

Quality Education Fund

Project Proposal

Project Title: Life Planning in the 21 st Century: an Integrative English Language Curriculum	Project Number: 2019/1136 (Revised)
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Name of School: CCC Kung Lee College

Direct Beneficiaries

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

(b) Beneficiaries: (1) Students: 41 S5; (2) Teachers: 3

Project Period: 02/2022 to 09/2022

1. Project Needs

1.1 Project aims

This project aims to:

- enhance learning motivation and English language competence through engaging and meaningful learning activities
- promote life planning by offering a platform for students to immerse in authentic life-wide English learning experiences and interact with experts from different industries

1.2 Innovative elements

We plan to develop a **school-based English language curriculum** which integrates **life planning, experiential learning and English language learning activities**. To foster a meaningful learning experience which leads to life planning, learning activities are enhanced with a combination of experiential learning, career-related training and life-wide learning experiences. Student will have the opportunity to engage in language learning related to the culture of different industries, interact with our industry partners and engage in experiential learning activities such as food recipe design and preparation. The project will involve cross-disciplinary collaboration with different elective subjects and functional committees, such as the career and guidance committee.

1.3 Alignment with school mission

The ever-changing global society and rapid development of technology pose great challenges to educators--How do we prepare students for the future? As more and more students face difficulties in dealing with the transition from education to work (HKSAR, 2012), there is a strong need for education to evolve so as to help students thrive in the 21st century. Apart from offering knowledge and language skills, schools need to create an environment where students are able to **explore their unique talents and develop 21st century skills** such as creativity, communication and collaboration. The College's mission, "College Ready, Life Ready", recognizes the need to help students to identify their personal strengths, develop generic skills and explore their career aspirations in life. Due to the unique characteristics of students in our school, students in general often struggle to find purpose in their lives and in learning, which reflects the need to **enhance their learning motivation through diverse measures**.

Language learning can serve the mission to bridge students' learning to the world. As proposed in the Major Renewed Emphases (MRE) of the English Language Education curriculum development, it is recommended that schools **promote experiential learning through life-wide learning experiences and integrative use of language**, thus fostering the innovation and entrepreneurial spirit as required in the 21st century (CDC, 2017). In the past few years, we have been striving to develop our school-based curriculum, so as to help students gain exposure to authentic and diverse learning experiences, and assist them in making informed career and academic decisions. In alignment with the project's aims, we believe that with suitable guidance and the exposure to diverse learning experiences, students will discover their inherited talents and pursue a meaningful life.

2 Project Feasibility

2.1 Rationale of the project

With reference to the Guide on Life Planning Education and Career Guidance (Career Guidance Section, 2014), **strengthening the connection between Life Planning Education and the school curriculum** is of paramount importance, so as to help students enhance self-understanding and make informed decisions regarding future study and career options. Instead of providing basic career information, schools have been encouraged to revamp their current guidance practices and develop a more comprehensive approach to address students' developmental needs at different life stages. Apart from helping students discover their career/academic aspirations and develop positive attitudes, schools should seek to integrate students' career aspirations into life-long learning.

This project aims to **bridge the gap between academic studies and life planning through the development of a school-based English language curriculum.**

Objective 1: Developing a school-based life planning English language curriculum

Based on our experience, we found that students in our school often [REDACTED]. In developing our school-based curriculum, we employed various strategies to cater for diverse learning needs and incorporate elements of career-related education and authentic learning activities so as to create a meaningful learning experience. We believe that with stronger ties between academic studies and the real world, students will be more motivated to learn. Therefore, we plan to **draw connection between language learning, students' interests**, such as graphic design and cooking, as well as **life planning** through the new curriculum. Opportunities will be given for students to design their own products and present them using English in an open platform. It is hoped that through career exploration, students will identify their personal strengths and career aspirations, which will in turn enhance their learning motivation.

Objective 2: Fostering 21st century skills through experiential learning

To face a globally competitive work environment, schools must align the learning environment with the knowledge and skills required in the world today. A set of 21st century skills have been outlined to help students succeed in life and work (Johnson, 2009). Four components of the framework are *Core subjects and 21st century themes, Learning and innovation skills, Information, media, and technology skills, and Life and career skills*. This project seeks to help students **develop learning and innovation skills**, such as creativity and problem solving, and **life and career skills**, such as initiative and collaboration through experiential learning activities. Students will have the opportunities to **interact with our partners from different industries and learn directly from their experience** through activities such as cooking workshops, interviews and product presentation. In this way, language learning and life planning are intertwined into a cohesive and holistic learning experience.

2.2 Readiness for project implementation

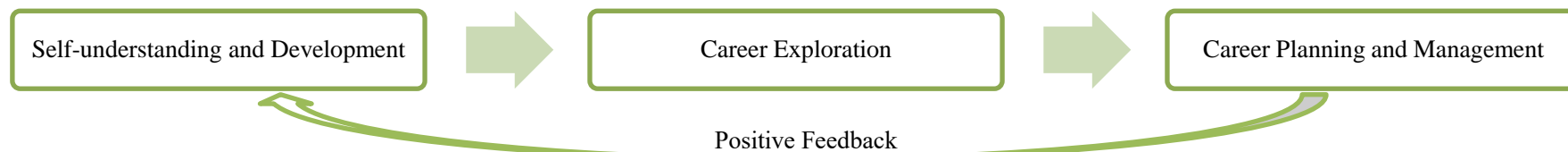
Professional network and facilities

The College offers a dual-route curriculum, including the HKDSE curriculum and school-based **Vocational Education Training Programme** which has been accredited by the HKCAAVQ. Experience in running the diploma programme allows us to develop **close connection with our industry partners**, who offer intensive internship programme for our students every year. In addition, the school is equipped with a variety of facilities, such as practical kitchen, training restaurant, and design & applied technology room, which would serve as valuable resources in organizing life-wide learning activities, such as recipe design and food preparation.

Experience in curriculum development

In the last few years, the English department has been developing its school-based English language curriculum with support from the Language Learning Support Section. Team members, who embrace a culture of professional exchange, are equipped with **experience in collaborative curriculum development and lesson planning.**

2.3 Framework for the School-Based Life Planning English Language Curriculum



This section presents the framework for our school-based life planning English language curriculum developed in light of the Education Bureau’s (EDB) model for life planning education. According to the Career Guidance Section (2014), life planning education (LPE) at the schooling stage serves a pro-active and developmental role in “fostering students’ self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways,” through equipping students with “the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations.” In agreement with this delineation of life planning education at the schooling phase, we deem it pivotal to utilise the school’s competitive edges and resources in catering for our students’ diverse learning and developmental needs.

LPE Elements	Implementation Strategies	Corresponding Activities
1 Self-understanding and Development ☞ to understand one-self and the impact of external influences	In response to the expected learning goals of the first element, the team incorporates in the curriculum various multimodal activities which assist students in (1) better grasping personal achievements, qualities, abilities and career aspirations; and (2) exploring the existence of stereotypes about certain careers. Our school-based English curriculum provides students with opportunities to reflect on their personal qualities and career aspirations . Strategies adopted from secondary four to six include acquiring vocabulary of personal qualities, reading visual and written texts of different individuals’ life stories and of different careers, accompanied with reflective questions. The select texts for the curriculum also present typical misconceptions or behind-the-scene stories about the career in question. Through acquiring respective language skills, they are developing a habit of reflecting upon themselves in terms of personal growth and career choice. Besides, these strategies facilitate students’ process of exploring the existence of stereotypes about certain careers.	☞ Creating and presenting the recipes of local food for people ☞ Discussing texts the qualities of being a KOL ☞ Attending sharing sessions delivered by different guests on personalities and work ☞ Writing a short reflection upon potential paths to pursue as a career
2 Career Exploration ☞ to investigate options (opportunities and constraints) of learning and work	For the second element of life planning education, our English curriculum collaborates with our school-based career guidance programme (CGP) instructors as well as the school’s church and business network in order to offer experiential learning activities for our students. Students will have hands-on opportunities to create food, promotional videos, and graphic designs , with the guidance of experts in respective fields. Through utilising the school’s network to provide students with favourable experiences, the English language curriculum implements the second LPE element’s goals which are (1) to develop positive concepts, attitudes and values about career and work; (2) to develop the ability to explore things and seek guidance around; and (3) relate and integrate learning outcomes from career related experiences or work-based learning into exploration of study, training and work options.	☞ Attending local food cooking workshops ☞ Attending food recipe design workshops ☞ Promoting the local food in KOL-style via social media ☞ Designing packaging for the food made for the Open Day ☞ Attending sharing sessions

		given by guests from various fields on work experience
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<p>3 Career Planning and Management</p> <p>☞ to make decisions, formulate and act out plans to manage changes and transition in learning and work</p>	<p>Our curriculum answers the third element of life planning education through carrying out while- and post-activity feedbacks and reflections so as to assist students in (1) establishing learning or career goals/aspiration; (2) setting tentative occupational preference and related study/training targets; (3) understanding, selecting and applying decision making techniques; and (4) developing and mastering generic and employability skills that prepare them for transition to work. Through the aforementioned experiential learning activities, students will receive feedbacks and comments on their products from experts of different industries. Moreover, they are developing language skills, social and communication skills, technical skills (e.g. cooking, promotion, design, etc.) through these learning processes. With the help of teachers and experts, these experiences and reflections also equip them with better knowledge of deciding for themselves in terms of personal growth and career choices. Students will thus proceed to the life planning component in secondary six with informed confidence.</p>	<ul style="list-style-type: none"> ☞ Attending local food cooking workshops ☞ Asking the guests questions about career path during the sharing sessions ☞ Interviewing designers for their journey of being a graphic designer & feedback on their packaging design ☞ Writing recounts of the Open Day which will be published in the school magazine
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*As our students are from diverse backgrounds which might not share the same LPE experience in their previous schools, we hope to bridge their experiential and knowledge gaps by addressing both senior secondary LPE learning objectives and some of the junior secondary ones.

2.4 Implementation timeline

Implementation period	Project Modules
02/2022	-collect feedback on the pilot scheme conducted in the previous academic year -evaluate existing learning materials adopted for the pilot classes -recruit Teaching Assistant
02/2022 – 03/2022	-recruit Pastry Instructor -revise learning materials for Modules 1, 2 and 3
02/2022 – 04/2022	-collect students' interest in potential guest speaker for Module 4 -implement Modules 1, 2 and 3 -design learning materials for Module 4 -evaluate activities after the implementation of the respective activity -liaise with the potential guest speaker
04/2022	-implement Module 4 -design learning materials for Module 5 -evaluate Module 4 after the implementation
05/2022-06/2022	-prepare students for Module 5 -implement Module 5 -evaluate Module 5 after the implementation -collect data and feedbacks on the project
08/2022 – 09/2022	-evaluate the overall project for future enhancement

2.5 Principal's and teachers' involvement and their roles

Role of the Principal:

- To oversee the planning, implementation and evaluation of the project
- To participate in meetings and monitor the effectiveness of the project

Role of the project coordinator:

- To manage the implementation of the project and arrange meetings with representatives
- To lead curriculum development and offer support to teachers
- To meet with industry partners in organizing activities

Role of the English teachers:

- To implement the project modules based on the timeline
- To design learning materials
- To observe students' performance and review the project effectiveness

Role of the teaching assistant:

- To coordinate and assist in learning activities
- To keep record of activities and meetings
- To develop an online platform for learning resources

2.6 Budget

Total Grant Sought: HK\$122,600

Budget Categories*	Breakdown for the budget items		Justifications
	Item	Amount (HK\$)	
A) Staff	Teaching Assistant	\$13,000 x 1.05 (MPF included) x 8 months = \$109,200	Qualification: -University graduates with teacher training (e.g. PGDE) are preferred Experience: -Basic knowledge in computer skills Duties: -assisting in liaising between the school and service providers -assisting in preparing learning materials -handling administrative duties and clerical work
B) Service	Guest speaker	about \$500/hour x 2 hours = \$1,000	Experience: -Speakers with experience in starting up and running own businesses are preferred
	Pastry instructor	\$400/hour x 6 hours = \$2,400	Qualification and experience: -Instructors with previous culinary and teaching experience are preferred
C) General expenses	Audit	\$5,000	
	Ingredients	\$2,500	Ingredients for cooking workshops
	Printing	\$2,500	
Total Grant Sought (HK\$):		\$122,600	

2.7 Expected Project Outcomes

(A) Deliverables

- Learning and teaching materials
- Strengthen teachers' professional capacity in curriculum design

(B) Evaluation

Evaluation methods	Success Criteria
- Questionnaires	- 70% or above students agree that the learning materials and activities are effective in enhancing their learning motivation and raising their awareness on life planning.
- Lesson observation -Teacher feedback	- Teachers are able to raise questions regarding life-planning while delivering the lessons. - Teachers' feedback shows that the collaborative planning sessions are constructive and contribute to the culture of professional development, especially in integrating life-planning elements in the lessons.

Report Submission Schedule

The school commits to submitting proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
(Should be submitted via the “Electronic Project Management System” (EPMS))		(Hard copy together with supporting documents should be submitted to the QEF Secretariat by mail or in person)	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Final Report 01/02/2022 - 30/09/2022	31/12/2022	Final Financial Report 01/02/2022 - 30/09/2022	31/12/2022

Remarks

- In order to ensure the openness, fairness and competitiveness of the procurement of services, our school will conduct quotation/tendering in accordance with the QEF General Guidelines on Staff Administration and Procurement Matter to select the service provider(s).
- If the services to be procured by the our school involve the appointment of external staff/tutors, our school will make appropriate arrangements in accordance with the requirements as promulgated in circulars, instructions and guidelines issued by the Education Bureau from time to time, including relevant recommendations in Education Bureau Circular No. 7/2021 on Sexual Conviction Record Check Scheme, to safeguard the well-being of students.

Appendix: Details of project modules

Modules	Elective subjects and knowledge	Expected learning outcomes Language skills and knowledge	No. of Sessions and Durations	Resources
<p>1. Exploring Local Street Food Culture</p> <p>a. Exploring local food and its culture through multimodal texts</p> <p>b. Recommending a local food of their own choice</p>	<p>Subjects: - Tourism and Hospitality Studies</p> <p>Knowledge - History and cultural meaning of local food</p>	<p>21st century skills:</p> <ul style="list-style-type: none"> - Communication - Social skills <p>Reading:</p> <ul style="list-style-type: none"> - Working out the meaning of unfamiliar words and phrases using context clues - Understanding articles on history and symbolic meanings of local food <p>Listening:</p> <ul style="list-style-type: none"> - Watching [REDACTED] videos on tourists trying local food <p>Writing:</p> <ul style="list-style-type: none"> - Giving recommendation of a local food <p>Speaking:</p> <ul style="list-style-type: none"> - Presenting personal ideas and information based on a model <p>Vocabulary:</p> <ul style="list-style-type: none"> - Positions in the food industry 	<p>6-8 lessons (40 mins each)</p>	<p>Staff involved:</p> <ul style="list-style-type: none"> - English teachers <ul style="list-style-type: none"> • conducting lessons • designing learning materials - Teaching assistant <ul style="list-style-type: none"> • coordinating learning materials on the online platform - Tourism and Hospitality Studies teachers <ul style="list-style-type: none"> • providing materials on specific subject knowledge

Activities	Elective subjects and knowledge	Expected learning outcomes Language skills and knowledge	No. of Sessions and Durations	Resources
<p>2. Making local food</p> <p>a. Attending a local food cooking workshop (one workshop for each class)</p> <p>b. Attending food recipe design workshops (for those who are interested in designing an original recipe and especially for those studying Tourism and Hospitality)</p>	<p>Subjects: - Tourism and Hospitality Studies</p> <p>Knowledge: - Operations of the catering industry</p>	<p>21st century skills:</p> <ul style="list-style-type: none"> - Creativity - Productivity - Collaboration <p>Reading:</p> <ul style="list-style-type: none"> - Understanding procedural texts by locating specific information and sequence words <p>Listening:</p> <ul style="list-style-type: none"> - Watching [REDACTED] videos on preparing food step by step <p>Writing:</p> <ul style="list-style-type: none"> - Creating recipes of local food with a twist for specific people (e.g. healthy ingredients) <p>Speaking:</p> <ul style="list-style-type: none"> - Presenting the food made <p>Vocabulary:</p> <ul style="list-style-type: none"> - Utensils, ingredients, cooking verbs, etc. <p>Language and grammar items:</p> <ul style="list-style-type: none"> - Imperatives - Sequence words 	<p>8-10 lessons (40 mins each)</p>	<p>Staff involved:</p> <ul style="list-style-type: none"> - Pastry instructor <ul style="list-style-type: none"> • demonstrating cooking procedures • guiding students in completing the target dish - Tourism and Hospitality Studies teachers <ul style="list-style-type: none"> • providing relevant subject knowledge and ideas regarding local food - English teachers <ul style="list-style-type: none"> • complementing the cooking lessons with English input - Teaching assistant <ul style="list-style-type: none"> • coordinating the implementation of Activity • assisting students during the lessons • documenting students' learning moments in photographic or other appropriate forms <p>School facilities:</p> <ul style="list-style-type: none"> - Practical kitchen

Activities	Elective subjects and knowledge	Expected learning outcomes Language skills and knowledge	No. of Sessions and Durations	Resources
<p>3. Promoting local food</p> <p>a. Promoting local food in KOL-style through videos, posts, etc., and giving feedback on each other's work</p> <p>b. Designing packaging for food made for the Sharing Session (only for those who are interested and especially for those studying Visual Arts)</p>	<p>Subjects:</p> <ul style="list-style-type: none"> - Tourism and Hospitality Studies - Visual Arts - BAFS <p>Knowledge:</p> <ul style="list-style-type: none"> - Tourism - Marketing - Graphic design 	<p>21st century skills:</p> <ul style="list-style-type: none"> - Creativity - Social skills - Media & Technology literacy - Collaboration <p>Reading:</p> <ul style="list-style-type: none"> - Understanding articles explaining the pros and cons of being a KOL - Consolidating reading skills learnt previously <p>Listening:</p> <ul style="list-style-type: none"> - Watching videos of KOLs promoting food - Watching examples of good promotional videos <p>Writing:</p> <ul style="list-style-type: none"> - Writing captions in KOL manners <p>Speaking:</p> <ul style="list-style-type: none"> - Presentation skills - Persuasive techniques 	<p>5-6 lessons (40 mins each)</p>	<p>Staff involved:</p> <ul style="list-style-type: none"> - Tourism and Hospitality Studies teachers <ul style="list-style-type: none"> • providing subject knowledge and ideas about tourism - Visual Arts teachers <ul style="list-style-type: none"> • guiding students in carrying out the design process - BAFS teachers <ul style="list-style-type: none"> • providing subject knowledge of effective persuasion and marketing - English teachers <ul style="list-style-type: none"> • conducting lessons • complementing the learning process with English input • designing learning materials - Teaching assistant <ul style="list-style-type: none"> • liaising with teachers of subjects other than English • coordinating learning materials on the online platform • documenting students' learning moments in appropriate forms <p>School facilities:</p> <ul style="list-style-type: none"> - Design and applied technology room

Activities	Elective subjects and knowledge	Expected learning outcomes Language skills and knowledge	No. of Sessions and Durations	Resources
<p>4. Interacting with experts</p> <p>a. Attending talks given by local chefs, graphic designers, tour guides, or KOLs in school assemblies</p> <p>b. Listening to speakers' sharing of their own career path</p> <p>c. Playing [REDACTED] games which test knowledge of the speakers and other relevant information at the beginning of the assemblies</p> <p>d. Interviewing graphic designers for: 1) their journey of being a graphic designer; 2) feedback on their packaging design</p>	<p>Subject: - Visual Arts</p> <p>Knowledge: - Graphic design - Product packaging</p>	<p>21st century skills:</p> <ul style="list-style-type: none"> - Communication - Critical thinking - Initiative <p>Reading:</p> <ul style="list-style-type: none"> - Understanding more about the industry of the guest speaker (preferably about the guest speaker as well) through articles on ups and downs of careers such as local chefs, designers, tour guides, or KOLs <p>Listening:</p> <ul style="list-style-type: none"> - Watching [REDACTED] videos of internationally famous chefs such as [REDACTED] on their road to stardom <p>Writing:</p> <ul style="list-style-type: none"> - Reflections on what career path to take <p>Speaking:</p> <ul style="list-style-type: none"> - Interview techniques 	<p>8-10 lessons (40 mins each)</p>	<p>Staff involved:</p> <ul style="list-style-type: none"> - Guest speaker (e.g. local chefs/ graphic designers/ KOLs) <ul style="list-style-type: none"> • delivering speech/personal stories on career-related topics • interacting with students - Career teachers <ul style="list-style-type: none"> • assisting in marshalling questions suitable for life-planning purposes - Visual Arts teachers <ul style="list-style-type: none"> • assisting students in presenting their design work to the speaker for feedbacks - English teachers <ul style="list-style-type: none"> • conducting lessons • complementing activities with relevant English input - Teaching assistant <ul style="list-style-type: none"> • coordinating the talk session by guest speaker • liaising with teachers of other subjects <p>School facilities:</p> <ul style="list-style-type: none"> - School Hall

Activities	Elective subjects and knowledge	Expected learning outcomes Language skills and knowledge	No. of Sessions and Durations	Resources
<p>5. Making and promoting local food on the Sharing Session</p> <p>a. Making the local food and serving it to visitors</p> <p>b. Promoting the local food</p> <p>c. Setting up the booths</p>	<p>Subject:</p> <ul style="list-style-type: none"> - Tourism and Hospitality Studies - Visual Arts - BAFS <p>Knowledge:</p> <ul style="list-style-type: none"> - Catering - Graphic design - Marketing 	<p>21st century skills:</p> <ul style="list-style-type: none"> - Leadership and Collaboration - Communication - Social skills - Productivity <p>Writing:</p> <ul style="list-style-type: none"> - Recounts of the Sharing Session to be published in the school magazine <p>Speaking:</p> <ul style="list-style-type: none"> - Presentation skills - Persuasive techniques 	<p>Language Preparation: 3-4 lessons (40 mins each)</p> <p>Material preparation: 2 days</p> <p>Sharing Session 1 day</p>	<p>Staff involved:</p> <ul style="list-style-type: none"> - Tourism and Hospitality Studies teachers <ul style="list-style-type: none"> • providing feedback on the preparatory process - BAFS teachers <ul style="list-style-type: none"> • providing feedback on the preparatory process - Visual Arts teachers <ul style="list-style-type: none"> • providing feedback on the preparatory process - English teachers <ul style="list-style-type: none"> • conducting lessons • guiding students through the preparatory process - Teaching assistant <ul style="list-style-type: none"> • coordinating the implementation of the activity <p>School facilities:</p> <ul style="list-style-type: none"> - Practical kitchen - Design and applied technology room - School Hall