

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

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| Project Title: Developing effective learner in junior secondary curriculum | Project Number: 2018/0713 (Revised) |
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Name of School: Tak Nga Secondary School

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: 270(All S1 & S2); (2) Teachers: 60; (3) Parents: 270;
 (4) Others: (please specify)

Project Period: 01/09/2019 to 31/08/2020

1. Project Needs

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| 1.1 | Project Aim(s) | <p><u>School-based project needs -</u> <u>Background of students</u> As a secondary school located in Sham Shui Po, our students are mainly from families with relatively low socioeconomic status.</p> <p><u>Students' learning ability and learning characteristics</u> Their learning ability is average. They are obedient but rather passive in learning. Most of them depend heavily on teachers' instruction, guidance and supervision in learning.</p> <p>How the above-mentioned links up with the project aims (i.e. equipping students with various learning strategies and nurturing them to be effective learners, through delivering relevant students' workshops) is elaborated as follows: Data provided by APASO and Stakeholder Survey (students) reveal that our students' learning capacity needs to be enhanced. As the saying goes, good tools are prerequisite to the success of a job. To enhance learning capacity, students need to acquire the knowledge and skills of learning independently. Various learning strategies should be directly taught in students' workshops, followed by continuous practices of the generic learning skills acquired in different subjects.</p> <p>In respect of students' background, learning ability and learning characteristics, this project aims to equip students with different active learning strategies such as "Active Prevision" before classes, "Active Listening & Note-taking" during classes, and "Active Revision & Note-Making" after classes. The set of learning strategies creates a holistic workflow for students to establish a good habit of study. It also aims at enhancing teachers' professional capacity through structured professional development programmes, collaborative lesson preparation and lesson study. Moreover, it aims to raise parents' awareness of their roles in supporting their children in their study.</p> |
| 1.2 | Innovative element(s) | <p>The design of program embraces certain innovative and important elements with an aim to ensure the effectiveness of the program both during and after implementation:</p> <p>a) Assessment & Report – In-class assessments regarding important aspects (Learning Styles / Attention Pattern / Study Habit) of student learning will be conducted. Assessment reports will be generated so that teachers and school administrators can follow up with school-based practices and support to ensure the sustainability of the program's initiatives.</p> |

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| | | <p>b) Approach of teaching – All topics about specific learning strategies will be designed with a scaffold of basic knowledge, deeper understanding and subject-based demonstration that runs along the Bloom’s Taxonomy so that students can pick up the learning strategies in a more contextual manner.</p> <p>c) Assignments – Subject-based assessment will be delivered to students both within and in-between classes so that students will gain both hands-on practices and feedback on how they can put the learning strategies into a study flow that is really useful and helpful to them.</p> |
| 1.3 | Alignment with school-based / students’ needs | <p>One of the major concerns of our school’s three-year development plan (2019-2022) is to help students become effective learners. This project provides opportunities for teachers to develop new learning and teaching strategies for nurturing our students into effective learners.</p> <p>To address our students’ needs in enhancing independent learning capacity, we have set “To help students become effective learners” as one of the school’s major concerns in the new three-year school development plan (2019-2022). This project provides opportunities for students to acquire different strategies applied in Reading, Listening and Creating. Apart from directly benefiting our students, this project provides training and opportunities for teachers to develop new learning and teaching strategies for nurturing our students into effective learners.</p> |

2. Project Feasibility

| 2.1 | Key concept(s)/rationale(s) of the project | <p>Learning / studying can be a scary thing to students as people around them keep piling on the pressure. Teachers ask them to have a plan and parents anxiously look over their shoulder and keep reminding them. Students end up doing their studying / revision in a ‘passive’ manner.</p> <p>In this program, students will learn a clear and simple understanding of what is involved in “Active Prevision” and the key steps to get them started by answering the questions:</p> <ul style="list-style-type: none"> ➤ How can we read ACTIVELY to get prepared for learning in a lesson? ➤ How can we listen ACTIVELY to take away the helpful and important teaching from our teachers? ➤ How can we create ACTIVELY after classes to consolidate the learning into actual competence in tests and examinations? | | | | | | | | | | | | | | | |
|-----------------------|---|--|-------------|---------|-------------|-----------------------|--|---|-----------------------|---|---|-----------------------|---|-------------------------------|-----------|---|------------------------|
| 2.2 | Applicant’s readiness or ability/ experience/ conditions/ facilities for project implementation | <p>We have been participating in different school-based curriculum development projects with the support of the EDB for a number of years:</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Project</th> <th>EDB Section</th> </tr> </thead> <tbody> <tr> <td>2013/2014 – 2014/2015</td> <td>Catering for Learner Diversity (whole school approach)</td> <td>School-based Curriculum Development (Secondary) Section</td> </tr> <tr> <td>2016/2017 – 2018/2019</td> <td>Collaborative Research and Development (“Seed”) Project - Building Teachers’ Capacity to Address Interface Issues Concerning English Learning and Using English to Learn at Key Stage 2 & 3</td> <td>Native-speaking English Teacher (NET) Section</td> </tr> <tr> <td>2017/2018 – 2018/2019</td> <td>“Seed” Project - ‘Exploration and Development of Effective Strategies for Promoting and Implementing STEM Education in Secondary Mathematics’</td> <td>Mathematics Education Section</td> </tr> <tr> <td>2018/2019</td> <td>Catering for learning diversity using e-learning tools in English Language teaching</td> <td>Quality Education Fund</td> </tr> </tbody> </table> | School Year | Project | EDB Section | 2013/2014 – 2014/2015 | Catering for Learner Diversity (whole school approach) | School-based Curriculum Development (Secondary) Section | 2016/2017 – 2018/2019 | Collaborative Research and Development (“Seed”) Project - Building Teachers’ Capacity to Address Interface Issues Concerning English Learning and Using English to Learn at Key Stage 2 & 3 | Native-speaking English Teacher (NET) Section | 2017/2018 – 2018/2019 | “Seed” Project - ‘Exploration and Development of Effective Strategies for Promoting and Implementing STEM Education in Secondary Mathematics’ | Mathematics Education Section | 2018/2019 | Catering for learning diversity using e-learning tools in English Language teaching | Quality Education Fund |
| School Year | Project | EDB Section | | | | | | | | | | | | | | | |
| 2013/2014 – 2014/2015 | Catering for Learner Diversity (whole school approach) | School-based Curriculum Development (Secondary) Section | | | | | | | | | | | | | | | |
| 2016/2017 – 2018/2019 | Collaborative Research and Development (“Seed”) Project - Building Teachers’ Capacity to Address Interface Issues Concerning English Learning and Using English to Learn at Key Stage 2 & 3 | Native-speaking English Teacher (NET) Section | | | | | | | | | | | | | | | |
| 2017/2018 – 2018/2019 | “Seed” Project - ‘Exploration and Development of Effective Strategies for Promoting and Implementing STEM Education in Secondary Mathematics’ | Mathematics Education Section | | | | | | | | | | | | | | | |
| 2018/2019 | Catering for learning diversity using e-learning tools in English Language teaching | Quality Education Fund | | | | | | | | | | | | | | | |

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| | | Through taking part in these projects, our teachers have gained invaluable experience in designing student-centred learning activities. Also, these projects have engaged our teachers in lesson study, which has helped them to be more open-minded and more aware of students' needs. Moreover, the school has set up a support system, which includes special timetabling arrangements and teaching load adjustment, to facilitate the formulation and implementation of school-based curriculum initiatives. |
| 2.3 | Principal's and teachers' involvement and their roles | <ul style="list-style-type: none"> ▪ The principal is the project advisor and will supervise the implementation of the project through meetings with the project coordinator, participating in some of the project activities (collaborative lesson preparation, lesson observations and post-lesson conferences), project evaluation meetings and sharing sessions. ▪ S1 and S2 Chinese and PSHE teachers will take part in the project activities of their form and all teachers will take part in the teachers' workshops. All teachers will take part in project evaluation.. |
| 2.4 | Parents' involvement / participation (if applicable) | All parents of S1 & S2 students will be informed of the project via e-notice and will be invited to take part in the Parents' workshop. |
| 2.5 | Roles of collaborator(s) (if applicable) | -- |

2.6 Implementation timeline

| Implementation period (MM/YYYY) | Project activities |
|------------------------------------|--|
| 09/2019 | Consultation |
| 10/2019 – 11/2019 | Project activities for S2 workshops |
| 11/2019 – 12/2019 | Project activities for S1 workshops |
| 09/2019 – 02/2020 | Teachers' & Parents Talk/ Workshops |
| 02/2020 | Mid-year Evaluation |
| 03-06/2020 | <ul style="list-style-type: none"> - Prepare the materials for the learning activities in Chinese Language and PSHE lessons in the second term - Conduct lesson study, i.e., collaborative lesson planning, lesson observations and post-lesson conference |
| 07-08/2020 | <ul style="list-style-type: none"> - Conduct a sharing session by S1 and S2 Chinese Language and PSHE teachers on their experience in teaching study skills (learning strategies) - Year-end Evaluation |

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 |
|---------------|---|--|---|---|
| Activity 1 | <p><u>Active Prevision</u></p> <p><u>Step 1 – Read ACTIVELY before classes</u></p> <p>All S1 and S2 students (8 classes) will engage in reading activities in Chinese*/PSHE* lessons (students' workshops) which enable them to get the glimpses of the learning content and to reflect on their habit of studying.</p> | 1 session per class (1.5 hour per session) | S1-2 Chinese Language* and PSHE* teachers will take part in pre-program planning with the instructor(s) of the service provider (an | Students will gain an insight into their usual habit of studying and realize why it fails for them. |

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| Activity 2 | <p><u>Active Prevision</u> <u>Step 1 – Read ACTIVELY before classes</u> All S1 and S2 students (8 classes) will engage in reading activities in Chinese /PSHE lessons (students’ workshops) which enable them to acquire reading skills for effective learning.</p> | 1 session per class (1.5 hour per session) | external organization which is to be selected according to the guidelines on trading operations stipulated by the EDB) and observe the lessons (students’ workshops) | Students will learn the steps in previewing for a lesson, with customized subjects as demonstration for more relevant and effective learning. |
| Activity 3 | <p><u>Active Focusing</u> <u>Step 2 – LISTEN ACTIVELY during classes</u> All S1 and S2 students (8 classes) will engage in learning activities in Chinese /PSHE lessons (students’ workshops) which enable them to make use of the resources they have obtained, and the knowledge & skills acquired in the previous workshops for active listening in lessons.</p> | 1 session per class (1.5 hour per session) | conducted by the instructor(s).Our teachers will offer help (if necessary) to students during and after the workshops. They will also give feedback to the external instructors. They will apply the teaching strategies developed in this project in their own lessons and engage in | Students will take on a complete assessment on their existing learning styles and gain insights into how they can enhance classroom learning with further development over the areas discovered in their own learning style profile. |
| Activity 4 | <p><u>Active Focusing</u> <u>Step 2 – LISTEN ACTIVELY during classes</u> All S1 and S2 students (8 classes) will engage in learning activities in Chinese /PSHE lessons (students’ workshops) which enable them to make use of the resources they have obtained and the knowledge & skills acquired in the previous workshops for active listening in lessons and notes making.</p> | 1 session per class (1.5 hour per session) | corresponding lesson study. | Students will learn the limitations of their attention span and be shared with suggestions on how they can turn active listening into tangible out of useful notes taken in the classes. |
| Activity 5 | <p><u>Active Revision</u> <u>Step 3 – Create ACTIVELY during classes</u> All S1 and S2 students (8 classes) will engage in learning activities in Chinese /PSHE lessons (students’ workshops) which enable them to make use of the resources they have obtained and the knowledge & skills acquired in the previous workshops for creating study tools.</p> | 1 session per class (1.5 hour per session) | | Students will learn an advanced format of note making so that they can turn their lesson notes into revision notes for regular revision purpose. |
| Activity 6 | <p><u>Active Revision</u> <u>Step 3 – Create ACTIVELY during classes</u> All S1 and S2 students (8 classes) will engage in learning activities in Chinese /PSHE lessons (students’ workshops) which enable them to acquire the strategies for revising what they have learned.</p> | 1 session per class (1.5 hour per session) | | Students will learn some practices of regular revision with an aim to develop long-term memory and actual competence of what they learn in classes to get prepared for tests and examinations |

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| Activity 7 | <u>Recycling learning strategies</u> All S1 and S2 students (8 classes) will engage in learning activities in Chinese and PSHE lessons which enable them to recycle the learning strategies acquired in the first term: Active Prevision, Active Focusing and Active Revision. | - 4 Chinese lessons per class (40 minutes per lesson) - 8 PSHE lessons per class (40 minutes per lesson) | S1 and S2 Chinese and PSHE teachers will prepare the materials for learning activities in their lessons for recycling Active Prevision, Active Focusing and Active Revision in the second term. They will also conduct lesson study in the second term. | Student will consolidate the learning strategies acquired through recycling the strategies in different subjects. |
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***Why the project is preliminary delivered in S.1 and S.2 of Chinese Language and PSHE subjects**

Rationales:

1. The curricula of S.1 and S.2 are more flexible than that of higher forms. There is more room for learning and teaching of study skills (“Active Prevision”, “Active Focusing” and “Active Revision”).
2. The project will be implemented in Chinese Language because it is a core subject and has more lesson time, hence giving more opportunities for students to recycle the skills learned in the designated lessons. Also, Chinese Language is chosen because it is expected that students can learn new skills more effectively in mother tongue. Last but not least, Chinese teachers have participated in school-based lesson study in the past few years and they are more receptive to new pedagogy.
3. The project will be implemented in PSHE subjects (History, Geography, Life and Society, Chinese History) because these subjects require relatively more reading, hence providing more opportunities for students to apply the newly acquired learning strategies. Also, as English is the medium of instruction in History, Geography and Life & Society, students are expected to acquire and apply the learning strategies in reading and listening to English materials as well as creating notes/revision materials in English. Besides, teachers of PSHE subjects have participated in school-based curriculum development projects such as Language Across the Curriculum and E-learning. Their knowledge and experience in school-based curriculum planning, implementation and evaluation will definitely facilitate the implementation of this project.

Examples/Details of incorporation of the proposed learning strategies into the Chinese Language and PSHE curricula:

Project Activity 1 “Active Prevision” will be delivered in Chinese Language or Chinese History lessons with the use of Chinese reading materials. Students are expected to acquire the strategies of **Reading Actively** through reading Chinese materials. PSHE teachers using English as the medium of instruction will observe the “Active Prevision” lessons as part of their training. The same batch of students will then be required by their PSHE teachers to recycle the learning strategies in lessons conducted in English, i.e., History, Geography, Life and Society. The same procedures will be conducted for “Active Listening & Note-taking” and “Active Revision & Note-Making”. The Program Outline is enclosed to illustrate how Active Prevision is incorporated in Chinese Language and PSHE curricula.

Program Outline

| Project Aim | The project aims to equip students with different active learning strategies such as “Active Prevision” before classes, “Active Listening & Note-taking” during classes, and “Active Revision & Note-Making” after classes. The set of learning strategies creates a holistic workflow for students to establish a good habit of study. It also aims at enhancing teachers’ professional capacity through structural professional development programmes, collaborative lesson preparation and lesson study. Moreover, it aims to raise parents’ awareness of their roles in supporting their children in their study. | | | |
|--------------------|--|-------------------------------------|--|--|
| Lesson | Theme | Key Topic | Highlights | Expected Learning Outcome |
| 1 | Active Prevision Step 1 – Read ACTIVELY before classes | Preview the materials to be covered | <p>Read the title and chapter objectives. Skipping the title and chapter objectives can be detrimental. It's virtually impossible to process information when you have no overarching theme to apply it to</p> <p>Read the chapter summary. The summary combined with the information on the title page can act as a movie preview, creating intrigue and providing a bit of familiarity with the concepts</p> | Students will gain an insight into their usual habit of studying and realize why it fails for them |
| 2 | Active Prevision Step 1 – Read ACTIVELY before classes | | <p>Skim the chapter by reading subheadings and viewing the content under those subheadings. Begin applying what you see within the text and images to what you already know.</p> <p>Acknowledge vocabulary that you're unfamiliar with so that you're not intimidated when you hear the same term(s) again in lecture.</p> <p>Note questions that arise during the pre-lecture preparation.</p> | Students will learn the steps in previewing for a lesson, with customized subjects as demonstration for more relevant and effective learning |

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| 3 | Active Focusing Step 2 – LISTEN ACTIVELY during classes | Introduction to Note Processing | The Process: From Note-taking to Note Making Receive > Record > Revise | Students will take on a complete assessment on their existing learning styles and gain insights into how they can enhance classroom learning with further development over the areas discovered in their own learning style profile |
| | | Note Taking Receive - Tools & Techniques | Understanding your Learning Styles | |
| 4 | Active Focusing Step 2 – LISTEN ACTIVELY during classes | Note Taking Receive - Tools & Techniques | Technique 1: Attentive Skills | Students will learn the limitations of their attention span and be shared with suggestions on how they can turn active listening into tangible out of useful notes taken in the classes |
| | | | Technique 2: Listen for Cues | |
| | | | Practice to Prove: TV news | |
| 5 | Active Revision Step 3 – Create ACTIVELY during classes Active Revision | Note Making Record - Tools & Techniques | Tool: Note Template | Students will learn an advanced format of note making so that they can turn their lesson notes into revision notes for regular revision purpose |
| | | | Technique 1: Use Standard Abbreviation | |
| | | | Technique 2: Use different Color | |
| | | | Techniques 3: Applying your Learning Styles | |
| | | | Practice to Prove: Abbreviate a passage | |
| 6 | Active Revision Step 3 – Create ACTIVELY during classes Active Revision | Note Making Revise - Tools & Techniques | Tool: Re-Membering your Notes | Students will learn some practices of regular revision with an aim to develop long-term memory and actual competence of what they learn in classes to get prepared for tests and examinations |
| | | | Technique 1: Use Graphic Organizers | |
| | | | Technique 2: Use Mnemonics | |
| | | | Techniques 3: Combining your Learning Styles | |
| | | | Practice to Prove: Make our own note | |

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 |
|---------------|---|---|---|--|
| Activity 1 | <p><u>Pre-program planning with teachers</u> All S1 and S2 teachers of Chinese Language and two PSHE subjects will be invited to offer important sharing, remarks and suggestions on how the programs will be designed teaching and learning materials can be provided to the students to enhance the relevance and effectiveness of their learning</p> <p>Teachers would understand the expected content of skills-based train and skills expected to be developed among students. Teachers could gain insights from the skills-based training to incorporate in the teaching and learning of the skills from the programme.</p> | One session for each of the 3 subjects (1.5 hour per session) | <p><u>Instructor(s) with experience in conducting study skills workshops for students</u> He/she/they will conduct collaborative lesson planning with our S1 and S2 teachers of Chinese Language and two PSHE subjects.</p> | Teachers will gain in-depth experience of analyzing the subject matter from the perspective of how it can be learned effectively by students. |
| Activity 2 | <p><u>Teachers' Workshop</u> All teachers will be introduced the rationale of the project, different learning styles and the techniques of engaging students in active reading, active listening and active revising.</p> | One 2-hour session | <p><u>2 instructors with relevant experience</u> They will explain the rationale of the project and introduce different active learning strategies to all teachers.</p> | Teachers will gain the knowledge of different learning styles and the methods of engaging students in active learning. |
| Activity 3 | <p><u>Post-program reporting to teachers</u> An analysis report on student learning in the project will be provided for teachers to give follow-up support, feedback, and guidelines to the students to ensure their proper practice of the newly learnt strategies.</p> | One 2-hour session | <p><u>2 instructors with relevant experience</u> They will explain the analysis report on student learning in this project to all teachers.</p> | Teachers will gain important insights from the analysis report and will implement the teaching strategies in lessons. They will also be able to evaluate the effectiveness of these teaching strategies. |

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

Active learning strategies will be embedded in the junior secondary school-based curriculum, with Chinese Language and two PSHE subjects piloting the curriculum design and implementation through this project. Teachers will gain invaluable experience and important data about student learning through the implementation of the project. Teachers' experience and the data will be the input for other subjects. It is expected that active learning strategies will be included in all subjects in the junior secondary school-based curriculum.

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

Post-program sharing to parents (One 1.5 hour session)

Parents will be able to learn the common languages among the students, teachers and themselves so that parents can provide support, encouragement and praise for the students to ensure the habit-building of the learning strategies

2.8 Budget

Total Grant Sought: HK\$200,000

| Budget Categories* | Breakdown for the budget items | | Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i> |
|---------------------------|--|---------------|--|
| | Item | Amount (HK\$) | |
| a. Staff (\$77,796) | Teaching assistant: \$12,966 x 6 (MPF included) | HK\$77,796 | The teaching assistant should have completed either Hong Kong Certificate of Education or Hong Kong Diploma of Education. Duties / job duties / contribution / role: - arranging project activities and clerical work - support teachers in lesson preparation such as making learning materials - <u>photo-taking and video-recording</u> |
| b. Service (\$103,250) | Students' Workshops (\$500 x 1.5 hours x 6 lessons x 4 classes x 2 forms) | HK\$36,000 | All trainers should be experienced and professional with excellent academic achievement at university level and with diversified teaching experience in handling different types of students in Hong Kong. Students are expected to learn different strategies of self-directed learning. It involves pre-lesson preparation before lessons; active listening and jotting main points during lessons; amendment of notes and create revision notes after lessons. |
| | Parents' Workshop / Talk (\$500 x 1.5 hours x 1 talks x 1 trainers) | HK\$750 | Parents could understand the common language adopted by students and teachers so as to give support and encouragement to their children in order to help students establish the learning strategies inside an outside classroom. |
| | Teachers Workshops (\$700 x 2 hours x 2 times x 2 trainers) | HK\$5,600 | Teachers would share their teaching experience with the trainers. Also, they seek advice from the trainers of service agent to design relevant curriculum and teaching-learning materials in the workshops. Teachers would obtain post-lessons analysis result so as to understand student learning and ensure the learning strategies could be sustained and continued to be practised among different subjects. |

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| | <p>Consultation on</p> <ul style="list-style-type: none"> • Program consultation and Development of contents (\$700 x 30 hours) • Assessment Design for Questionnaire, Analysis & Report (\$700 x 30 hours) • Collaborative lessons preparation (\$700 x 1.5 hours x 3 subjects x 2 forms x 3) | HK\$60,900 | <p>It is the first experience of our school to carry out skill based training among junior form students. Our teachers would like to gain professional advice to set up our curriculum and design activities which facilitate our students to be effective learners. Through the consultation, the service agent can understand the learning styles of our students so that a tailor-made curriculum and teaching-learning activities could be designed for our school. Also, service agent can understand our needs better through consultation so as to practise the curriculum in our school effectively and efficiently. It also helps enhance the understanding of teachers involved so as to bring the greatest benefits for our students.</p> <p>Consultation on</p> <ul style="list-style-type: none"> • Program consultation and Development of contents \$21,000 • Assessment Design for Questionnaire, Analysis & Report \$21,000 • Collaborative lessons preparation \$18,900 |
| c. General expenses (\$18,954) | <p>Training notes / workbooks</p> <ul style="list-style-type: none"> • Students: (\$15 x 135 students x 2 forms x 2) • Teachers: (Approx\$15 x 60 teachers x 2) • Parents: (\$15 x 135 parents x 2 forms) | HK\$13,954 | <p>Training notes and workbooks are essential for students to develop their knowledge and skills during the lessons. Whereas teachers' versions are used as reference materials for teachers to understand student learning in the programme and help incorporate the skills in respective curriculum of different subjects. Furthermore, parents' versions would be used as supporting materials for students to learn at home, common language and methods could be consistently developed in school and at home.</p> <p>Training notes / workbooks</p> <ul style="list-style-type: none"> • Students: \$8,100 • Teachers: \$1,804 • Parents: \$4,050 |
| | Audit Fee | HK\$5,000 | Audit |
| Total Grant Sought (HK\$): | | HK\$200,000 | |

Our school will ensure that all procurement of goods and services is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process.

* (i) Applicants should refer to the OEF 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.

Asset Usage Plan: N/A

Expected Project Outcomes

| 3.1 | Deliverables / outcomes | <input checked="" type="checkbox"/> Learning and teaching materials <input type="checkbox"/> Resource package <table border="1" data-bbox="550 219 1449 763"> <thead> <tr> <th data-bbox="550 219 869 264">Nature</th> <th data-bbox="874 219 1125 264">Topics</th> <th data-bbox="1129 219 1449 264">Quantity and Levels</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 264 869 432">PowerPoint slides, notes and worksheets with students' and teachers' versions on learning strategies</td> <td data-bbox="874 264 1125 432">1. Active Prevision 2. Active Listening 3. Active Revision</td> <td data-bbox="1129 264 1449 432">- 1 set for S1 for each topic - 1 set for S2 for each topic</td> </tr> <tr> <td data-bbox="550 432 869 763">Notes and worksheets with students' and teachers' versions of specific subjects for applying the learning strategies: Chinese Language, Chinese History, History, Geography, Life and Society</td> <td data-bbox="874 432 1125 763">1. Active Prevision 2. Active Listening 3. Active Revision</td> <td data-bbox="1129 432 1449 763">- 1 set for S1 on Chinese Language, Life and Society and Geography - 1 set for S2 on Chinese Language, Chinese History and History</td> </tr> </tbody> </table> <input type="checkbox"/> e-deliverables* (please specify) _____ <input type="checkbox"/> Others (please specify) _____ <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i> | Nature | Topics | Quantity and Levels | PowerPoint slides, notes and worksheets with students' and teachers' versions on learning strategies | 1. Active Prevision 2. Active Listening 3. Active Revision | - 1 set for S1 for each topic - 1 set for S2 for each topic | Notes and worksheets with students' and teachers' versions of specific subjects for applying the learning strategies: Chinese Language, Chinese History, History, Geography, Life and Society | 1. Active Prevision 2. Active Listening 3. Active Revision | - 1 set for S1 on Chinese Language, Life and Society and Geography - 1 set for S2 on Chinese Language, Chinese History and History |
|---|--|--|--------|--------|---------------------|--|--|--|---|--|---|
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| 3.2 | Positive impact on quality education/ the school's development | The project addresses our school's major concerns – to help students become effective learners. Students are provided with the opportunities to acquire active learning strategies and to apply these strategies in their study. Also, this project will enhance teachers' professional capacity through teachers' workshops, collaborative lesson preparation and lesson study. | | | | | | | | | |

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 S1 and S2 students' performance in the learning tasks of Chinese Language and two PSHE subjects.

The evaluation items are listed below.

1. The effectiveness of the school-based training programme for S1 and S2 students (success criteria: 80% of the teachers and students agree that the project helps promote active learning among students).
2. To enhance teachers' professional capacity (80% of the teachers agree that the project can help enhance their confidence in facilitating students to acquire the active learning strategies and to apply these strategies in their study).

For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

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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)

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Report Submission Schedule

My school 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 day | Type of Report and covering period | Report due day |
| Final Report 1/9/2019 – 31/8/2020 | 30/11/2020 | Final Financial Report 1/9/2019 – 31/8/2020 | 30/11/2020 |