Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: Creating a Self-Access English Learning Centre (SAC) for self-directed learning	Project Number: **2019/0217** **(Revised Proposal)**

Name of School: ____Christian Alliance Cheng Wing Gee College____

Direct Beneficiaries
(a) Sector: ☐ Kindergarten ☐ Primary ☑ Secondary ☐ Special School *(Please put a tick in the appropriate box(es).)*

(b) Beneficiaries: (1) Students: __700 (S1-S6)__ ; (2) Teachers: __11__ ; (3) Parents: 120;
           (4) Others: __not applicable__

Project Period: _06/2020_ to _10/2021_

1. Project Needs

1.1	Project Aim(s)	The English Room on the first floor will be renovated and transformed to a Self-Access English Learning Centre (SAC), with a view to conduct collaborative English learning activities and teacher-student conferences, providing a self-access environment for self-directed learning and promoting English learning in fun ways.
1.2	Innovative element(s)	By converting the English Room on the first floor into the Self-Access English Learning Centre (SAC), teachers will be able to: i) conduct student-centred collaborative learning activities with the aid of graffiti walls and flexible seating arrangement; ii) conduct mini teacher-student conferences to cater for learner diversity; iii) encourage students, especially the less proficient students, to learn and improve English at their own pace by making use of the learning resources available in SAC; iv) promote the use of English for communicative purposes in lesson and beyond classroom; and v) promote reading across curriculum in a relaxing reading environment.
1.3	Alignment with school-based / students' needs	As a school using English as the medium of instruction, we aim to enhance students' English proficiency as this will help them master knowledge and skills taught in other disciplines. However, the current English Room lacks resources and proper equipment and facilities to promote English activities and self-directed learning. The school's three-year development plan (2018-2021) aims to enhance students' intrinsic motivation by learning through collaboration with peers. In addition, the year-end evaluation with the English Panel has been concluded that collaboration and project learning have boosted students' engagement in learning and their learning performance. Besides, we see the compelling need to provide appropriate resources for catering learner diversity. This aligns with the promotion of self-directed learning among students. Furthermore, we aim to cultivate the reading culture on campus. Our students lack a habit of reading English books and will need to read more and read across curriculum. An easily accessible reading corner which offers English books of a range of disciplines will help students find books they are more interested in. These books will serve a different purpose from books in the

		library. These books are mainly for self-access learning purposes and introduce basic concepts of different subject knowledge. Students will be encouraged to create simple book reviews, which will be posted in the reading corner and SAC to create a better atmosphere for reading.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	● According to experience of our teachers and the feedback collected from students, students enjoy working and sharing ideas with peers in learning activities and they agree that this approach helps them learn more effectively. We aim to make better use of collaboration activities with more flexible seating arrangement and the use of graffiti walls in Self-Access English Learning Centre (SAC) in class. In addition, project work samples will be available in SAC for modelling purpose. Students can also have discussion on their project work and work at the computers with their teams in SAC.
		● According to experience of our English teachers, students' need for individual assistance beyond classroom is on the rise. At the same time, we aim to promote self-directed learning and therefore, i) learning materials, including grammar unit practice, vocabulary learning and SRA cards will be available in SAC for students to learn at their own pace; ii) students can use the computers at SAC to visit English learning websites recommended by teachers to learn and improve their English; iii) Self-Access Learning Award Scheme (SALAS) will be implemented to encourage students, especially less proficient students, to visit SAC regularly to read books, to play English learning games or to utilize the resources there to learn English; iv) teachers can have mini teacher-student conferences with individual students or focus group, especially with senior form students, to discuss student work and learning strategies.
		● Teachers agree that students have potential to learn better but they lack an interest in reading to widen their exposure for different subject knowledge. The SAC will be furnished with a self-access reading corner which provides a range of cross-curricular books to nurture students' interest in reading.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	● Our English teachers have been conducting group work and group discussion in class for years.
		● The current curriculum development in junior forms puts emphasis on collaborative work and project learning and curriculum leaders have developed strategies in conducting more effective cooperative learning and collaboration work in lessons to enhance effectiveness of learning and teaching.
		● The English Panel is developing a culture of sharing teaching experience and students' learning evidence in project learning. Teachers involved have shared their experiences in some of the panel meetings.
		● Curriculum leaders have worked with other KLAs for cross-curricular projects and have better understanding of the topics junior level students are learning. This helps the curriculum leaders choose cross-curricular reading resources which suit students' needs and interests.

		● English teachers teaching senior levels always offer extra assistance to students and conduct small group conferences beyond class. ● Every year, a NET teacher/ native English speaking teacher and a team of student English Ambassadors help to run activities in the current English room during lunch and after-school.
2.3	Principal's and teachers' involvement and their roles	The Project Leader (The Head (Junior Secondary) of the English Panel): - co-ordinate the administrative work of the entire project - purchase a range of cross-curricular readers for junior levels - introduce to English teachers and students the different functions of Self-Access English Learning Centre (SAC) and the resources available - promote strategies for cooperative learning and collaboration work English teachers: - attend meetings to learn how to implement strategies for cooperative learning and collaboration work in class and in SAC - provide opportunities for students to do collaborative work in SAC - encourage students to have project discussion in SAC - use SAC for teacher-student conferences beyond lesson time NET teacher - introduce the reading corner and the cross-curricular readers to students - keep clear record of the stock of cross-curricular readers - conduct activities at SAC at lunch and after-school for promoting English learning - promote board games to encourage students use English for communicative purposes
2.4	Parents' involvement / participation (if applicable)	Parents will be informed about the learning resources available at SAC and Self-Access Learning Award Scheme at the S.1 Orientation Day in August 2020.
2.5	Roles of collaborator(s) (if applicable)	N/A

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities	
06/2020	-	Completion of the quotation exercise for design and renovation works and of the procurement procedures for equipment and teaching tools
	-	Discuss with English teachers and NET ways to make full use of Self-Access English Learning Centre (SAC) for activities that promote collaborative work among students
06/2020 – 07/2020	-	Carrying out the renovation works
	-	Collecting excellent student project work from English teachers
	-	Purchasing a range of cross-curricular reading materials
	-	Purchasing language learning reference books and English learning games
08/2020	-	Staff development session (one half-hour session) on teaching and learning strategies for collaborative work
	-	Introducing the resources and equipment available at SAC to English teachers
08/2020	-	Introduction of SAC and Self-Access Learning Award Scheme (SALAS) to S.1 parents on S.1 Orientation Day (one 15-minute session)
	-	Introduction of programmes to run at SAC in academic year 2020-2021 to English teachers
	-	Printing of student copies of self-access learning materials

09/2020 – 07/2021	- Running English activities at SAC during English lessons
	- Conduct collaborative learning activities:
	  1. Students take up different roles, such as group leader, secretary, reporter and subject expert, and contribute to the project
	  2. Station work allows students to work in groups and to complete different tasks for an assignment. Rotation from station to station also allows teachers to divide the challenging task into smaller, more manageable tasks for scaffolding purpose
	  3. Graffiti walls are platforms for students to share ideas during discussion or station work and to comment or reflect on each other's contribution. New equipment will help students present their work in front of the class.
	- Videotaping collaborative activities conducted at SAC for teacher development purpose
	- Implementing SALAS in S.1 and S.2 and awarding students with excellence performance
	- Collecting excellent student project work
	- Refining the curriculum to boost the teaching and learning effectiveness of collaborative work in junior levels
	- Staff development session (one half-hour session) on teaching and learning strategies for collaborative work and the use of SAC during half-year evaluation meeting of the English Panel

07/2021	- Review and Report:
	  1. Evaluation and review of project effectiveness
	  2. Final report upon conclusion of project

08/2021-10/2021	- Introduction of SAC and Self-Access Learning Award Scheme (SALAS) to S.1 parents on S.1 Orientation Day (one 15-minute session) - Introduction of programmes to run at SAC in academic year 2021-2022 to English teachers - Printing of student copies of self-access learning materials

2.7 Details of project activities *(Item (a)-(f) not applicable to this application can be deleted.)*

a. Student activity, if applicable

Activity name	Content *(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)*	Number of sessions and duration	Teachers' involvement and/or hired personnel *(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)*	Expected learning outcomes
1. Learning Activities: Project work	Students will work on projects under the supervision of English teachers in class to share ideas in groups or on graffiti walls during discussion or station work Project topics are related to school-based English curriculum: S1: Respect & Care S2: Responsibility S3: Perseverance & Commitment Students can work with their groups during lunch or after-school.	One 40-min lesson each junior form class for each deliverable when the room is not used for Oral split class (Three deliverables in a year)	English teachers teaching junior levels NET teacher during lunch and/of after-school session	Students put their ideas on graffiti walls, which serve as a visual aid to help them elaborate, reflect and comment on the ideas. Students can learn to work as team players and polish interpersonal and collaborative skills. Then, students will have to present their work in class using the desktop document camera and the vocal system.

2. Learning Activities: Movie watching at lunch	Showing part of a movie and guiding students to think critically about issues/questions raised in the movie	One 30-minute lunch session alternate week	NET	Students can gain opportunities to speak English in a fun way and to build their confidence.
3. Learning Activities: Board games	Students will play communicative board games and use English for communicative purpose	Two lunch sessions each week (1:35pm – 2:05pm)	NET	Students can gain opportunities to use English in a fun way
4. Learning Activities: Reading cafes	Students reading the same title will learn to read and understand the book and do a follow-up activity.	Two lunch sessions each term (1:35pm – 2:05pm)	Project Leader	The activity aims to foster a love of reading.
5. Learning Activities: Self-access learning tasks	Students will access levelled learning materials, including grammar unit tasks, grammar books. This is part of the SALAS scheme. (Refer to 4.2 on p.9)	During opening hours of SAC (two days a week, 1:35 – 2:05pm)	NET or English teachers on duty at SAC	Students can practice and improve their English at their own pace.
6. Learning Activities: Reading cross-curricular books	Providing a range of cross-curricular readers to cultivate a reading culture on campus	During opening hours of SAC (two days a week, 1:35 – 2:05pm)	NET or English teachers on duty at SAC	Students can explore their interest in reading English books that discuss various disciplines.

b. Teacher training, if applicable

Activity name	Content *(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)*	Number of sessions and duration	Hired personnel *(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)*	Expected learning outcomes
Staff development sessions	Staff development sessions will be organized for English teachers. The content includes: 1. Sharing of teaching strategies for conducting collaborative activities in class 2. Sharing of excellent student work 3. Popularity of SAC among junior level students	Two 30-minute sessions	- Project Leader and Panel Head	Teachers can acquire an understanding of various strategies for conducting collaborative activities in class as well as the self-access learning performance of junior level students.

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Four desktop computer sets	Students use the computer for doing research work for projects and for accessing online materials recommended by teachers
2	One wireless dual vocal system	The system will be used for helping students project their voice and facilitating students' presentation.
3	Desktop document camera	The camera will project the graphic organizers or project outcomes created by students to facilitate students' presentation.
4	Resources for self-access learning	For cultivating a reading culture and self-directed learning and setting up a reading corner, the following items will be purchased: - Cross-curricular books (including STEM, humanities, language

		learning, and others): 80 titles/copies x $120 = $9600

- Levelled reading materials:
  - 2 kit sets   x $3500 = $7000
- Books for reading café activities:
  - 50 titles/copies x $120 = $6000
- 1-year subscription of three magazines or newspapers:
  - 3 subscriptions x $1000 = $3000
- 20 board games which encourage students to speak in English
  - 20 games   x $300 = $6000
- 20 movies related to themes of school-based curriculum or for increasing students' exposure to English
  - 20 films   x $150 = $3000

d. Construction works, if applicable

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	To transform the "English City" room to a place for discussion work, reading activities, project work presentation and self-directed learning activities.	
	(a) Refurbish the floor and walls	The school server room is now part of the "English City" room. The proposed work will transform the room to a more student-friendly environment for self-access learning purpose and for carrying out collaborative work among students. It will also be a place for display of students' work.
	(b) Install graffiti walls for showing discussion work	
	(c) Install cabinets for learning and teaching resources	
	(d) Purchase of furniture	

e. Features of the school-based curriculum to be developed, if applicable

Not applicable

f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

1. One parent workshop on reading and resources available at Self-Access English Learning Centre (SAC) 2. Implement Self-Access Learning Award Scheme: Student will visit SAC on a regular basis to read cross-curricular books, to participate in different English learning activities organized by the English Department or to utilize the learning resources available at SAC to improve English.

2.8 Budget

Total Grant Sought: HK$ ___354,600___

Budget Categories*	Breakdown for the budget items		Justifications *(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)*
	Item	**Amount (HK$)**	
a. Staff	NA	NA	NA
b. Service	NA	NA	NA
c. Equipment	Four desktop computer sets	HK$22,800	For teaching and students' self-directed learning process
	One wireless dual vocal system	HK$7,000	For conducting lessons
	Desktop document camera	HK$4,000	For conducting lessons
	Resources for self-access learning	HK$34,600	For promoting reading across-curriculum & self-directed learning
d. Works	Refurbish the floor and walls	HK$140,000	Refurbish floors to create a clean and pleasant learning area. Refurbish walls for putting up posters to create a welcoming atmosphere for learning
	Install graffiti walls	HK$12,000	For facilitating sharing of ideas, graphic organizers
	Install cabinets for learning and teaching resources	HK$70,000	Tailor make 10m full-height cabinet and 2 set of 2m half-height cabinet for storing learning and teaching resources and displaying student work for modelling purpose
	Purchase of furniture	HK$25,000	Create a learning and collaboration work area with flexible seating and create working stations for online self-directed learning
e. General expenses	Miscellaneous	HK$7,085	Include photocopying and materials for learning activities
	Audit fee	HK$5,000	Audits will be hired to audit the account
f. Contingency	Contingency fee for Works	HK$24,700	(d x 10%)
	Contingency fee	HK$2,415	[(b+c+e) x 3%]
Total Grant Sought (HK$):		**HK$ 354,600**	

*

(i) *Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.*

(ii) *For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.*

(iii) *For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.*

3. **Expected Project Outcomes**

3.1	Deliverables / outcomes	☑ Learning and teaching materials (Lesson plan and videos of lessons in which new collaborative learning strategies are implemented) ❏ Resource package ☐ e-deliverables*(please specify) _____ ☑ Others (please specify): Students' project work will be displayed at SAC * For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.
3.2	Positive impact on quality education/ the school's development	1) Promote the use of English outside classroom and self-directed learning 2) Cultivate a reading culture on campus 3) Increase teaching and learning effectiveness by implementing more collaborative learning activities

3.3 Evaluation
Please state the methodologies of evaluating project effectiveness and provide the success criteria.
(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)

> The project will be evaluated through observation, questionnaire surveys and group interviews. The evaluation items are listed below.
>
> 1) Lesson observation: Teachers will observe the use of group activities for providing chances for students to examine, exhibit and experience the target values.
>
> 2) Student- & Teacher-survey: Surveys will be conducted to collect students' and teachers' feedback on the effectiveness of collaborative learning activities (Success criteria: 75% of the teachers and students agree that the learning activities help students master what they are learning)
>
> 3) Student- & Teacher-survey: Surveys will be conducted to collect students' and teachers' feedback on the effectiveness of the activities run in SAC and the learning resources provided in SAC (Success criteria: 75% of the teachers and students agree that activities and learning resources arouse their interest in learning English)
>
> 4) Student interview: Student interview will be conducted in during the English activities and share about their opinions of the activities.

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For applications with grant sought <u>exceeding $200,000</u>, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

> - By the end of the project, an evaluation meeting will be held for the English panel members and the teachers involved. They will discuss how to further utilize the Self-Access English Learning Centre for promoting collaborative learning, self-directed learning and reading culture.
> - Students' work will be filed and documented for future reference and for modelling purposes.
> - A teaching resource centre will be established in SAC for teachers' future reference.
> - The English panel will continue to make good use of the facilities and equipment to conduct learning and teaching activities in order to enrich students' learning experience after the completion of the project.

3.5 Dissemination
Please provide a dissemination plan for sharing the good value of the project with the school sector.
(Examples: dissemination seminar, learning circle)

> - The English Panel will promote the use of the Self-Access English Learning Centre through webpages and exhibitions.

4. <u>Supporting Information</u>

4.1 The school will employ the following pedagogy to develop students' collaborative learning skills and to foster their interaction:

- For each module, teachers will conduct at least one collaborative activity in SAC with students. Students will work in groups for discussion and other learning tasks, such as station work and think-pair-share. Students will be assigned roles to collect and share information. They will make use of the graffiti walls to collect information, present and share ideas.

4.2 To promote self-directed learning, Self-Access Learning Award Scheme (SALAS) will be implemented. Students will perform various tasks listed in the Passbook for points and the Passbook will be collected regularly to check the points students have collected and to award students with prizes.

- Complete level-reading materials recommended by English teachers (Teachers will assign students to levels based on students' performance in formative assessments and other work)
- Complete grammar tasks or language tasks suggested by English teachers at SAC or online (Teachers will assign tasks based on students' performance in formative assessments and other work. A report of students' performance will be sent to teachers for further follow-up action.)
- Interview teachers or English Ambassadors
- Borrow cross-curricular books and magazines recommended and displayed at SAC or from the library for exposure to authentic materials
- Play interactive board games at SAC with peers
- Watch movies at SAC and contribute at follow-up sharing/discussion
- Watch movies at SAC and complete the response sheet
- Participate in the Reading Café

4.3 Project Leader will prepare a list of collaborative activities, such as station work and think-pair-share, for English teachers as reference. Also, she will videotape lessons in which collaborative learning activities are conducted in SAC for experience sharing at Panel meeting. English teachers will help to implement the scheme and activities and will also collect students' work or take photos of students participating in the activities. The work and photos will be displayed at SAC to create a more pleasant and user-friendly environment for students.

4.4 Three deliverables, including lesson plans and teaching materials for the lesson, will be designed for each form. Each deliverable will explore one type of collaborative activities for the form.

4.5 Declaration:

1. The area near the entrance will be undergoing minor refurbishment during the project period. There is no duplication of funding for the transformation initiated by this project.

2. The transformation of the English Room to Self-access English Learning Centre aims to provide a self-access learning environment for students. It does not involve any major structural change of the classroom or change of room use.

3. The school will bear all consequences resulted from the related improvement works.

4. The expenditure items funded by the QEF is one-off.

5. The procurement of IT equipment and services is made on an open, fair and competitive basis. Measures should be taken to avoid conflict of interest in the procurement process.

Assets Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment *(Note)*
book & VCD	Cross-curricular books	80	$9,600	We will continue to use the books to broaden students' exposure to different disciplines and for improving their English proficiency
	Levelled reading materials	2	$7,000	We will continue to use the materials to cater for learner diversity in reading skills
	Books for reading café activities	50	$6,000	We will continue to use the books for self-access learning activities
	1-year subscription of magazines or newspapers	3	$3,000	We will continue to use the copies to broaden students' exposure to different disciplines
	Interactive board games	20	$6,000	The interactive boards games will continue to be available for self-access learning activities
	Movies	20	$3,000	The movies will continue to be used for: 1) For movie watching activities during SAC's opening hours 2) To motivate students to listen to English for self-access learning
computer hardware	Desktop computer sets	4	$22,800	The computer sets will be made sustainable for students to use for self-access learning tasks during and beyond class time
office equipment	Wireless dual vocal system	1	$7,000	We will continue to use the system and the document camera to facilitate the presentations by students
	Desktop document camera	1	$4,000	
	Furniture		$25,000	We will continue to use the furniture.

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).

If there is no asset costing $1,000 or above in the project, please state that it is not applicable (N/A) at present.

Report Submission Schedule

Our school will submit proper reports to the Quality Education Fund Secretariat in strict accordance with the report submission schedule below:

Project Management		Financial Management	
Report Type and Covering Period	**Report Due Date**	**Report Type and Covering Period**	**Report Due Date**
Progress Report 01/06/2020 - 30/11/2020	31/12/2020	Interim Financial Report 01/06/2020 - 30/11/2020	31/12/2020
Progress Report 01/12/2020 - 31/05/2021	30/06/2021	Interim Financial Report 01/12/2020 - 31/05/2021	30/06/2021
Final Report 01/06/2020 - 31/10/2021	31/01/2022	Final Financial Report 01/06/2021 - 31/10/2021	31/01/2022