

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

<b>Project Title:</b> School-based writing project – Writing a Children’s Story Book	<b>Project Number:</b> 2018/0827(Revised)
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**Name of School:** TWGHs Lo Kon Ting Memorial College

**Direct Beneficiaries**

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

(b) Beneficiaries: (1) Students: 134 F.2; (2) Teachers: 8; (3) Parents: N/A;

(4) Others: selected charity groups/ kindergartens

**Project Period:** 09/2020 to 08/2021

**1. Project Needs**

1.1	Project Aim(s)	The project aims to engage students’ imagination and encourage students to become creative writers. It also aims to develop students’ writing skills like identifying and using narrative tenses in the context of writing a short story. Moreover, through engaging in the project, it is hoped that students can develop the ability to work co-operatively in pairs or in a small group in a fun, collaborative and communicative experience. This project also aims to foster a sense of social responsibility among students through values education.
1.2	Innovative element(s)	In the past, not much time was spent on story writing. This project can empower students with more discussion time to explore and develop their ideas, and eventually produce visible learning outcomes of their own. Students seldom think their works are valued. They have never created a storybook for themselves and for others. In the project, after the storybooks are printed, they will be donated to selected charity groups or kindergartens in Hong Kong. Not only can it give students a chance to fulfill their social responsibility, but also foster a positive learning experience. After the printing of story books, students will also create an e-book using . Creating an e-book is a project/ a new kind of homework that has never been done in our school.
1.3	Alignment with school-based / students’ needs	<b><u>Enhance students’ motivation</u></b> Teachers at school think students lack motivation in reading in general. Our students are mostly from the grassroots where little English environment is provided by parents. Few students have a reading habit and are exposed with fun texts. The reading project in junior form (F.2) can give students positive learning experience and enhance their motivation in reading.  The proposed writing project will be seen as an extension to the school’s existing reading programme (Extensive Reading Programme). In form 1, students are asked to finish reading a minimum of 10 books and write up short book reports for each of the book they read. Through extensive reading, they will have an idea of what fiction is and what comprises the elements of a book and story. After the programme when a book of themselves is produced, they would find more joy in reading story books. They would feel closer to the books in the library and learn to appreciate good writers and good books.



		<p><b><u>2. Fostering students' social responsibility</u></b></p> <p>Social responsibility is integrated as part of the curriculum to ensure that students learn these invaluable lifelong lessons. Through book donation to charity group(s), students engage themselves to the community. The community event can show them the satisfaction that comes with selfless service.</p> <p>Studies show that service-learning significantly increased participants' belief in the efficacy of their helping behaviors, maintained their pursuit of better grades and their perception that school provided personal development opportunities, and decreased less in their commitment to classwork. The results indicate that service-learning can positively affect students' social responsibility and academic success. (Scales, Blyth, Berkas, Kielsmeier, 2000)</p> <p><b><u>3. Collaborative learning</u></b></p> <p>Interaction within a small group writing task environment has captured the attention of second language (L2) teachers and researchers over the past decades (Donato, 1994, 2004; Swain &amp; Lapkin, 1998). Collaborative writing as an instructional activity that encourages interaction during the writing process has been increasingly implemented in L2 classes.</p> <p>Swain (1995, 2000) posits that the need to produce written output encourages students to process language deeply, to reflect on language use, and to collaborate in the solution of linguistic problems. In the process of co-authoring, students contribute to decision making in various aspects of writing (Storch, 2005) and take into account not only grammar and lexis but also discourse.</p> <p><b><u>4. Student-centred learning</u></b></p> <p>This project can "let students have a role in facilitating their own experiences" (Priest &amp; Lesperance, 1994; Wilson, 1995). Instead of being the authority in the learning process, the teacher can take the role of resource person, guide, cheerleader and coach. In the project, teachers would guide students through different writing techniques and idea development. In so doing, students can have ownership of their learning.</p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<p>For 4 years, the school has introduced short story appreciation in the language arts curriculum in the junior forms. About half of the panel members have taught short stories appreciation.</p> <p>The school's extensive reading programme has been in place for 10 years. Every student needs to read at least 10 books in the school library throughout the school year. The school provides a range of books for students to be inspired.</p> <p>As to how to scaffold our students for the final product, the S2 language arts curriculum would be specifically tailor-made for the programme. In S1, students already learnt the plot diagram and the fiction genres. They read famous short children stories such as <i>Where the Wild Things Are</i>, <i>The Giving Tree</i>, and <i>The Mouse Tale</i>. They were required to perform reader's theatre about a scene of <i>Merchant of Venice</i> as part of the course assessment. The exposure of tales and short story has paved the way for the writing of the storybooks in form 2. In terms of lesson planning, we would first introduce the project to the students – the aims, the expectations and the workload involved to give them a sense of meaning to the 'task'. Then we would go through several popular children storybooks with different styles with students and allow them to discuss what makes a popular children storybook. Then we would ask them to form pairs (or it can be an individual work if a student cannot work well with their peers). One student would be an illustrator, while another person the</p>

		<p>narrator. It is aimed to cater for learner diversity as not everyone can be a good writer and artist. After assigning their duties, they would need to come up with the setting, conflict, moral of the story, etc. step by step. Teacher would give constant feedback in and between lessons to make sure students are on task. After about 22 lessons of heavily guided (but interactive) lessons, it is expected that students can produce a satisfactory product.</p> <p>When it comes to curriculum design, this year, the language arts curriculum in junior forms is revamped. Short story appreciation is introduced in Form 1. Students are trained this year to produce simple picture writing in their course work. If the project is to be implemented in the F.2 curriculum, students would have the basic knowledge of a story and it would facilitate the implementation of the project.</p>
2.3	Principal's and teachers' involvement and their roles	<p>The principal and vice-principals would monitor the programme and provide advice for improvement. Teachers would implement the project and give constructive feedback after peer-lesson observation.</p> <p>Three English teachers would be involved in the project. One teacher would be the chief coordinator of the project and handle the administrative work arisen because of the project. He/she would be responsible for liaising with schools for donation, price quotation for printing and delivery, contacting printing companies and constant monitoring of the printing progress and delivery progress. He/she also needs to conduct regular meetings with the two other teachers about the teaching progress and student learning progress. The second and third teachers would co-plan the new curriculum and design relevant materials for students every week. They would also need to conduct meetings with colleagues who are the users of the resources about their teaching progress and review and refine the scheme of work where necessary.</p> <p>The project is a year-long project with focus on writing skills in the first term and spoken skill (the use of IT) in the second term. The one-year time span is necessary as it would allow students to engage in more discussions with their peers and give students more lesson time to work on their stories. Another reason is the teaching load of the three teachers-in-charge involved in the curriculum refinement needs to be shared among other panel members to allow more time spent on the project. The three teachers-in-charge need to meet very often to discuss, create, refine and review the materials and the progress and their teaching load should be reasonably adjusted. An additional member to the panel is therefore necessary.</p>
2.4	Parents' involvement / participation	N/A
2.5	Roles of collaborator(s)	Selected charity group(s) will be contacted to explore the possibility of receiving book donation.

## 2.6 Implementation timeline

Implementation period	Project activities
09/2020 – 09/2020	- Start the printing quotation
09/2020 - 10/2020	- Review the existing F.1 Language Arts curriculum - Revise the F.2 Language Arts curriculum - Write up lesson plans and teaching materials
09/2020-05/2021	- Teachers give feedback on the project - Collaboration meeting is held before lessons - Teachers engage in peer-lesson observation for professional development through which they can enhance their teaching quality - regular evaluation meetings will be held
11/2020	- Contact relevant charity group(s) for the possibility of book donation
02/2021 - 03/2021	- The story books are sent for printing
06/2021	- The e-books are ready
07/2021	- The printed books are displayed at the school campus. - The e-books will be played in the covered playground and stored on the school's website
08/2021	- The printed books are sent to selected charity group(s) - Evaluation of the programme - Revise teaching materials for curriculum in the coming year

## 2.7 Details of project activities

### a. Student activity

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Activity 1	Morning assembly sharing	2	Guidance teachers	The whole school is aware of the project and understand its meaning to students
Activity 2	After-school activity (sharing session – reading of good stories)	1	Organized by teachers	Students enjoy the works of others in the sharing
Activity 3	Writing up storybooks	About 13 sessions	English Language Arts teachers in F.2	Students can enjoy the writing process and learn through meaningful task designs.
Activity 4	Reading sample storybooks	5	English Language Arts teachers in F.2	Students are equipped with basic components and language in a storybook
Activity 5	Writing e-books	About 10 sessions	English Language Arts teachers in F.2	Students are able to create e-books with their works
Activity 6	Donating books to charities	1	Teacher representative and student writers	Students can have a higher social responsibility

b. Teacher training

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Hired personnel	Expected learning outcomes
Activity 1	Form meetings	About 15 sessions; 35 minutes each	/	Teachers who implemented the project are familiar with the use of resources and consistency can be maintained.

c. Features of the school-based curriculum to be developed

<p>This project is complementary to our reading scheme, which encourages extensive reading. Throughout the creation, students need to have ample input to form the basis of their writing.</p> <p>It is also an invaluable opportunity for the English department to proactively promote moral and civic education in writing.</p> <p>In junior forms, we hope to cultivate students' interest in reading. Through the programme, it is hoped that students' enjoy reading and writing short stories, which will be of vital importance in their future English learning.</p> <p>This also allows teachers to spot good writers to be the school magazine writers and potential contestants of writing competitions.</p>
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d. Other activities, if applicable

The book donation can help students develop a sense of social responsibility and have reflection on their daily lives.
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2.8 Budget

**Total Grant Sought: HK\$** 393,500

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\$)	
Staff	1. Substitute teacher (\$30,165 X 12 months + \$18,000mpf) To substitute the lessons of the teachers involved in the preparation of the teaching materials - 3 teachers X 8 lessons	\$379,980	- To substitute for the teachers involving in teaching material design. - To assist in editing and revising materials - The substitute teacher should possess a bachelor degree in English studies.
General expenses	Book printing fee	\$3,000	- For the printing of about 300 books
	Delivery fee	\$500	- To deliver books to and from school
	Audit fee	\$5,000	
	Miscellaneous	\$5,020	e.g. Printing of course materials
<b>Total Grant Sought (HK\$):</b>		<b>393,500</b>	

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(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.

Assets Usage Plan (Not applicable)

### 3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials <input checked="" type="checkbox"/> Others ( <i>please specify</i> ) <u>printed books and e-books for charity and school</u> Our school hereby confirms the copyrights of the deliverables/materials developed should be vested with the QEF, and that reproduction, adaption, distribution, dissemination or provision of the deliverables to the public for commercial purposes by the service provider is strictly prohibited. We would also state in the deliverables that schools receiving our donation are not allowed to reproduce our books in any way.
3.2	Positive impact on quality education/ the school's development	- In terms of quality education, this project can give meaning to students' works, enhance students' engagement in story writing and facilitate collaborative learning through discussions and presentations. - It can also raise students' awareness of social responsibility through the incorporation of moral education, and build up a positive image of the school. - In the process of material design and collaborative meetings, teachers are able to engage in professional development which is beneficial to their own teaching in the long run. - S2 students are the chief beneficiaries of the project as they would be exposed to an interactive, self-exploring and purposeful teaching experience. In morning assemblies, we could ask students to share their experience and feeling towards the project to foster a sense of social responsibility. Colleagues involved would engage in sharing in a panel meeting so the invaluable teaching experience could be passed on to other colleagues. If we are to conduct similar projects in the future, the colleagues involved this time could be mentors to other new teachers.

### 3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

- Students are able to write up a story of their own under teachers' guidance, and it would be seen in their final works. - Questionnaire will be conducted after the project to collect students' opinions on their project. Successful criteria is 70% of participants enjoyed the learning experience, developed a better sense of citizenship, and are motivated to read more English books. - Students will be interviewed during and after the project, for the sake of continuous improvement and evaluation.
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### 3.4 Sustainability of the project

The books and e-books can be used in school to promote moral and civic education in other forms. Selected books can be included in the school's extensive reading programme. They will be put in the school library for students to borrow. The teaching materials developed for the project can be used in future language arts teaching.
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### 3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

The project will be featured in the school's newsletter in June and it will be sent to other schools. Also, an overview of the project will also be posted on the school's website. The e-books will be also available on the website for view of the public.
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### Report Submission Schedule

I/My organisation commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 1/9/2020 – 28/2/2021	31/3/2021	Interim Financial Report 1/9/2019 – 28/2/2021	31/3/2021
Final Report 1/9/2020 - 31/8/2021	30/11/2021	Final Financial Report 1/3/2021 - 31/8/2021	30/11/2021