

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

Project Title: Developing our School-based English Curriculum with integration of e-learning for classroom facilitation and self-directed learning	Project Number: 2019/0181
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Name of School: St. Francis' Canossian School

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: (P.3 to P.6, 16 classes); (2) Teachers: 16; (3) Parents: 560;
 (4) Others: (please specify)

Project Period: June/2020 to April/2023 (3 years)

1. Project Needs

1.1	Project Aim(s)	<p>Our goal is to review, develop and deepen the vertical and horizontal coherence of our school-based English Language curriculum for Primary 3 to Primary 6 to enhance our teaching and learning effectiveness through different measures under this funding.</p> <p>To break down in clear measures, we set the project objectives as below:</p> <ul style="list-style-type: none"> (i) To introduce new language learning elements to arouse learning interest and to better prepare our students the transition between different key stages; (ii) To create room for teaching and learning through introducing e-learning in classroom and developing school-based e-learning resources to develop self-directed learning habit at home, and (iii) To provide and develop graded learning resources to address our learning diversity. (e.g. Games) <p>Meanwhile, we also want to enrich our teachers' capacity in curriculum development and application of e-learning resources to arouse learning interest to enhance our teaching and learning effectiveness.</p>
1.2	Innovative element(s)	<p>There are few new elements under this project that will be developed and implemented:</p> <ul style="list-style-type: none"> • Introduce flipped learning through developing e-learning resources for students to pre-learn at home before lessons; • Apply e-learning strategy for classroom facilitation to cater for learning diversity and arouse learning interest; • Develop and use school-based e-learning resources to nurture self-directed learning at home, and develop lesson plans to support follow up; • Introduce new language resource in printed and electronic form to smoothen the interface of KS1, KS2 and KS3.
1.3	Alignment with school-based / students' needs	<p>Under our current 3-year-plan (2018 to 2021), improving teaching and learning effectiveness is one of our 3 key pillars. Under this pillar, we focus on:</p> <ul style="list-style-type: none"> a) Fostering teachers' professional development on their lesson organization, peer to peer lesson observation, and b) Strengthening student's self-directed learning skills with strategies and tools. <p>This project greatly aligns to our 3-year-plan:</p> <p>1) <u>School-based need:</u></p> <p>Our existing school-based curriculum has been developed by our English panel team without external support for over 10 years. It has addressed to our students' need to a certain extent</p>

over the previous years. However, students learning needs are getting more diverse, parents' expectations are rising, and more initiatives are embedded under the fixed teaching schedule.

Therefore, we have a clear need to review and develop our new school-based curriculum. E-learning is one of the strategies we identified that can effectively arouse learning interests while promoting self-directed learning.

Hence, we propose to shift some language learning tasks or activities to home-learning, pre-learning and online learning. With that, we can free up room and capacity to provide more learning opportunities that require more face to face classroom time.

In short, a fund is needed to cover the shifting of:

- a.) our learning tasks and elements from classroom to home-learning;
- b.) from printed materials to e-learning resources and
- c.) from teacher-marking assignments to electronic auto-marking ones.

With some learning parts are altered to e-learning mode, we expect more room to provide more learning elements to students and to develop resources to smoothen the transition of different key stages.

For example, we will identify the targeted theme-based vocabulary items to turn into e-learning lessons. Students can read the words and learn about the meanings. To reinforce their knowing, understanding, pronunciation and spelling, we will put those vocabulary items into e-learning interactive games so students can listen again, see again and even spelling again while playing the games. For language functions or grammars, our teachers will teach through the reading text during the classroom. After that, students can take more related exercises online with instant feedback. Instant feedback can erase students' mistakes and immediately showing them the correct answers. Students will be able to re-take if they are not doing well for the first attempt. Through the Intranet exercises online, students will be able to improve and consolidate what have learnt after lessons at home.

For teachers, this practice can save our time in distributing worksheets, marking and using time to find out their common mistakes. Teachers will be timely informed of students' performance. Teachers can then spare more time to introduce learning English through drama or through social issues and activities for creativity and inter-personal collaboration learning.

The e-readers will be chosen and used under this scheme. Students will be exposed to more text types (which are required for KS2, especially non-fiction titles) and more language functions that they need to be equipped in order to read, understand and express their ideas. This will help our Primary 3 students to be well-prepared for Primary 4. Meanwhile, students will take more home-reading and home-learning tasks online. We can develop and assign more learning challenging tasks for our capable learners while more consolidation learning exercises will be assigned for less able learners to re-learn before they are promoted to Primary 4.

Furthermore, our senior primary students will learn more subject matter contents in English (such as topics or issues related to Geography, History, Science, STEM concepts and application), subject vocabulary and language features through the e-readers. This can help prepare our students to be equipped with more subject vocabulary, text structures and also language features before they go to secondary schools.

2) Students' Needs

- Our students are strong in listening and speaking skills but are relatively weak in terms of reading and writing.

Under this project, we will introduce more reading texts under the core curriculum to arouse students reading interest and to provide them with a wider range of text-types. E-readers will be one of the means to address this need. Online apps or tools will provide effective platforms to read. Reading aloud and reading a wider range of titles will also effectively improve our students' reading practice as in home reading

		<p>and self-directed reading, while exposing them to a spectrum of knowledge.</p> <ul style="list-style-type: none"> • Our less able learners need more structured supporting tools to help them learn at their own pace. Some may lack the regular parental support at home. Therefore, we need to identify (a) those mechanical learning parts or (b) the language functions that require repetitious practices and (c) learning contents that e-learning can bring better result or higher learning motivation. With the clear identifications, we will develop the e-learning resources to support and replace the traditional printed means. → When students learn thematic vocabulary items or grammar patterns from our e-learning platform, they can retake as many times as they need until they are really to do well. This can give them more opportunity to practise and self-learn at home. Teachers can then review their performance from time to time by reading the weekly report and follow up timely to give better support. Meanwhile, reading texts that have more unfamiliar words for less able learners in e-learning platform can be supported by audio and visual elements to first help less able learners to focus and help learners who need visual or audial support. Students can learn better when a reading text is read aloud to them and exercises are taken with instant feedback. The learning objective can be achieved at the end. • The number of students with special education needs is increasing in recent years. A suitable learning tool that can also cater their needs and pace is needed. <p>3) <u>Teachers' Needs</u></p> <p>E-learning is one of our directions to enhance our teaching and learning effectiveness for the coming years. We received funding in 2018 to develop our school-based e-learning resources for Primary 1 to 2 and it has proven a great impact on learning effectiveness. Our department and school's administration team have reached consensus that we can expand this strategy to Primary 3 to Primary 6 in the coming 3 years.</p> <p>While our curriculum is getting packed, and more elements need to be incorporated into the school-based curriculum, it is clear that our teachers need to be well equipped with e-learning strategy and hands-on experience so that we can better make use of our classroom time and students' home learning time and potential to realize our learning goals in a long run.</p>
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2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p><u>Curriculum Planning - Guiding Principles</u></p> <p>It is suggested by the updated Curriculum Guide (2017), other language learning resources and e—resources should be supplemented to address our students' needs and to foster their development of a broader range of literacy skills. Teachers are also encouraged to “promote learner independence and autonomy by engaging students in language learning activities beyond lesson time”. Our panel team members are so much inspired by the principle under the updated Curriculum Guide about “Integrating Classroom Learning and Independent Learning”. We believe while self-directed learning should be positioned as an integral part of students' ultimate achievements, more efforts should also go into monitoring the learning progress.</p> <p><u>From Paper-and-Pencil Instruction to e-Learning Pedagogy</u></p> <p>For our current situation, it is meaningful to review our curriculum and learning resources and bring some of them to e-learning. E-learning can be taken place in different forms, such as interactive exercises with more visual and auditory aids, language games with different levels to provide more challenges, multi-modal texts or self-reflection questions to engage students. Some language items are identified to be more effective to learn online. We can introduce or develop e-learning resources to replace our existing paper-and-pencil instruction. Our teachers can use the e-learning materials in classroom and also assign to students as self-directed learning tasks and exercises at home. With the Learning Management System, we will read the data for</p>
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each task assigned to review and check if students are doing well on the related learning tasks and language items.

Furthermore, when we develop the e-resources, we can also consider to categories the learning tasks and activities into different levels so that they can be assigned to different ability groups to cater for our learning diversity.

This will enhance our teaching and learning effectiveness and bring a tighter coherence of classroom learning and self-directed home learning.

Reading Across the Curriculum

Currently, we are using our own school-based resources as the cornerstone of our curriculum. With the limited choice of reading passages, we see the need to foster students' academic literacy by introducing them to a wider range of text types and information that carries cross-curriculum theme, which can be facilitated by Reading Across the Curriculum.

- According to EDB's 'English Language Education Key Learning Area Curriculum Guide' (2017), Reading Across the Curriculum (RaC) has the following rationales and aims that align with our school needs: To motivate students to read a wide range of materials with a variety of themes and text types
- To not only enhance students' reading skills, but also their knowledge base across the curriculum
- To guide students to connect their learning experiences, personal knowledge, and to improve their reading abilities

We strongly believe subject matters of other KLAs should be integrated with the English curriculum to enrich students reading experiences, and to stimulate them to appreciate the value of readings as well as to make linkage between individual's life and academic knowledge.

In order to realise this, we will first choose e-books that are thematically aligned to our school-based curriculum topics or themes. Each theme will have mapped e-books (new and additional reading texts) to support and use in-class for reading activities and home-reading. They should come with a wider range of text types and text features. Students will be able to read more, read deeper and finally being connected from English language learning to subject knowledge and sharing. This is a path that our curriculum can be upgraded and helps our students to meet the challenge of secondary school learning.

Flipped learning

With developed e-learning resources that support self-directed learning and at home learning, flipped learning can also be integrated and effectively applied.

We believe a wide variety of activities can be designed to support the pre-reading activities. In accordance to EDB's 'The Reading Journey across Key Stages' (2015), pre-reading activities can help students activate and build prior knowledge on relevant topics. For instance, students can acquire some factual information themselves at home, including the subject topics, key vocabulary. They can establish an interactive and personal connection with the topic before class.

In such way, classroom time and activities can be more flexible with the help of e-resource. Classroom activities can reinforce the pre-class learning, consolidate the knowledge, and deepen the understanding through discussion with peers and teachers. Our teachers can also easily prompt discussions during class with this teaching pedagogy.

		<p>Teachers can then assign post-learning activities or even graded in-class tasks to students to further reinforce the taught materials. We can design appropriate levels of tasks to cater for our diverse learners. For example, struggling students can work on simple scaffolding tasks, while more able students will take on the more challenging tasks.</p> <p>Meanwhile, our proposed change of pedagogies, curriculum structure and development of resources are not only supported by the researches and EDB's Curriculum Guide, they are also supported by our experience and data collected. Through the previously approved project about promoting RaC for our Primary 1 to Primary 2 in 2018, we are so enlightened by the improved teaching and learning effectiveness. They include:</p> <ul style="list-style-type: none"> • More classroom time is created for more new elements to be introduced and hence our core curriculum framework is untightened for more possibilities to incorporate more learning elements that require teachers' guidance and leading, such as drama, critical thinking skills, speaking and writing tasks; • Our primary 1 and 2 girls have more exposure on non-fictions reading and they are engaged by the e-books that provide them with more visual and auditory supports for their deeper understanding. RaC is therefore integrated to nurture their reading interest at the early learning stage. • Meaningful self-directed e-learning resources that are connected to our core curriculum gave students more home-learning support and help to consolidated their unit learning. • Language games with repeated learning patterns are well-received by our girls. They learn better and happier.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<p><i>Experience & Dedicated Team</i></p> <p>Over the past few years, the school has developed a comprehensive school-based English Language curriculum. A professional development culture has been developed by investing time in professional trainings among colleagues.</p> <p>Teachers' co-planning culture has been in practice. Co-planning meetings are held regularly to share learning and teaching ideas. Furthermore, our supportive school head, middle managers and dedicated teachers are actively involved in school-based language curriculum development over the years. This will be our great assets for this project from design to implementation.</p> <p>The Scheme in Primary Schools has provided us with an opportunity to refine the school-based Language curriculum based on our school needs. We have successfully developed our school-based e-learning resources and purchased e-readers. They have been integrated into our Primary 1 to Primary 2 GE curriculum since 2018. With last years' experience, our teachers have reached the following conclusions:</p> <ol style="list-style-type: none"> 1. Altering the learning elements that are more mechanical and require repetitions to e-learning is effective. Its structural and systematic platform can arouse learning interest, save teaching time, provide better support for home learning and inform teachers timely on students' performance; 2. Self-directed learning with e-learning support makes it more meaningful and easier to implement; 3. Introducing interactive grammar games, multimodal texts and more e-learning extended reading resources can better address to learning diversity and increase the teaching and learning effectiveness. <p>With appropriate learning tasks assigned to be completed at home, our classroom time is freed up (students can even achieve better result as they can repeat the learning at their own pace). With such, our curriculum can be more flexible to accommodate new and meaningful elements and give diverse learners adequate support.</p> <p>Inspired by this experience, our core team members will carry on leading the</p>

		<p>curriculum review and development to Primary 3 to Primary 6. Our school management has also organized a professional development training to share the experience and result with the other KLAs. It will be conducted by our e-learning provider and our English Panel Core Team this June.</p> <p>Parents' Support Our parents are very supportive to our school's development and new initiatives. They are the cornerstone to plant deeply the self-directed learning elements. Their support to arrange learning environment and devices are also crucially important.</p> <p>School's facilities Our school has equipped with campus-wide Wi-Fi support and over 110 tablets. Our school management commits to offer priority to our English Language subjects so our English lessons can have mobile support. Additional devices to support to this project can be arranged under our new school plan in 2020-2023 upon the project approval.</p>
2.3	Principal's and teachers' involvement and their roles	<p>Principal's and Vice Principal's Role and Involvement They will act as the project supervisor to give directions, provide advices and supports when obstacles occur. They will also give encouragement to teachers, monitor the project timeline and mobilize resources when needed. She will dedicate her time for:</p> <ul style="list-style-type: none"> • chairing our 1st and 2nd project meetings; • participating in mid-term evaluation meetings and final evaluation meeting; • participating in parent seminar to support this project and sharing our vision behinds it; • reviewing the developed resources and giving advice; • participating in lesson observation and give advice for improvement; • leading the school management to review and deciding how can the other KLAs learn from this project and replicate the good practice identified and <p>Teachers' Role and Involvement Our teachers will joint-force to design and develop the Primary 3 to Primary 6 curriculum and supporting resources. They will review the existing curriculum and define resources we have to develop e-learning and shift them to self-directed learning to free up our classroom time. Our teachers will incorporate new curriculum elements to enrich our existing curriculum. Our teachers will:</p> <ul style="list-style-type: none"> • participate in teaching training; • engage in pilot run and RaC new pedagogies, flipped learning, mobile learning, differentiated instruction; • take the newly develop materials to teach at classroom; • join regular co-planning meetings to develop the new curriculum and evaluation meetings to seek for enhancement items; • review e-learning resources and ensure the materials developed are aligned to the curriculum goals to meet the expected outcome; • assign and monitor students' self-directed learning; • participate peer-to-peer lesson observation and debriefing lessons; • organise regular reflection meetings; • define project baseline and deliverables and conduct project evaluation; • promote the project to local educators, new learning pedagogies to students, parents and non-English teachers in our school. <p>Project Team: We will form a Project Team for this project. Level teachers from Primary 3 to 6 will be the core level coordinators. Our PSMCD / Vice Principal will serve as the project advisors, English panel chair will be the Project Leader and 2 vice panel chairs will serve as the Project Leader for Primary 3 to 4 and Primary 5 and 6.</p>
2.4	Parents' involvement / participation	<p>Our parents support our school's visions and development directions. They care about children's learning and they are actively giving their best efforts to them. This is why we can smoothly roll out new initiatives with their support at home. Developing self-directed learning will rely on students' active learning at home. We</p>

		<p>will develop e-learning resources and assign to students to pre-learn and practice at home. In order to help our students to build up their learning habit at home, 3 important activities will be implemented:</p> <ol style="list-style-type: none"> 1) Our parents will be invited to our project seminar to learn about our project goals, design and what do we expect students to do at home. 2) Parents will also receive regular emails on their children' learning status and performance on the newly developed e-booklets and e-books so they can give timely support or guideline to their kids. 3) By end of the 2nd project year and 3rd project year, we will also share the result with parents, as well as the project progress and students' learning improvement.
2.5	Roles of collaborator(s) (if applicable)	<p>Technology changes at a rapid pace. Teachers have difficulties in tailoring up-dated materials to cater for learner diversity and meeting the increasing needs of IT literacy for students. There is still room for a systematic and consistent school-based development of electronic resources like e-books, language games or interesting follow-up exercise/worksheets for pupils to enhance English learning after school. We therefore will look for an appropriate service provider to assist us to develop e-learning resources and a platform to host our resources with user control and usage monitoring. They can be used widely at school and easily at home. Moreover, they are sustainable and will also be suitable for the upcoming years.</p>

2.6 Implementation timeline: 36 months (May2020 – Apr2023)

Development and Implementation Schedule of e-Booklet and e-Reader									
	Form	P.3		P.4		P.5		P.6	
3 years	Year	1 st term	2 nd term	1 st term	2 nd term	1 st term	2 nd term	1 st term	2 nd term
1 st year	6/2020 – 10/2020								
	11/2020-1/2021								
2 nd year	2/2021-8/2021								
	9/2021-1/2022								
3 rd year	2/2022-8/2022								
	9/2022-5/2023								

Remark:

: Co-plan and develop lesson materials or supporting resources;

: Implement at classroom

: Enhancement, documentation and integrate into the school-based curriculum

Implementation period (MM/YYYY)	Project activities
6/2020 - 10/2020	<p>Preparation:</p> <ul style="list-style-type: none"> • Hiring consultant, e-learning expert and service provider(s) • Define and confirm project team role, project timeline, backup plan and internal promotion and resources allocation
	<ul style="list-style-type: none"> • Review and develop our new curriculum framework, RaC curriculum, materials and integrate the resources into our new curriculum • Teacher Training (e-learning and flipped learning) • Co-planning meeting (P.3-P.4) • Development of e-learning resources (e-booklets and e-readers) for P.3 and P.4

	<ul style="list-style-type: none"> • Set up of our school's Learning Management System and testing of all the related features • Teacher will pilot run of 1 to 2 samples RaC e-readers and School-based e-learning materials at classroom • Review and enhance the developed samples • Professional Development: Language Out Loud
11/2020 - 1/2021	<ul style="list-style-type: none"> • Launch e-booklet, e-readers, and award scheme to P.3 and P.4. • Implement the new resources developed (e-Booklet, RaC e-readers and new pedagogies to all P.3 to P.4 students) • On-going curriculum enhancement, co-planning meetings and resources development • P.3 and P.4 Lesson Observation and reflection • 1st Parent's Sharing Workshop • Co-plan and develop e-booklet and e-readers for P.5's 2nd term resources • Teacher Training (Differentiated Instruction)
2/2021 - 8/2021	<ul style="list-style-type: none"> • Lunch to P.5 2nd term e-booklets and e-readers • Teacher Sharing Workshop to the other KLAs • Co-plan and develop P.5 1st term resources • P.5 Lesson Observation and reflection • Intern Project evaluation and curriculum review to check if we are on target • Project Sharing Seminar
9/2021 - 1/2022	<ul style="list-style-type: none"> • 2nd Parent's Sharing • Launch P.5 1st term resources, Recycle the school-based curriculum, materials and pedagogies /practices to the new school year for P.3 to P.4 • Enhance P.5 2nd term resources • Co-plan and develop P.6 2nd term resources
2/2022 - 8/2022	<ul style="list-style-type: none"> • Lunch to P.6 2nd term e-booklets and e-readers • Enhance P.5 1st term resources • Co-plan and develop P.6 1st term resources • P.6 Lesson Observation and reflection
9/2022 - 5/2023	<ul style="list-style-type: none"> • Lunch to P.6 1st term e-booklets and e-readers and enhancement of it • Transfer of the platform and system back up to our own server as back up. • Carry on the platform and e-learning course • Project Evaluation, Report and Dissimilation • Final curriculum review and documentation for implementation for future reference • Project evaluation (focus group, surveys and review of data from the online platform) • 3rd Parent Seminar

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>On-going English language learning through our school-based e-booklets at classroom and at home</p> <p>P.3 - 22 lessons (11 e-booklets) P.4 – 20 lessons (10 e-booklets) P.5 – 16 lessons (8 e-booklets) P.6 – 14 lessons (7 e-booklets)</p> <p>(Subject to our final co-planning and design of the e-booklets for each level)</p>	<p>Classroom: 2 lessons @40mins/period Will be allocated to each e-booklet.</p> <p>Home: ~10 to 15mins/e-unit, each e-booklet</p>	<p>Classroom teaching to be facilitated by our English teachers</p> <p>Home-learning / Self-directed learning to be taken at home will be completed by our students</p>	<p>Classroom teaching and learning effectiveness enhanced; self-directed learning habit developed; learning interested boosted, learning diversity is better addressed.</p>

		will contain 8-10 e-units to be completed at home.		
Activity 2	School-based RaC reading workshops P.3 - 12 titles x 2 lessons P.4 - 10 titles x 2 lessons P.5 – 10 titles x 2 lessons P.6 - 10 titles x 2 lessons Each title will have extended reading tasks to be assigned to students to learn at home for read-aloud practice, reading comprehension and etc.	Xx lessons @40mins/period	To be facilitated by our English teachers	RaC reading practice for P3 to P6 are developed and reading interest and skills are better developed

b. Teacher training, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Activity 1	Professional Development Workshop: e-learning / flipped learning	2 sessions x 1.5 hours	Expert in e-learning and English curriculum design	Teachers understand the conceptual elements of e-learning & flipped learning and steps to improve teaching and learning through adopting it. Teachers should also gain confidence to adopt the new pedagogy for teaching and learning.
Activity 2	Professional Development Workshop: Differentiated Instruction	3 hours	Expert in differentiated instruction	Teachers understand the rationale, and steps of differentiated instruction for activities design, teaching and learning.
Activity 3	Lesson Observation - Use of mobile learning - Use of flipped learning	4 sessions x 1.5 hours	By our school's personnel	Our teachers pilot run the new resources and pedagogy at classroom and being observed. With the debriefing, teachers will collaboratively share how to improve and overcome difficulties.
Activity 4	Professional Development Workshop: Language Out Loud	6 hours	Trained / certificated trainer	Teachers learn and have confidence to foster a more learner-centric approach to facilitate an English lesson with variety of strategies and activities to engage students' active learning.

Activity 5	Project Sharing Seminar	2 hours	By our teachers	Teachers share their reflection, design, pedagogies used and solutions to overcome the difficulties at classroom teaching and self-directed learning. This will help deepen their understanding and sharpen their skills in curriculum planning and implementation.
Activity	<ul style="list-style-type: none"> • Consultant Support for Co-planning meetings (2 session x 4 forms x 1.5 hrs.) + (10 sessions x 4 forms x 1 hr.) • Consultant Support for Evaluation meetings 8 hrs:4 forms x 2 sessions x 1 hr.) 	Total: 60 hours	<p>Consultant with sound experience in designing e-resources and curriculum design;</p> <p>Consultant with teaching experience and e-learning experience to assist us co-plan each e-booklet</p>	<p>Teachers learn how to identify learning parts that worthy to turn to e-learning and self-directed learning;</p> <p>Teachers go through the co-planning with the consultant and try to design the e-learning activities together for the technology company to help us develop the courseware.</p>

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

Our school has not adopted textbooks since 10 years ago. Our existing curriculum composes of school-based booklets. Our current booklet carries themes, a printed reader, focused reading skills, text-type feature, language functions, grammar learning, vocabulary learning and writing tasks. School-based speaking activities are taken care by our NET teachers while listening parts are laid on a series of listening exercises books we purchased.

Curriculum Goal: Review and establish a new school-based curriculum for our Primary 3 to 6 with the objectives to-

- arouse pupils' interest in language learning through e-learning pedagogy (e-booklets and RaC e-readers) and new language activities
- develop students' language skills and self-directed learning habit
- develop vertical and horizontal curriculum resources support to smoothen the transition between different key stages

New Curriculum Focus:

P.3-P.4:

- Focus more on vocabulary learning,
- motivation and confidence building,
- can apply related language usage to related text-type writing

P.5-P.6:

- Introduce more RaC non-fiction topics and text-types to widen students' horizon
- Integrate STEM into our curriculum to promote STEM education from English Language
- Prepare and equip our students with knowledge and skills for secondary schools learning

Features of the new school-based curriculum-

1. Development of e-Booklets

Since EDB's curriculum guide is renewed and new teaching pedagogies are more accessible and achievable, we will develop our e-booklet that is integrated into our core curriculum and to support our teaching and learning. The e-booklets will be developed for students' use in classroom and home. Students will revisit target vocabulary and grammar items at home. For creating positive multimodal learning environment and multimedia literary experience, our school will consider thoroughly the following: - accessibility and operational design of the e-booklets; - pedagogical use of e-Features; - multimedia integration between the e-booklets and e-books to be purchased; - ease of modification; - teachers' capacity; and - appropriate evaluation tools. For the management and access to teaching resources, those school-based developed e-booklets will be finally saved on school English department's resources folders. Subject teachers can use the teaching materials during daily teaching. At the same time, students can reach e-booklets via their Intranet so that they can use the materials beyond the classroom.

Features (more features will be defined after our co-planning meeting and consultation to e-learning experts):

- develop auditory support (recorded by native speakers) to vocabulary learning and grammar learning through e-learning
- develop text-grammar resources
- develop text-type features exercises
- develop grammar and vocabulary games to make learning fun and repeatable
- develop module-end assessment for each booklet
- develop reflection questions online to collect student's self-reflection
- develop graded / extended learning tasks online (in a smaller size for easy assemble to cater different ability groups) to support flipped learning and regular self-directed learning

2. Development / purchase of RaC e-readers

RaC is one of our strategies to introduce new learning resources to arouse reading interest, develop reading skills and to extend to more speaking and writing activities. E-readers will be more efficient and effective from our experience in development e-learning resources for our Primary 1 to 2. They have clear advantages and features over printed books:

- develop / supported with audio to read aloud to students
- develop / supported with video for selected parts of the RaC readers to assist visualization, deeper understanding of the featured concept / topic and to engage their reading interest
- reading text should cover proper language functions, subject-specific vocabulary and appropriate text type
- provide tool inside of the e-reader to help students record their read aloud step by step and line by line
- provide reflection tool to let students show if they like the topic, feel suitable for the difficulty and if they agree on the message communicated from the book
- Our school has to own the right of use of the e-readers so that we can use them
- Provide support to run the e-reader in mobile devices so we can use them during our mobile learning classroom time and also for home-reading

Our RaC e-readers will be facilitated at our reading workshop. Those readers are chosen to align to our core English curriculum / General English and to introduce our new elements, STEM and cross-curricular reading to be planted into our curriculum. The readers will enrich our core curriculum with additional and new text-types, aligned topics but in different perspectives, language text types and functions to be extended from our curriculum chapters and etc.

Furthermore, supported by our RaC reading workshop, our students will be exposed to more text types (which are required for KS2, especially non-fiction titles) and more language functions that they need to be equipped in order to read, understand and express their ideas. It builds a stronger linkage for our key stages transition.

Subjects / KLA's to be aligned for e-readers' selection and development:

- English Language,
- STEM,
- Personal, Social, Humanities Education,
- Values Education and
- Arts Education
- Sciences Education

The following reading skills will be developed:

- Recognize the format, visual elements and language features of a variety of text types
- Skim a text for a general impression
- Scan a text to locate specific information by using strategies such as looking at headings and repeated words - Recognize the presentation of ideas through headings, paragraphing and diagrams
- Predict the likely development of a topic by recognizing keywords and making use of context, and by using personal experiences and knowledge of the world
- Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language and images

Our teachers will also co-plan pre- and post- learning tasks for each e-reader and assign to students through online tools or on paper-based formats.

Total Deliverables

Level	36 e-Booklet	40 e-readers
P.3	6+5 = 11	10
P.4	6+4 = 10	10
P.5	4+4 = 8	10
P.6	3+7 = 7	10

Structure of e-Booklet (tentatively proposed, subjected to our co-planning meeting for each level)

Level	Parts / Units	Total Number of e-unit
P.3 - P.4	Reader (pre-learning), Text-type Feature, Passage, Vocabulary, Language Game, Extended Learning, Assessment, Reflection	176 units (22 booklet x 8 units/booklet)
P.5 – P.6	Reader (pre-learning), Cloze passage, Vocabulary Building, Extended Vocabulary Building, Grammar Exercises Text-Grammar, Game, Pre-Writing Task I & II, Reflection (each booklet may have 2 to 3 reading texts)	150 units (15 booklet x ~10 unit/booklet)

Development / purchase of RAC e-readers

Themes to be covered (tentatively decided, subject to our final curriculum review and co-planning)

Level	Themes	Reading Skills / Text types
P.3	Places & Activities Me, My family and Friends Using my five senses Caring and Sharing	Diaries, Stories, Fables and Fair Tales, Instruction, Conversation, Information Report, Labels, Lists, Menus
P.4	Relationships Food and Drink People and places around me Now and then Happy Days We love Hong Kong Changes	Stories, Myths, Plays, Letters, Conversations, Directories, Maps and Legends, e-Mail, Advertisements, Information Report, Charts
P.5	Caring for others People Around Me Caring for others We love Hong Kong	Stories, Poems and Songs, Letters, Journals, Pamphlets, Conversation, Plays, Procedures, Diaries, News Reports, Explanation of causes and effectives
P.6	Happy Days & Changes Caring for others & Relationships People and places around the world Changes and happy days The magic of nature	Stories, Play Scripts, Journals, Autobiographies, Informational Reports, Brochures, News Reports, Journals, Book Review, Discussion

Remarks: Text-types are selected according to our school's need and selected parts from EBD's Examples of Text Types for Key Stages 1 – 4 (Appendix 3 of Key Learning Area Curriculum Guide).

Implementation of mobile learning and flipped learning

- Regular co-planning meetings for our level teachers will be organized to define clearly each booklet's learning content, supporting e-learning resources, learning points that e-learning taken place at classroom and self-

directed learning. Pre-learning parts and post-learning parts will also be identified clearly. All the resources and steps will be documented for each teacher to review, follow and further adaptation in the future.

- Regular review of students' e-learning progress will be fostered and shared during our co-planning meetings to confirm if our goals are aligned and if less able or more able learners need any further support or curriculum adjustment.
- New teaching and learning pedagogies, mainly mobile learning and flipped learning will be reviewed regularly. Lesson observation and evaluation meetings will be organized during our form co-planning meetings.

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

Self-directed Learning Habit and Ability

Our school launches a series of school-based self-directed learning activities through our Moral and Civic Education lesson to help our students to develop their self-regulatory and self-motivated learning habit and skills. They are all integrated into practice under the core curriculum of each KLA. This has built a good foundation for this project. In order to make it more effective, we will also integrate the original activities and our newly develop curriculum activities so that they can echo each another and plant a deeper root for self-directed learning for our students.

Information Technology and Information Literacy

Use of education technology in learning brings fun, effectiveness and efficiency to teaching and learning. We have established good practices to promote the right use of technology in learning. This project will bring higher usage of technology in teaching and learning, we will organize seminar and workshops to parents and students to share to them our recommendation of usage and the safety rules during the project period.

Reading Award Scheme

We will design and launch an award scheme to promote students' reading and active participation on the self-directed learning at home. Class-based competition and individual competition will be held with some tangible recognition (certificates, stickers and gifts) to make our recognition and encouragement seeable in the beginning stage.

Parent Workshops

Three parent workshops will be organized to share our project design, supported needs from parents at home and recommend some practical steps that parents can take to encourage and support students' learning at home under our new teaching and learning pedagogies (flipped learning and self-directed learning).

2.8 Budget

Revised according to the amount approved by QEF.

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	Part-time Curriculum Consultant • Co-planning meetings (2 session x 4 forms x 1.5 hours) +(10 sessions x 4 forms x 1 hours) Total: 52 hours	\$72,000 (60 hours)	>8 years of experience in teacher training and curriculum design; e-learning and proven record in curriculum design and training for reference.
	• Evaluation meetings (4 forms x 2 sessions x 1 hours) Total: 8 hours		
	Native Speakers to record for all the reading passages, vocabularies and etc. (~326 passages/parts x \$80/part or passages)	\$26,080	We consider this as a necessary part to provide students support to learn and to assist them to have read-aloud. It will be integrated into the e-booklets in the platform.
b. Service	Professional Development	\$3,600	>5 years of experience in teaching and

Workshop: e-learning / flipped learning (3 hours)		curriculum design; proven record in curriculum design and training for reference.
Professional Development Workshop: Differentiated Instruction (3 hours)	\$3,600	>5 years of experience in teaching and curriculum design; proven record in curriculum design and training for reference.
Professional Development Workshop: Language Out Loud (6 hours)	\$7,200	>5 years of experience in teaching and curriculum design; proven record in curriculum design and training for reference.
Purchase / copyright of images / designer's services	\$15,000	Copyright of images/ design of illustration to enrich the visual and appealing of the e-booklets covering 336 e-units
<p>e-learning service provider to provide:</p> <ul style="list-style-type: none"> • a Learning Management System (LMS) that can be adapted and adopted to meet our school's need; a Content Management System (CMS) to host our e-learning resources with database to RaC; • School-based reporting features to support our timely monitoring • Produce 326 e-learning units / lessons to support our P3 to P6 teaching and learning resources (multiple answer formats, programming); <ul style="list-style-type: none"> • Development of grammar games (4 game templates, graphical design, game logics and produce over 48 leveled games based on 	<p>\$100,000</p> <p>\$20,000</p> <p>\$268,800</p> <p>A rough estimation that \$824.5 per lesson, this covers programming our school-based booklet units into the platform, input exercises into different question formats we need, lessons with video, audio and texts depends on the unit design. Checking each unit and testing the score calculation should be included.</p> <p>\$80,000</p>	<p>A learning management system to provide user account, security control and learning records of access. It will serve as teachers' monitoring tools and following up records. The CMS is needed to host our e-learning content. We propose to have the learning management system and content management system so that we can have our own secure platform to be customized and support our e-learning school-based needs. They include:</p> <ol style="list-style-type: none"> 1. Individual student login 2. Group-based e-learning tasks to be assigned according to our teaching schedule and allow any changings anytime 3. Allow customization of courseware structure to make it the same as our school-based booklet design and make it easy to refer. 4. All in one platform that provides us the flexibility to integrate e-booklets, e-books, assessment exercises all together under the same login. 5. Allow us to revise contents in the future. 6. Provide award scheme online / certificates online <p>This licenses budget includes customization work to cover our school-based need.</p> <p>For some tools like _____ will be used as well but they are free or paid by our school's existing budget so we will not include them here.</p> <p>We like to have some games for repetitious learning. Therefore, for some mechanic learning parts, they will be best conducted through some</p>

	<p>the templates for vocabulary and grammar learning) and integration into our e-Booklets</p>		<p>interactive games. Game can also help promote students' learning interest. Those games will be designed according to our teachers' ideas and students' learning needs. Then, we will insert the game template with targeted vocabulary and grammar items for each theme or unit so students can retake the exercises again and again after lessons. There will be about 48 games to support 48 booklet topics in production.</p> <p>These games will also be linked to the report so students' learning status and performance for each game can be shown in the report. Teachers can have follow up actions based on the data.</p> <p>Report: We need to collect performance data of different ability group of students and regular auto report for monitoring of students' access pattern and pre-learning status according to our learning tasks graded.</p> <p>There will be 326 e-units we need to have a technology partner to assist us to produce.</p> <p>Our teachers have specific requirement for the game-based learning activities. It is for assessment and learning at the same time through some game routine. They will be developed according to our targeted unit vocabularies or grammar points. So, all games developed will be integrated into part of our curriculum. Some mechanical elements will be shifted to game-based learnings so students can easily memorize them with fun game and our teachers can save the time to teach and check.</p>
	<p>RaC e-readers (either outsource to develop / purchase) to be integrated into our school-based reading curriculum and support our classroom teaching and extended home-reading, have to be aligned to our curriculum' need, multiple platform access.</p> <p>P.3 – 10 titles P.4 – 10 titles P.5 – 10 titles P.6 – 10 titles Total 40 titles</p>	<p>\$130,000</p>	<ul style="list-style-type: none"> • With local support for the project year • Support / provide perpetual use after the project year for our school • Authentic English content and interest topics that are aligned to our curriculum's need • Appropriate layout, design and language difficulties <p>Either One-off purchase or tailor-made (cost of content writing, editing, illustration, recording and uploading to the e-book), depends on market price.</p>
<p>c. Equipment</p>	<p>for teachers</p>		<p>Our school will provide this</p> <p>Our school has reserved budget for this under our own resources</p>

d. Works	---	---	---
e. General expenses	Audit Fee	\$5,000	Required by QEF
f. Contingency	3% of the total budget from Services	\$18,620	Required by QEF
Total Grant Sought (HK\$):		<u>749,900</u>	

*

- (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	<input checked="" type="checkbox"/> Learning and teaching materials <ul style="list-style-type: none"> • 40 sets RaC teaching resources and exercises <input checked="" type="checkbox"/> Resource package <ul style="list-style-type: none"> • A School-based curriculum with strong e-learning support and new teaching pedagogies embedded. • A RaC curriculum integrated into our core English curriculum, • A Guideline and 4 Samples of Good Practice of flipped learning and e-learning lessons. <input checked="" type="checkbox"/> e-deliverables*(please specify) <ul style="list-style-type: none"> • 36 sets e-Booklet consisting 326 e-units • 40 e-Readers (licensed) • School-based Learning Management System <input checked="" type="checkbox"/> Others (please specify) _____ <ul style="list-style-type: none"> • 3 Teacher Training workshops • 3 Parent Workshop sessions
3.2	Positive impact on quality education/ the school's development	<ul style="list-style-type: none"> • Our Project Team members will be equipped with solid knowledge and experience in curriculum design and implementation of flipped learning, RaC curriculum, mobile learning and self-direction learning; • Teaching and facilitation of the new introduced teaching pedagogies of English faculty members will be sharpened; • Teachers from the other KLAs can learn from and gain the experience from this project through the internal sharing and access to our project design and materials for reference. <p>With the professional capability to be nurtured, our school's team will be able to conduct the curriculum review and development for their own KLAs and this will in return, bring a higher effectiveness and efficiency to our school-based curriculum.</p>

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)

Project Deliverables	Methodologies	Success Criteria
School-based Curriculum, e-Booklets and e-Readers	Check on school's practice: <ul style="list-style-type: none"> • New school-based curriculum for P.3 to P.6 has been developed and being used. • RAC curriculum is in place and integrated 	All the resources (LMS, e-Booklets and e-readers) are hosted at the LMS and stored our school's server.

	<p>into our regular classroom teaching and learning.</p> <ul style="list-style-type: none"> • 36 e-booklets (with 326 e-lessons) for P.3 to P.6 are successfully developed and implemented in classroom and for home-learning. • 40 e-readers are successfully developed / licensed to support • Our School-based LMS support the hosting of our e-booklets and e-readers and provide regular reports we need. <p>Check on the student's usage of e-booklets and e-readers.</p>	<ul style="list-style-type: none"> • 70% of students agree that the use of e-booklets and e-readers enhances their English learning interest. • 70% of teachers involved agree that this project equip them with a better understanding on the use of e-Learning pedagogy and help students' motivation to learn English. • 50% of the target students demonstrate improvement in grammar, vocabulary as evidenced by formative and summative assessments.
e-Readers	e-readers are paired and assign to students for classroom and home reading.	<ul style="list-style-type: none"> • 70% of target students agree that the e-readers have improved their motivation to read. • 70% of teachers agree that the e-readers help develop a better understanding of how to promote reading the curriculum. • 30% of the target students demonstrate improvement in reading as evidenced by formative and summative assessments.
Teacher's professional development:	<p>Lesson observation: Consultant, Principal, Vice Principal and Panel Chair to observe teachers' skills in:</p> <p>Application of teaching pedagogy of RaC, flipped learning, mobile learning, caters for learning diversity and curriculum planning.</p>	<ul style="list-style-type: none"> • Over 80% teachers attend the 3 training workshops; • Our level teachers are equipped with the skills and practice it in lessons; they can conduct internal sharing sessions for the following year's new teachers with all the related skills and strategies; • We will conduct lesson observations to see how the resources are used to develop students' language skills. • Regular co-planning and review meetings will be conducted. • We are expecting over 70% teachers and students agree that their teaching and learning are more efficient and interesting through this project. • Teachers can also observe that over 60% less able learners and more able learners are more engaged during the learning lessons. • Over 70% students can follow the pre-learning tasks before the classroom learning regularly.
Self-directed learning	Usage data from e-booklets and e-readers	<ul style="list-style-type: none"> • Over 80% students complete the set targets of completion of assigned e-booklets and e-readers. • Progressive positive increment in student's performance, e.g. average scores and completion rate for the first year, 2nd year and 3rd year.
Smoothen transition to KS3	Check if the curriculum parts are coherently developed and connected through RaC resources and STEM resources integration.	There are resources under the new school-based curriculum to prepare our students to learn different subjects in English. Wider exposure of text-types, reading context and topics are

		provided to students in P.4 to P.6.

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

3.4 Sustainability of the project

Deliverables under this project are closely connected to our core curriculum (with new development), daily teaching and learning activities. It renews our core curriculum and replaces our printed resources with e-learning resources. In such there is an expected increasing and repeating usage that will continue to improve students' performance. Its sustainability is highly concerned and will be secured through:

- a. It is integrated into our new core curriculum with extended e-learning support;
- b. All the newly developed resources will replace our existing curriculum materials, including curriculum parts, teaching materials and learning resources;
- c. All the resources developed will be stored in our school's intranet and a backup copy will be stored at our school's hard-drive;
- d. The e-learning resources will be stored on the cloud service and saved as offline copy at our school's server for any future usage;
- e. All of our English teachers will attend internal trainings to ensure they know how to operate the relevant tools acquired under this project, such as using them to monitor students' usage;
- f. Our school's administrators will be assigned with accountability to schedule lesson time to use the resources developed under this project and also to monitor the implementation status and statistics every year.

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)

Internal dissemination –

- a. One sharing session (~120 minutes) will be organized by 1st implementation year (by Jan 2021) will be organized to share internally to all forms of English teachers on each form's design principles, expectation and implementation experience so that any teachers involved for their forms in the future years will be benefited from this sharing.
- b. One sharing session (~90 minutes) will be organized by 2nd implementation year (by Jan 2022) will be arranged to share to all other subject teachers about our design, our strategy and our experience of shifting parts of our curriculum online and the observable and measurable results.

External dissemination –

- a. We can offer a sharing workshop under QEF's dissemination activities after the project. Schedule is subjected to QEF's dissemination timetable.
- b. One sharing seminar will be held by our school by 30 August 2022 to educators in Hong Kong. Invitation will be open to curriculum leaders and educators in Hong Kong. Attention will focus on our strategy in selecting curriculum parts to e-learning, difficulties and solutions and last, our achievements.

Remarks:

- 1. Our school will make sure our teachers involved will master the pedagogy and lesson design to conduct relevant student activities;**
- 2. 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;**
- 3. Our school confirms that the copyrights of the deliverables/ materials will be vested with the QEF. Any reproduction, adaptation, distribution, dissemination or making available of the deliverables to the public by the service provider(s) for commercial purposes is strictly prohibited.**

4. 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 1/6/2020 - 30/11/2020	31/12/2020	Interim Financial Report 1/6/2020 - 30/11/2020	31/12/2020
Progress Report 1/12/2020 - 31/5/2021	30/6/2021	Interim Financial Report 1/12/2020 - 31/5/2021	30/6/2021
Progress Report 1/6/2021 - 30/11/2021	31/12/2021	Interim Financial Report 1/6/2021 - 30/11/2021	31/12/2021
Progress Report 1/12/2021 - 31/5/2022	30/6/2022	Interim Financial Report 1/12/2021 - 31/5/2022	30/6/2022
Progress Report 1/6/2022- 30/11/2022	31/12/2022	Interim Financial Report 1/6/2022- 30/11/2022	31/12/2022
Final Report 1/6/2020 - 31/5/2023	31/8/2023	Final Financial Report 1/12/2022 - 31/5/2023	31/8/2023