-based learning. It is also the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building 4 effective training and performance support tools. Branch, R. M. (2009). Instructional design: the ADDIE approach. New York: Springer.</u>

☑ Relevant experiences: <u>The school has been developing e-teaching via Webquest to enhance the learning effectiveness and students' motivation from 2017-18 school year. Through the use of e-teaching tools such as Apple TV, Webquest and Nearpod, teachers are able to design lessons which incorporated e-learning elements that fit the learners. All in all, it is agreed that the in-class interactions between teachers and students as well as students with students are raised. Also, the students are more motivated to learn, making learning more effective than before. If we can extend this to a more systematic approach to our core reading curriculum and partially replace our textbook chapters will finally better address our students' need and improve their learning outcome.</u>

☑ Others (please specify) <u>Inspection report (2017) confirmed us again that a school-</u>

based reading program is important to address our current need. "In KS2, sufficient writing tasks are used to help develop students' writing skills. As regards the development of reading skills, there lacks a strategic planning to sustain the development of students' reading interest and skills achieved in KS1." As such, we believe this plan will help us to enhance our teaching and learning in a long run.

(c) Please elaborate on 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.

Firstly applying e-learning to the curriculum and self-directed learning
According to EDB English Curriculum Guide (2017), learning is most effective when students themselves are playing an active role in the process and this is why we contemplate self-directed learning as an important basis for our school.

Throughout the process, teachers can help students learn how to learn, plan, monitor and evaluate the students' own learning effectiveness. On top of these, teachers can also design learning activities and projects that deepen the students' understanding of positive values and nurture their abilities to reflect. In this way, the school's language environment can be enhanced and students can also gain more experiences of using English under an enjoyable atmosphere, while teachers can seek room for professional capacity building to enhance the repertoire of strategies in the e-learning implementation process.

Developing school-based reading curriculum and teaching resources to replace our textbooks and to promote Reading across the Curriculum (RAC)
We serve students from a very diverse family background in the area. Over 50% of them need to stay at school until 5:00pm or 6:00pm under our after-school tutorial scheme. Parental support is inadequate to support their learning and need. The new textbooks adopted are still far away to meet our teaching and learning need. This took us to explore the possibility of developing a school-based reading curriculum as a trail. We will create seamless learning opportunities with Webquest, ebooks, Nearpod and etc. and implement effective strategies that yield favorable learning outcomes. Development on this project will replace 20% of textbooks during our classroom time and provide the extended and related learning tasks with the mobile devices under our after-school tutorial scheme.

Teachers can promote the use of online reading resources to encourage extensive reading or leisure reading. Multimedia resources and IT tools are good options for enhancing students' motivation and promoting self-directed learning, as long as the resources within are relevant to students' learning, interests and abilities. The selection should be covering a wide range of text types and helping students establish cross-curricular linkage as well as promoting reading across the curriculum (RaC). It is even better if the language used is purposeful, with engaging contents. In the long run, the school is hoping that the students, through this strategy, can be motivated towards learning English since it is the edge of e-learning tools to cater for learner diversities.

(II) Project Feasibility

(a)	Please describe the design of the project, including:
	(i) Approach/Design/Activity
	a. Teachers' collaboration and Development
	We will hire a project consultant to assist us to formulate our school-based e-reading curriculum. Training workshops will be conducted, one on using of e-learning tools and one on reading strategies.
	b. Our teachers will select titles, co-plan and develop the curriculum together. The consultant and our form teachers will then co-plan regularly the lesson teaching

strategies and related resources. Our teachers will then develop the e-learning resources to fit for our students' need. 2 sets of resources for each title will be developed to cater for our learning diversity under co-ordination or our level teacher.

- Co-planning and co-development sessions: 12 sessions / 2 forms
- Lesson Observation: 6 sessions / 2 forms
- Evaluation sessions: 2 sessions / 2 forms

c. Curriculum Alignment and integration: Teachers will select readers that match with the themes in order to enrich or replace parts of the existing curriculum. 30 book titles will be purchased per grade. Besides, they should include fiction and non-fiction elements with a wide range of text types and themes as well as engaging and up-to-date contents that can broaden the students' horizons.

	Classroom Reading Workshop (35mins/period)	After-school Tutorial reading time / home reading	Home / Holiday reading
P.3	6 titles x 4 teaching periods	18titles	6 titles
P.4	6 titles x 4 teaching periods	18 titles	6 titles

Reader resources development

Classroom Reading Workshop	Classroom lesson plan with clear steps and teaching strategies to be developed. Resources covering 4 teaching period and flipped learning will be developed.
After-school Tutorial Reading Time	Focus on engaging student's reading interest and understanding. E-learning activities or activities focusing on theme-base vocabularies learning and values and concepts introduced. Simple worksheet in print or in e-electronic will be developed.
Home Reading	Focus on general understanding and read aloud practice based on the e-reader functions.

The literacy levels and difficulty of the readers will be based on the reading levels of our students. They will be provided flexibility of the reading difficulties with the same titles of books. Which will provide us possibility of using more book titles for our reading workshop and students' self-directed reading programme.

Setting up e-platforms: Teachers and students will be getting e-books from the subscribed platform. For classroom reading activities, we will develop them at different mobile learning apps that support learning and teaching. To align with our vision on e-learning, what we are hoping for is a dynamic platform that supports the implementation of mobile learning as well as flipped classroom.

This dynamic platform will ride on a cloud subscription to a server and system that can provide us support for student account creation, score recording and provide report for our teachers' monitoring. According to information we acquire from the market this will include:

- User authentication and security control
- Course assignment assigned to the school's teaching schedule
- Server hosting and access bandwidth
- Auto-weekly report
- Tailor-made report according to our school's need

- Real-time access to students' performance data (reading status, score and time spent)

    When those data can be provided regularly (e.g. weekly basis) and can be accessed real time, our teachers better perform the following learning and teaching activities:
- Teachers can assign read aloud activities for different groups of students during reading workshop;
- Teachers can invite students to show their read aloud recording to share to the group and invite students to have peer to peer assessment with focus on pronunciation or word decoding or encoding learning;
- Teachers can assign the reading titles to students to read periodically and review students' reading status. For students who have low score, it shows that their understanding need more support and teachers can provide more intervention on the following lessons or after school's reading sessions.
    For students who achieve higher score from the reading report, we will assign some more high-order thinking tasks to challenge them.

d. Implementing in-class and off-school: The teaching resources developed, for instance, lesson plans, will be followed and utilized during lessons. Our level teachers will each take up 24 titles (Classroom and after school tutorial) to develop the e-learning resources. We will make use of e-platform/apps, such as Webquest, Padlet, Nearpod, Quizlet, Kahoot! Other levelled worksheets for pre-reading, while-reading as well as post-reading stages will also be developed.

    Tentatively, we will identify some themes of the reading texts from our textbooks that worthy to be changed or need to be replaced. Base on them, we will select e-books that can replace the existing reading texts from the textbooks or can enhance our existing reading texts to teach.
    Our panel team has initiatively proposed the following themes to be mapped to e-books:
    - Happy Days
    - Healthy diet
    - School life
    - cooking recipes

    Another way is to locate some grammar items / theme-based vocabularies or text types that we find it very hard to help our students to master. For example: cooking recipes. In this case, we will consider e-books that showcase how the targeted grammar items or language functions or a text-type is used. Teachers will facilitate the reading workshop and then extend form reading an e-book to more language learning. This process will replace our grammar teaching or vocabulary learning or text types learning relatively.

e. In order to make the best use of lesson time and the e-learning tools, it will be best to employ the 'Flipped Classroom' strategy. For example, if the teacher is planning to teach a specific reader, with the e-platform, the students can prepare themselves towards the contents to be taught before class. The use of the 'Flipped Classroom' strategy can promote self-directed learning and cater for the needs of students with different proficiency levels. Therefore, we will integrate the After-school Tutorial Session into this reading scheme so we can ensure our students go through the required pre-lesson learning there before they come back for the new reading lessons in the morning or afternoon.

f. Overview of reading workshop (at classroom)
-12 titles of theme-based classroom readers aligned to our GE and GS.
-4 teaching periods will be spent to cover each title
Strategies
e-learning, flipped learning and collaboration
Activities
-teacher assign pre-workshop learning tasks, such as vocabularies, watching a lead-in video related to the theme, GS assigns a pre-workshop inquiry task in Chinese to prepare students; background understanding, search for some fun facts or vocabularies.
-During workshop, students will read through the reading texts with teachers' guidance. Various reading strategies will be applied to help students to:
a. decode vocabularies and meaning,
b. understand the basic conventions of the reading texts,
c. guide them to construct meaning from the texts and
d. help them to locate information and ideas,
e. core text type will be taught / text grammar will be taught
-extended tasks for more capable learning will be prepared to challenge students who can master the main tasks.
-each reader will be followed with home-learning tasks, such as read aloud recording, short questions to confirm their understanding, re-tell the story through drawing, writing or telling (through recording or video).
- each reader will also come with online comprehensive questions. This will be assigned as self-learning homework to be completed at home.

g. Integration
Readers to be chosen will be based on the themes of our English curriculum or language functions / items of our curriculum. All readers will be attached to the curriculum and themes so they are reinforcing the curriculum learning goals / modules learning objectives. Meanwhile, students will be required to read the e-books at home for pre-learning or self-directed reading with measurable exercises followed.

h. After-school Tutorial Session:

For P.3 students, the school arranges After School Tutorial Lesson (3:15-5:00) for students to finish their homework before they go back home.
For P.4 students, the school arranges other time slot, recess time, (1:00-1:30) for students who do not have parental support to better facilitate their e-reading.

The school will arrange e-support especially for students who have no parental support for the e-reading programme. They will be able to use the e-devices to finish their e-reading, and if they need any technical support or teacher guidance, the teacher will support them respectively.

i. Parental Support:

The home-reading activities will include listening to the e-books, reading aloud the e-books, and some comprehension questions. Some vocabulary exercises and grammar practice might be included if needed.
The teacher will assign the students to read the e-books and keep track of their reading via the e-platform.
The parents will provide technical support for the students to read at home.

They will also serve as a person who keep track of their reading activities, and provide essential assistance to them while reading.

j. Evaluating feedback from parents:
1. The school will design a questionnaire for the parents to evaluate the students' reading interests at home and the effectiveness of the programme.
2. According to the evaluation result and the feedback from the parents, the school will adjust the implementation of the programme for the next year.

Overview - P.3 and P.4 School-based Reading Workshop

P.3 P.4	***30 reading titles per year*** ➢ 12 titles for reading workshop (6 fictions and 6 non-fictions) ➢ 22 titles for after-school reading (12 for After-school tutorial + 6 home reading)
	P.3 Text-types Short Stories, Poems, Songs, Diaries, Captions, Cards, Conversations, Menus, Description, Instructions, Directions, Posters, Labels, Tables, Reports, News, Directions, Forms, Checklist and Charts. ***P.4 Text-types*** (additional text types on top of P.3's required text-types): Accounts, Autobiographies, Emails, News Reports, Letters, Explanations of Why and how; Explanation of Causes and Effects; Procedures, Recipes and others (subject to our final co-planning).
	Focused Reading Skills (reference from the curriculum guide) ➢ Understanding the basic conventions of written English ➢ Construct meaning from selected reading texts ➢ Local information and ideas
	Teaching Strategy Mobile learning will be the main strategy supported with read-aloud, guided reading and independent reading strategy according to the stages of reading program within the project year.

(ii) Key Implementation Details

Project period: August 2020 to June 2021

Month / Year	Content / Activity / Event	Target Beneficiary/Participants
August to Sept 2020	- Tender and Hiring procedure - Co-plan meeting with consultant and develop teaching resources - 1st teacher training on new teaching pedagogy and instruction, enhancement of teaching materials and e-learning lessons - Organize parent seminar	English teachers and Project Coordinators, Consultant P.3-4 Parent
Oct. 2020 - Mar. 2021	2nd teacher training, co-planning, classroom integration, internal briefing to helpers for after school tutors ;Arrange lesson observations and evaluation meeting. For those home who have no parental support, we will organized, After-school tutorial lessons (3:15pm-5:00pm) For those having home support, they will be assigned the learning tasks at home.	English teachers and Project Coordinators After-school tutorial session tutors

	April to June 2021	Review and enhancement project implementation, Organize internal teachers sharing.	Consultant, Eng teachers and Project Coordinators
		Prepare project final review and report to school management and QEF	English teachers, Project Coordinators
		Integrate all resources to the school plan and formulate teaching schedule of 2021-2022	

(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.):
<u>Our CD will act as the Project Leader, 2 Panel Chairs from English Language will each lead one form and the level English teachers to develop, co-plan the related resources. They will monitor and evaluate the effectiveness of the project implementation. Another 2 levels teachers will co-plan, review and implement the resources for the reading workshop.</u>

(ii) Roles of teachers in the project:
☑Leader ☑Developer ☑Co-ordinator ☑Service recipient

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

Grant Sought: HK$200,000 (QEF)

Budget Categories*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	**Amount ($)**	
i) Staff	Nil	Nil	
ii) Service	**Hire a part-time consultant to assist us co-plan and develop resources to support the reading workshop and school-based curriculum** Teacher training (2 hrs/session x 2 sessions+ workshop preparation 1hrs/session x 2 sessions) (6 working hours in total) Co-planning and Co-development (12 sessions in total) (2 hrs/session/form x 2 forms) (48 working hours in total)	 $5,000 $42,240 ($7,000 to be supported by QEF and $35,240 to be borne by school)	<u>We need a consultant to assist us to conduct training on mobile learning and how to facilitate a reading workshop effectively to engage learners interest and improve reading skills.</u> <u>He/she can also assist us to turn those strategies and target skills into our teaching plans and classroom activities through co-planning and observation so that our teachers can develop our skills and experience and ensure a sustainable development among our English department.</u> For Teacher training, lesson observation and evaluation, the consultant should hold at least a university degree or equivalent, at least 5 years of educational relevant working experience, such as at least 2 years of experience in curriculum design and English language e-learning resources development. He or She should also have experiences in teaching

		Lesson observation and teaching reflections 6 sessions x 70 mins(Lessons) + 6 sessions x60 mins(teaching reflections) (13 working hours in total)	$8,400	training and also curriculum integration. Better if he or she has experiences in teacher training for schools and experiences teaching in universities.
		Evaluation 2 sessions x 1.5 hrs (1 mid-term + 1 end-term evaluation) (3 working hours in total)	$3,600	For co-planning and co-development, the consultant should have relevant experience in supporting local schools' curriculum development and e-learning resources development experience.
		Cloud Server and school-based online report and user right control	$8,000/year	Provide cloud and learning system for access and reports.
		60 Books contents and licenses with multi-modal support (One-time fee with integration to integrate to our school-based need)	$120,000	Licenses of reading contents for our school to use in PPT, book format, extract of graphics and videos for classroom teaching and worksheets.
		Mobile applications support our classroom and self-directed learning	$40,000	Mobile apps to support our mobile learning (BYOD) for reading steps, reading strategies, classroom activities and self-directed learning.
iii) Equipment	BYOD Apple TV	By parents (under our BYOD policy) By school		
iv) General expenses	Project Auditing Project Leaflet	$5,000 $3,000	Standard requirement Design and printing cost (1,000 copies)	
Total Grant Sought ($):		$ 200,000 To be supported by QEF: $200,000 To be supported by our school: $35,240		

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project.
(*Please tick the appropriate box(es)*)

☑ Observation: (on-going) Teachers will observe students' reading interest and reading skills' development through each reader and conclude the progress during co-planning meeting. We expect a positive feedback will be generated progressively.

☑ Focused group interviews (May 2021) will be conducted with our project consultant and school's administrators to check if our project goals are met, both on teacher's side and student's side (reading interest, skills and our reading curriculum).

☑ Pre-and post-activity surveys (June 2021): Questionnaires will be sent to teachers and students to reflect on the project implementation. Teachers will be asked of the new teaching pedagogy, the usefulness of the e-platform as well as the e-readers and

teaching resources, while students will be required to indicate the opinions they have on the e-books and whether they are more interested to read than they were before.

☑ Performance change of students in assessment (May-July 2021): <u>Usage reports of the e-platform during the project period will be extracted. Students will be surveyed on whether they are building up their vocab and exposure to various text types through the process and whether they find reading more enjoyable.</u>

☑<u>The successful criteria for the evaluation:</u>
    1. <u>70% of the students show the increase of their reading interests after the programme by reading more books than before;</u>
    2. <u>70% of the students can read 15 books (including e-books)or more during the programme.</u>
    3. <u>70% of the students develop reading skills through the programme.</u>

(ii)   Please state the project deliverables or outcomes.
    (*Please tick the appropriate box(es)*)

☑ Learning and teaching materials: 60 sets (24 sets in-class teaching resources, including PowerPoint (PPT), Telegram (TG), worksheets and electronic mini-quizzes; 36 sets self-directed reading resources, including worksheet, reading log book game resources)

☑Others (please specify) <u>a leaflet to share to parents and public about our project.</u>

(IV) <u>Report Submission Schedule</u>

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 01/08/2020 - 30/06/2021	30/09/2021	Final Financial Report 01/08/2020 - 30/06/2021	30/09/2021