1. Goal and Objectives

Goals:

Based on the project[1] CEO 1.0 we have completed under QEF support, CEO 2.0 aims to strengthen learners' understanding of the Catholic Education 5 Core Values (Family, Truth, Love, Life and Justice), which serve as the foundation and guiding principles of the Catholic Diocese through values-based English reading with IT tools and resources support. CEO 2.0 will also develop EDB's 3 new values ("law-abidingness", "empathy" and "diligence"[2]).

CEO 2.0 Design Overview

➤ *Deeper*
Deepen understanding of the 5 Catholic Core Values and develop EDB's 3 new positive values[3] and from extensive to intensive reading

➤ *Further*
Reach further, from previously Primary 1-3 (15 schools) in CEO 1.0 to Primary 1-6 (40 schools) in CEO 2.0

➤ *Higher*
Expose learners to more language arts, creativity, and wider context of 5 Catholic Core Values through intensive reading and various new learning pedagogies

Objectives:

i. To extend learners' understanding of the 5 Catholic Core Values with more schools, and introduce EDB's 3 new values ("law-abidingness", "empathy" and "diligence") through:
- developing curriculum framework and extensive reading (KS1) & intensive reading resources (KS2) with reference to EDB's Curriculum Guide in Values Education and English Language Education (KS1 and KS2);
- developing 10 new units for KS1 to cover EDB's 3 new values and 90 sets of resources and varied learning activities to explore these values in depth through intensive reading for KS2.

ii. To develop learners' reading, speaking, critical thinking, creativity, collaborative skills and language appreciation through creative illustrations and captions;

The project aims to develop primary students' English reading skills through curriculum integration and intensive reading. Departing from Phase 1's focus on "Reading to Learn" through wide exposure to texts, applying arts-based literacy pedagogy (Pre-Texts), Phase 2 promotes a deeper reading of the texts to strengthen Primary 4-6 students' ability to interpret the reading materials through language arts, including music and drama. Students will read for understanding, read for detail, and analyse characters.

iii. To develop a value-based resources bank (Teaching and Learning Resources (TLR), assessment tools) & platform to support teaching and learning.

iv. To build a Professional Development Network (PDN) through Teacher Training (TT), collaboration, and curriculum and resources co-planning and implementation to foster teachers' capacity building.

2. Curriculum Structure and Implementation Design

- **Design and Structure: 5 Modules with Progressive Understanding of 5 Core Values (Appendix A)**
  5 Catholic Core Values, 10 Priority values and attitudes and English Language (KLA) will be integrated into our curriculum framework. Please refer to the drafted outline (Appendix A) which is the basis of project development.

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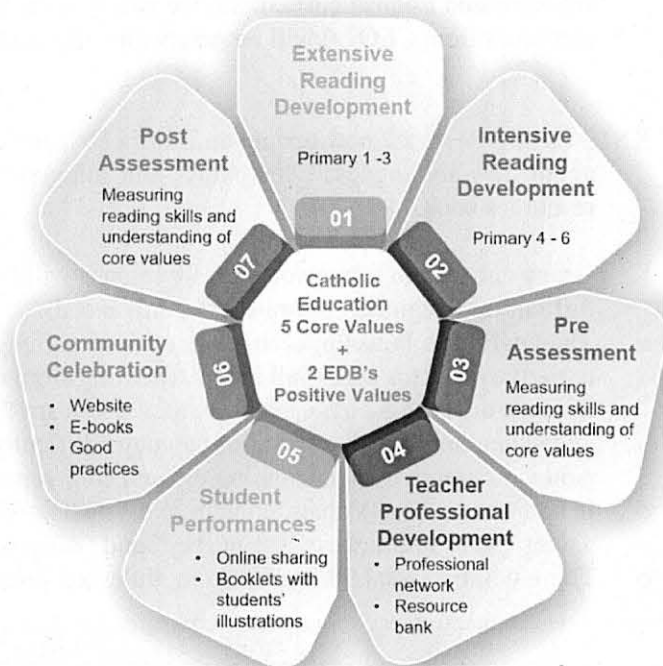
[1] We received funding support from QEF for the 1st project. We named it as CEO 1.0. C refers to Core values, E refers to English, e-learning and Education and O is a symbol of Striding towards perfection.

[2] Values Education Curriculum Framework (Pilot Version)(2021) https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html

[3] https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html

Appendix A also shows how the linkage between the reading texts to be developed and (i) English curriculum, (ii) the subjects of Visual arts and Music. To ensure individual school can integrate the resources developed to their school-based English curriculum, we will base on EDB's curriculum guide to develop the framework so that resources from CEO2.0 will be practically aligned to school's base curriculum.

KS1 –To align with the new update on EDB's Values Education, enhanced curriculum framework and 10 new units about "law-abidingness", "empathy" and "diligence" will be developed and attached to the current courseware and resources bank.

KS2 – new curriculum framework and 90 lessons will be tailored for P4-6; each module comprises three levels of difficulties (Beginner, Intermediate, Advanced).

o There will be 6 books in each level, each containing one story that can be read alone or as part of an overarching narrative that runs across all books. Drawing from the meanings of each Core Value as outlined by the Catholic Diocese of Hong Kong, each book focuses on specific aspects of the Core Value. The depth of conceptual understanding as well as level of language difficulty gradually increases from Book 1 to 6, enabling students to gain a progressive understanding of each core value while developing English skills. (Appendix B)

o In addition to Core Values, content in each book will be sprinkled with ideas related to the EDB's 3 new positive values ("law-abidingness", "empathy" and "diligence").

o There will be a total 90 lessons (5 modules x 3 levels x 6 books) as a complete set:

Level	Family	Life	Truth	Justice	Love
Beginner	6 ebooks	6 ebooks	6 ebooks	6 ebooks	6 ebooks
	Printed Books	Printed Books	Printed Books	Printed Books	Printed Books
Intermediate	6 ebooks	6 ebooks	6 ebooks	6 ebooks	6 ebooks
Advanced	6 ebooks	6 ebooks	6 ebooks	6 ebooks	6 ebooks

o Teachers can select the module(s) flexibly for classroom teaching or intensive reading under different school-based approaches. Print copies for Beginner level (considering the most possible placement for most of the schools' P4 to P6) will be provided to schools.

- **Curriculum Design and Resource Development**
a. To develop pupils' English reading skills, the language focus of the lessons will align with the language forms, communicative functions and language development strategies suggested by the CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6) 2017 and the CDC English Language Curriculum Guide (Primary 1-6) 2004. With teaching for understanding as the focus, the TLR will include guiding questions that lead students to read stories beyond the literal level and think more deeply about the messages conveyed in the stories.
b. **Text Types**
The materials will cover various text types, including stories, letters, diaries, cards, songs, poems, anecdotes, etc., and different subjects, e.g., English, Religious Studies, Moral Education, History, Music, and Arts.
c. **Question types** will be varied, ranging from reference questions that assess a basic level of understanding (e.g. 'What did the character lie about?'), to inferential questions (e.g. 'Why did the character decide to tell the truth?') that require higher order thinking and critical understanding.
d. **Multimodal materials**
To respond to the needs and interests of students, multimodal materials will be developed for classroom teaching or students' self-learning. For instance, an online music library will be built to host audio materials like songs to supplement and enhance teaching and learning activities.
e. **Strengthening English speaking skills**
Narration by native speaker will be provided and a voice recording function will be developed for students to read texts aloud and listen to their own speech. This helps develop their speaking skills, fluency[4], and build their confidence in English speaking through constant and unlimited practices. The recorded audios also enable them to share their work with parents or teachers, or self-correct mispronunciations.
f. **Improving retention, reading effectiveness through read aloud and voice recording**

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[4] Among the studies reviewed by Aoki (2014), some found that having students record their own speech helped them improve their speaking ability, noting that self-reflection of recordings promoted greater self-awareness of their oral output and pronunciation.

Another benefit of voice recordings is that it boosts retention of vocabulary and pronunciation of students, Through listening to and assessing their own oral production, speaking activities are no longer restricted to class time or with a teacher's presence.

- **Cater for learning diversity by providing a variety of production activities for diverse learning styles**
  Typically, learning output is assessed through writing and speaking activities. While these activities allow students to practice and develop essential skills, they may limit the means of expressions for students with other learning styles, like visual-spatial students. In the practice stage of class, teachers may evaluate students' understanding through reading comprehension questions. In addition to these word-based activities, which mainly cater for verbal-linguistic students, we will accommodate diverse students by having them produce drawings and captions to demonstrate their understanding. Through the new concepts of arts-based literacy "Pre-Texts" and the Teaching for Understanding framework, we will provide learners with more interesting paths to learn and for understanding.
- **Teaching and Learning Pedagogies** will be introduced, including the arts-based Literacy approach, Teaching for Understanding, Progressive Understanding of Values, diversified assessment strategies and e-learning. Those pedagogies will be applied for curriculum design, professional development and resources to be developed.
- **Resource Bank** will be developed, providing Teacher's Resources (Curriculum, PowerPoints, Worksheets, Teacher's Guide for classroom teaching, Assessment tools, images, or a range of songs (music library), Good Practice, Professional Development Video and Resources for teaching and learning activities, videos with values-based stories for students' self-learning.
- **Reflection Journal** will be prepared in a printable copy for schools to print on demand. Students can reflect on and interpret their understanding through writing journal entries.
- **Fostering parent-child relationships**
  As the e-learning platform can be accessed from home, parents can support their children's self-learning in person, fostering parent-child relationships. Meanwhile, parental involvement in children's growth echoes and models the ideas embedded in the Core Value of "Family", such as how an intact family favours the upbringing of children.

3. **Needs Assessment**

3.1 **Nurturing the five Core Values of Catholic Education at Key Stage 1 and 2**
   EDB has identified the cultivation of positive values and attitudes as a key learning goal of primary education. Values education, in addition to language skills or subject knowledge, enables students to accept and respond to challenges they encounter in study and life in an adaptive manner. The implementation of values education can be strengthened if it is incorporated effectively and seamlessly into the learning of generic skills and knowledge in KLAs.
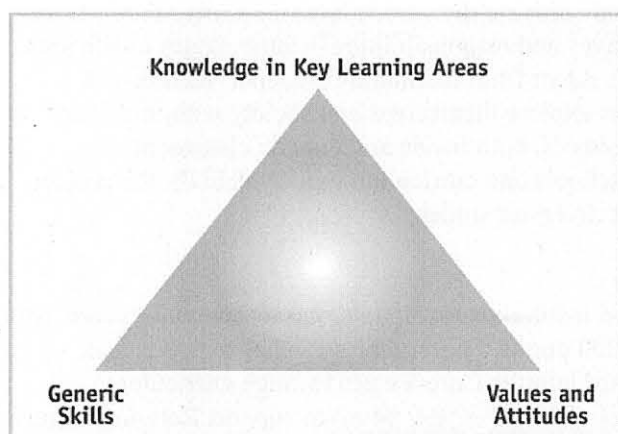
Following the overarching approach adopted in Phase 1, e-learning materials, print books and teaching resources will be developed. The stories from these learning materials will help students relate to their own daily lives, and inspire them to put their knowledge into practice. English reading skills will also be enhanced through intensive reading activities.

Feedback from Phase 1 surveys revealed that teachers approved of the multimedia resources provided on the e-learning platform and understood the design, format and implementation of the project well. Building on the effectiveness and positive feedback from Phase 1, we plan to extend the target group to P4-6 students in Phase 2, as KS2 has also been recognised as an important period to cultivate important values in students.

3.2 **Incorporating / Aligning the values "law-abidingness", "empathy" and "diligence" at Key Stage 2[5]**
   EDB announced 2 new values, "law-abidingness" and "empathy" in December 2020 and "diligence" in 2021 to be the priority values and attitudes in all primary and secondary schools. "Law-abidingness" refers to the fulfilment of basic social responsibility as citizens and acting righteously for the benefits of the community, while "empathy" enables students to put themselves in others' shoes and respect differences in promoting harmony in society. Last month another new value "diligence" was introduced to nurture students' persistent effort and quality of working. These 3 positive values enrich the existing values education curriculum and connect closely with our 5 Core Values emphasised in Catholic education. For instance, empathy enables one to respect alternative views, and practice the

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5 The School Curriculum Framework (updated November 2021), https://www.edb.gov.hk/en/curriculum-development/renewal/framework.html

virtues of Love and Justice. Understanding and recognising the significance of law-abidingness also facilitates the understanding of Justice and Truth.

3.3 Strengthening values development from extensive reading to intensive reading

While CEO 1.0 Project aimed to encourage extensive reading by providing 300 lessons with one short story each, CEO 2.0 Project intends to promote intensive reading by guiding students to interpret and analyse texts in detail. This also means students will grow from having a basic to deeper understanding of the embedded values. To better support this, we will introduce an arts-based literacy pedagogy, "Pre-Texts", and the Teaching for Understanding framework. As opposed to reading for gist, intensive reading prompts students to read for detail. Sample activities include skimming a text to locate specific information, analysing characters' motives, or making inferences about tones and attitudes. Based on their interpretations of the stories, students will also produce a relevant illustration and caption in their Reflection Journal to demonstrate their understanding. More resources supporting Teaching for Understanding and arts-based literacy development will be designed and developed.

3.4 Cater for learning diversity through a variety of production activities for diverse learning styles

Production activities or assessment are often arranged at the last stage of a class to evaluate students' learning. Typically, learning output is assessed through writing and speaking activities. While these activities allow students to practice and develop essential skills, they may limit the means of expressions for students with other learning styles, like visual-spatial students. Therefore, there is a need to shift the common practice to something more learner-centric and diverse for assessment. CEO 2.0 will provide more interpersonal interaction and let students learn collaboratively and cooperatively through the new concepts of arts-based literacy "Pre-Texts" and the Teaching for Understanding framework. Resources including e-books, read aloud functions and multimodal contexts with multi-level resources can better cater the learning needs of our schools and students.

3.5 Providing a values-based resource bank to support integration into school-based curriculum and practices

Given the varied curriculum design in different schools, a resource bank with a wealth of multimedia resources will allow schools to plan lessons that align with their school-based curriculum and existing practices. The materials may be integrated into a range of subject areas, from languages to arts-based subjects. With the skills and experience to be developed under this project, , we believe our educators will be able to apply the resources and enrich it for adoption for future years.

4. Applicant's Capability

4.1 Schools' missions and project goals

The Catholic Diocese of Hong Kong has the mission to instil and cultivate the core values of Family, Truth, Love, Life and Justice in young people, preparing them for the challenges and responsibilities in latter stages of life and enabling them to contribute to the well-being of the community. Apart from facilitating students' intellectual development, schools serve as a supportive place where students explore themselves and society with important moral virtues and positive values that educators seek to plant seeds of, both inside and outside classrooms.
As CEO 2.0's goals align closely with the mission of Catholic schools and curriculum guides of EDB, the project will very likely meet the needs of participating Catholic schools and their students.

4.2 Experience on developing educational project/ programmes

The Catholic Diocese of Hong Kong has been running education institutions in Hong Kong for over 170 years, with 252 Catholic schools and kindergartens catering for about 150,000 pupils. Our organisation has experience in developing resources to support our primary schools in nurturing Catholic Core Values through curriculum development and publication of books (宗教倫理科《星光系列 - 踏上星光途》課本) to support Religious Studies and Ethics for our affiliated schools. Meanwhile, we also regularly organised professional development workshops for our schools to support the professional development of educators to pass on our Catholic Core Values through education.

4.3 Professional Leadership and Collaboration

Our Steering Committee members are passionate, experienced, and dedicated educators who demonstrate strong leadership to lead and navigate through the planning, design, development, and implementation to align to our 5 catholic core values. CEO 1.0 was launched right before the pandemic period and our Steering Committee responded timely to the school' suspension and led the project to go through the uncertainty. Our principals also took up the task of co-planning and developing the Curriculum Framework and progressive understanding of values-based reading texts. This unique skill and experience has allowed us to secure the reading resources needed to meet the requirements of the English Language and the 5 Core Values. With the determination and passion for upholding our Core Values, we can overcome any difficulties that may arise.

4.4 Experience from CEO 1.0 and educational projects of similar nature

Curriculum design (15 participating schools)

Our project team and consultants collaboratively developed the comprehensive Curriculum framework with Scope and Sequence and over 300 units of reading texts that cater to students' needs, carefully considering how each unit focuses on the selected Core Values and positive values, target vocabulary and language functions. We also guided and supported 15 schools to develop different implementation models according to their needs. Some schools shared their good practices in rolling out the project effectively, which was reflected in students' high usage rate. Schools shared the successful integration of materials into their school-based Reading Curriculum or Primary Literacy Programme-Reading lessons. The online reading materials have also been flexibly assigned as homework or used for self-directed learning at home during class suspension.

5. Target and Expected Number of Beneficiaries

This project will serve 25 Catholic schools in the 1st year and extend to P1-6 pupils of 40 schools in the 2nd year. The developed resources will be shared among teachers for teaching different levels, either through incorporation into respective school-based curricula, or for afternoon co-curricular learning sessions. This project's beneficiaries include:
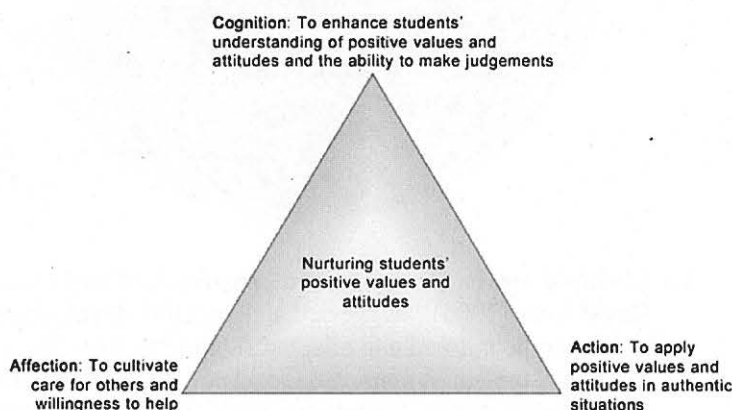
Beneficiaries	Project Period	Schools (KS1)	Schools (KS2)	Total (Schools)	Pupils	Parents	Teachers	Total Beneficiaries
Direct	Stage I (1st Yr)	20	5	25	6,500	6,500	250	13,250
	Stage II (2nd Yr)	25	15	40	9,000	9,000	400	18,400
Indirect			50	50			100	100
Assumption	KS1 ~300 students/school KS2 ~100 students/school			115	15,500	15,500	750	31,750

Remark: KS1 extensive reading resources are relatively easy to adopt and integrate into different school-based strategies, while KS2 intensive reading resources will require high commitment of resources and allocation of time. Therefore, we will assume 1 form to have approximately 100 students per each KS2 participating school.

6. Conceptual Framework

6.1 Integrating values education into language learning

Values and attitudes can be effectively developed through learning activities[6]. Values are explicit or implicit belief systems that students develop, which guide their conduct and decision-making, while attitudes are personal dispositions towards particular issues. A variety of learning experiences in KLAs, moral and civic education, life-wide learning, etc. can strengthen values education through: (i) deepening students' understanding of positive values and attitudes (cognitive); (ii) nurturing their empathy and positive attitudes towards life (affective); and (iii) promoting learning-by-doing in authentic situations (behavioural).

Cognition: To enhance students' understanding of positive values and attitudes and the ability to make judgements

Nurturing students' positive values and attitudes

Affection: To cultivate care for others and willingness to help

Action: To apply positive values and attitudes in authentic situations

Collins (1980)[7] concludes that English reading comprehension education should place emphasis on process instead of the end product, stressing on pupils' process of constructing their own interpretations of texts instead of just memorising or knowing the final interpretation itself. Our shared vision is 'Educating Today and Tomorrow: A Renewing Passion'. We hope to provide a wealth of opportunities to young people to grow and develop their abilities, with a balanced focus on cognitive, affective, social, professional, ethical and spiritual development.

6.2 Teaching for understanding

Teaching for Understanding[8] is a framework developed by Project Zero, Harvard Graduate School of Education that places the focus of teaching on understanding, and not merely on imparting knowledge. To understand a subject or concept entails the ability to explain, gather evidence and examples, apply and represent the topic in an alternative way (Perkins & Blythe, 1994; Perkins, 1998)[9]. Understanding thus requires more than the processing of information,

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[6] English Language Education-Key Learning Area Curriculum Guide, The Education Bureau, 2017

[7] Collins, Allan. (1980), *Teaching the process of reading comprehension.* Massachusetts: University of Illinois at Urbana-Champaign.

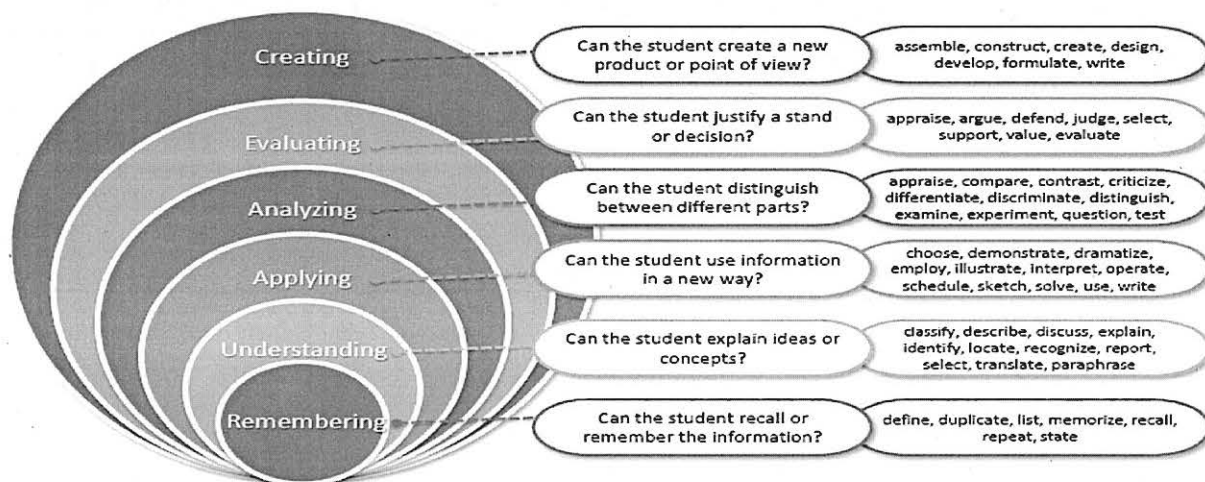[8] http://www.pz.harvard.edu/projects/teaching-for-understanding

[9] Perkins, D. & Blythe, T. (1994). Putting Understanding Up Front. *Educational Leadership.* Alexandria, VA: Association of Supervision and Curriculum Development; Perkins, D. (1998). "What is Understanding?" in *Teaching for Understanding: Linking Research with Practice,* ed. M.S. Wiske. San Francisco: Jossey-Bass.

as one has to think about the subject matters examined, and being informed by this knowledge, act flexibly in relevant contexts. Applying this pedagogical approach into our lesson design, our books cover both the aspects of cognition and application. Students will be able to develop an understanding of the Core Values and positive values not only through knowing their simple definitions. They will also see how these Core Values are lived through by the story characters who share similar, relevant struggles as our children, and find ways to overcome them. Resources, including classroom group-based activities, reflection questions, and assessment tasks, will be developed to check students' understanding of the core and positive values.

6.3 An arts-based literacy pedagogy – Pre-Texts

Developed by the Cultural Agents Initiative at Harvard University, Pre-Texts[10] is a pedagogy that empowers students to engage with texts and actively interpret the texts through artmaking of varied forms (e.g., visual, literary, performance, etc.). As opposed to reading comprehension exercises that favour students with verbal-linguistic learning styles, performances such as drama or singing can cater to diverse learning styles. Everyone can participate, turning learning into a fun, engaging, and stimulating experience.

The emphasis on the process of creating, rather than remembering, also marks a departure from the original, hierarchical version of Bloom's Taxonomy. Our approach flips Bloom's Taxonomy and brings the focus back to productive activities like creation, inviting students to interpret stories and respond to guiding questions through creating new products like drawings or charts. This approach also aligns with our learner-centric design, as students adopt active roles as producers, publishers, audiences and peer assessors. Performances, and other forms of art like illustrations and music, promote active learning, aesthetic expression and ownership. At the same time, English skills are improved through learning processes such as assessing final performances and writing captions.

Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

6.4 Multiple means of engagement, expression, and assessment to cater for learner diversity

David Ross (2006)[11] suggested a curriculum development framework – Universal Design for Learning, a curriculum – that can be tailored and adapted flexibly to cater for diverse learning needs. The heavy reliance on paper-based materials, typical in many local classrooms, may not effectively address the needs of students with diverse abilities and learning styles. Capitalising on the flexibility enabled by technology, digital and multimedia resources are tools that allow students to access and digest the materials in varied ways.

As such, students' learning, including the values-related concepts as well as English language skills, should not be evaluated with only a single type of assessment, be it a standardised test or a written answer. Instead, assessment can come in many forms, where students can demonstrate what they have learned in different ways, such as role plays, sketches, etc. In line with this pedagogy, we have designed learning activities that provide opportunities for diverse students to communicate and express their own ideas and opinions through writing, speaking, drawings, creating captions, etc.

7. Innovation

7.1 Pedagogical Change: From Language Learning to Values-based English Reading Resources and Assessment model

o   Our project team and consultants will work collaboratively to identify topics that are aligned with our English curriculum across all participating schools and develop values-based reading texts that foster a progressive understanding of our 5 Catholic Education Core Values. The reading texts and teaching resources developed will

[10] https://www.pre-texts.org/
[11] Ross, D., & Meyer, A. (2006). *A Practical Reader in Universal Design for Learning*. Harvard: Harvard Education Press.

be in a flexible structure so that our participating schools can pick easily and integrate them into their new school-based curriculum or projects based on their needs. This allows language learning to become a more meaningful and flexible way of learning.

o Electronic assessment tools including toolkits and resources in assessing pupils' understanding of the values and language skills will be developed. We can easily and timely collect students' data to review for each book. Students' language skills can be measured and analysed automatically. At the same time, Pre- and Post-assessment for each level will also be developed to record students' progress in understanding the values and the language skills.

o New teaching and learning pedagogies (Pre-texts, teaching for understanding, diverse assessment models and integrating values into reading resources) are new to our schools and this will help us reach a higher level of teaching and learning.

7.2 Integrated approach to learning

o *Integrating English and values education*
We develop lesson content and learning activities that support students' language and values development as outlined in the English Language Education curriculum and EDB's ten priority values and attitudes, including the 3 newly added positive values "law abidingness", "empathy" and "diligence"[12]. To fit school-based practices, the books we produce will serve as comprehensive reading materials that target both language skills and values development. They can replace existing reading materials, or be added to existing materials for enhancement. Through varied text types embedded with vocabulary, grammar items and language structures, the books aim to develop students' English reading skills while strengthening values education.

o *Enabling effective and flexible implementation with e-learning support*
The integrated approach also addresses practical issues in implementation, especially with the limited class time. With a clear thematic focus that targets key values, our print books and e-books can be flexibly integrated into the class time of different subjects. Other than English, the reading materials can be used as supplementary resources or prompts in Music or Visual Arts lessons, as students can be guided to interpret the values-based stories through songs, music-making, or drawings. Through an integrated approach, schools do not need to allocate extra hours to cover the targeted skills and values separately in different lessons.
For students with lower ability, the availability of and easy access to a wealth of materials means they can learn at their own optimal pace. Alternatively, the materials can be used to support weaker students in remedial sessions.

o *Integrating English with language arts and arts-based learning*
Language arts items, including short stories, plays, poems and lyrics, will be included in lessons to expose students to a wider range of text types. As opposed to non-language arts text types such as articles, diary entries or letters, language-arts items enable students to appreciate the beauty of the English language through enjoyable learning materials. We also introduce an arts-based approach (Pre-Texts) to approach the understanding process so that students can build a stronger sense of ownership of learning, foster a deeper understanding of values through reading and more importantly, to cater for learning diversity.

7.3 Multimodal production activities to share and assess students' output

o *Print booklets with illustrations and captions*
Aligning with the learner-centred approach in the design of our learning materials and activities, we believe in celebrating and sharing student achievements. Students' creative production of illustrations and captions, which reflect their original, artistic interpretation of the reading materials, will be collected and published in booklets.

o *Voice recording and e-books production*
The platform is equipped with a voice recording function that allows students to read the text aloud as they complete the books online. Listening to their own delivery and pronunciation also allows a chance for self-correction and encourages students to take ownership of their learning. Besides developing speaking skills, these voice-overs will facilitate the production of school-based e-books for P1-3.

o *Performances*
Students are encouraged to demonstrate their understanding of the core and positive values through artistic expressions[13].

7.4 Professional Development Network (PDN) and Community Sharing

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[12] EBD's new values, announced November 2021, https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html

[13] During class time, students may participate in collaborative activities like drama or puppet theatre to engage with the reading materials through verbal communication and body language. More ideas will be developed in teachers' resource banks.

- o Online sharing sessions will be held on a regular basis, providing a platform for teachers to share resources and promote effective practices. An online mode allows flexibility, boosts participation, and makes such communities more sustainable as a source of support and inspiration to teachers.
- o Schools will be paired according to their school's need and strategies[14] to deploy the resources under this project. Participating schools with similar needs will be clustered to facilitate collaboration and sharing of their experiences.

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[14] For example, schools with greater learning diversity with focus to address the needs of less able learners may choose more foundational levels (stories) to work on. They can co-plan and share resources together. Schools with highly motivated students may focus more on creativity and discussion, and they can collaborate and share activities tailored for this group of students.

8. Implementation Plan - Duration: August 2022 – July 2024

Timeline	Objectives	Implementation Activities
Preparation Dec 21-Jul 22	• Form the project team • Align stakeholders' expectation	• Confirm meeting schedules, implementation and allocation of roles and responsibilities, tender and hiring • Allocation of roles and responsibilities and finalise implementation timeline and action • Develop teaching and learning materials, and evaluation measures
Stage I (Aug 2022 – Jul 2023)		

Aug 22 – Sep 22	• Confirm each school's implementation plan
	• Baseline data collection
	• Professional Development
	• Co-plan and develop Resources Bank, platform and toolkits
	• Implement at schools
		• Tender./ Hiring
		• Co-plan and develop resources with the support of the consultant(s)/publisher/technology partner-
		   ○ Curriculum Framework (Scope and Sequence; Values, Text Types, Language functions, etc.)
		   ○ KS1 new modules and new features and production, teaching resources
		   ○ KS2' print and e-books content and teaching resources
		   ○ Resource Bank (Posters, Music Library, assessment toolkit, platform new features, database, apps and website and etc.)
		• Conduct TT for KS1 (Nurturing Core Values through English reading; Teaching, Learning and Assessment on English Reading and Progressive Understanding of the 5 Catholic Core Values) and the 3 EDB's new values
		• Conduct TT for KS2 (Arts-based literacy pedagogy and Teaching for Understanding, Curriculum and Assessment design for Teaching Resources)

Oct 22 – May 23	• Gather feedback and support	• Support individual schools; curriculum integration and implementation plan for 20 KS1 and 5 KS2 participating schools • Implement the project with different strategies, including school-based curriculum integration, extended reading and intensive reading, parent seminars • baseline data collection, conduct pre-test and post-test for participating schools • Organise parent seminars, guided virtual tours for ebooks and new resources for students and teachers • On-going professional networking activities: co-planning and development, enhance printed books and ebooks
Jun-Jul 23	• Interim review and enhancement • Provide collaborative support to build a professional network	• Post-assessment and survey for involved teachers and pupils • Collect data from e-learning platform and schools • Review and enhancements of platform, teaching and learning materials, assessment rubrics and practices under different schools. Lesson observations and reflection meetings will be organised • Share project design, resources, platform, practices with affiliated schools and recruit new schools to join
Stage II (July 2023 – July 2024)		
Jul 23 – Aug 23	• Ongoing enhancement • Roll-out to new schools	• Disseminate the project to more affiliated schools, pair up new participating schools with mentor schools, TT, PD support • Resources development and enhancement • Evaluate pre- and post-assessment • Organise joint-school Teacher Seminar (sharing session), good practice sharing & parent seminars
Sep 23 – Apr 23	• New Launch to new school year	• Implement the platform, resources, assessment contents for 25 KS1 and 15 KS2 participating schools School-based curriculum integration/ planning and implementation for 40 schools • Finalisation of enhancement of resources, platform, deliverables and documentation • Disseminate project to stakeholders (via website, booklets and seminars).

Apr-Jul 24	• Evaluation • Dissemination	• Evaluation: Pre- and Post-assessment (platform usage, survey, reflection, lesson observation) and report writing • Organise Joint-school Teacher Seminar for educators, school administrators and parents. • Conduct case studies to collect feedback and prepare for sharing to more schools in the region • Document steps to extend the project to more primary schools of the Hong Kong Catholic Diocese

9. Teachers' & Principals' Involvement in the Project

Role	Members and Key Involvement
Supervisor	Mr Julian Yip, Assistant to the Episcopal Delegate for Education at the Catholic Education Office, will serve as supervisor and ensure the project will be developed aligning to our organization mission and to bring the expected deliverables and benefits to our primary schools.
Project Leader	Ms Chau Wing Sze, Principal St Peter's Catholic Primary School and Ms Cheung Chok Fong Jessie, Principal of St Patrick's School
	Serve as Project Leader to lead the project team and to meet project goals, timeline and all deliverables; liaise with QEF and related stakeholders
Core Project Team	5 Principals of participating schools KS1 and KS2 (To be determined at later stage) • The Core Project Team will regularly meet and monitor the project development, timeline and review schools' implementation situation. • Assist participating schools to work out solutions to overcome difficulties and lead the professional development network.
School's Project Coordinators	Each school will assign 1 school coordinator to interface with the Project Team and school's English teachers. They can be Vice-Principal / English Panel Chair / PSMCD / Coordinator of KLAs / PIC of Gifted Education. They will serve as the leader of each school and committee member of the Project Team
15 Participating schools	KS1 See Appendix C for the Participating Schools List
	KS2 See Appendix C for the Participating Schools List
School English Teachers	Each school will form a team of at least 1 English teacher and 1 representative from Religious Studies or Values Education to plan, adapt, adopt and implement resources into a sustainable, school-based practice and channel feedback and advice to the Project Team
Project Technician	Each school will assign 1 Technician to support the project (for hardware equipment and wifi network)

- **Principals' Involvement and Role**
  o Principals will lead and give advice to the schools' implementation models to ensure a suitable fit between the resources and schools' needs, mission and values.
  o Principals also manage the effective utilization of resources needed for successful implementation, such as allocating and mobilising manpower, motivating the teaching team, arranging the provision of devices and classrooms, etc.
  o During Steering Committee / Project Meetings, their involvements (in planning, setting strategy, celebrating outcome, etc.) and feedback help improve the assessments and e-learning practices of different schools.

- **Teachers' Involvement and Role in different stages**

  English Language teachers
  o Development, review and enhancement: Teachers will be involved in co-planning and curriculum review, allowing the developed resources to be smoothly integrated into their respective school-based curriculum and practices.
  o Implementation: Teachers play the role of facilitators in classrooms to guide students in approaching the reading materials in a more in-depth manner.

o   Within and beyond classrooms: Teachers also serve as assessors to monitor students' progress through observations and reports from the e-learning platform and e-assessment system. In Phase 2, hopefully with more contact hours in in-person classes, teachers play a more active role in enabling students to engage effectively with the reading materials.
o   Within the teacher community, teachers play the role of collaborators. They provide peer support to fellow teachers from the same or different schools. During teacher training workshops and online seminars, teachers assume the role of learners and learn new pedagogies.

Teachers from Religion studies / Values Education
o   Co-plan the resources, give advice to the understanding of the values from our 5 Core values and review resources developed to ensure the resources to be developed are aligned to our 5 core values of Catholic Education and the new values introduced by EDB.
o   Design and suggest activities that can promote the reading activities and the message from it.

Participation and involvement of teachers from Visual Arts and Music
o   Teachers will co-plan, design and implement activities based on individual school's chosen texts and values, such as lessons, activities, projects or events. They will base on school's condition, needs and resources to promote the values chosen and to engage students with texts and help them actively interpret the texts through artmaking or giving performance and demonstrate their arts-based literacy.

Role and Responsibilities of the Mentor schools

o   Each new joining school will be paired with one mentor school (existing participating school from CEO1.0). This 1 to 1 pairing will help the mentor school to provide room for them to grow their curriculum leadership and provide practical support to the new joining school to know more how to make use of the resources, how to overcome the barriers and how to implement the resources.
o   Our Theme-based Professional Network will be set up and co-facilitated by the mentor schools. Mentor schools will provide support and lead the clustered schools with similar vision and needs to design and implement the similar school-based models (such as cross-curricular integration, integration with PLPR or reading workshop, self-directed learning, and Arts-based Reading).

10. Expected Deliverables and Outcomes

	Deliverables	Details/Features
1	Curriculum Framework and Teaching and Learning Resources Bank	a) New Curriculum Framework b) Values-based Teaching and Learning Resources Bank consists of new resources – 1. Values-based Reading Text for KS1 – 315 lessons (enhanced version) with illustrations 2. Values-based Reading Text for KS2 – 90 lessons 3. Reading for Understanding Question Bank – 90 sets for KS2 4. Arts-based Resources Guide to support teaching and learning for KS2 5. Teacher's Guide for KS1 – 5 modules covering 5 Core Values (enhanced version) 6. Teacher's Guide for KS2 – 90 units covering 5 Core Values (7. Assessment Rubrics for KS1 – 7 modules covering 5 Core Values & 2 new units (for 3 new values) 8. Assessment Rubrics for KS2 – 5 modules covering 5 Core Values 9. Pre- and Post-assessment 10. Reflection Journals (printable version) and editable version 11. 5 posters (printable version) 12. Student's Guided Video and Manual for KS2 13. Printed reading materials – 5,000 copies
2	Platform and Online resources	Platform (new features and change of design to support the project's needs) 1. Courseware Design for supporting e-book features and structure 2. Database integration 3. Online Pre-and Post-assessment and module assessments 4. New e-motivation scheme (e-certificates and virtual motivational tools, e.g. sticker system) 5. Report tools to support classroom teaching and self-diverse learning need 6. Reflection tool and assessment tool to support new courseware
3		Values-based online resources 1. KS1 - 310 revamped e-lessons (with recording and read-aloud functions) 2. KS2 - 90 e-books (with recording and read-aloud function) 3. Reading for Understanding Question Bank for 90 e-books for KS2 and 10 new units for KS1 4. Pre- and Post- assessment with built-in analysis tools within the platform 5. Music Library
4	Professional Development Activities	1) Professional leadership development (co-plan, develop & review curriculum and resources) 2) TT Workshops x 14 sessions 3) Lead & participate in the PDN: Teacher Seminars within schools, and 2 inter-school experience-sharing sessions for educators in the community.
5	Parents Workshop	**Parents' seminars conducted by individual schools (2 sessions)**
6	Sharing and Promotion	Project website; Project Booklets; Community Sharing seminars

Outcomes

Students	**Pupils' understanding of the 5 Catholic Core Values & EDB's 3 new priority values and attitudes are deepened** Core Values and attitudes are immersed in the tailored reading resources in KS1, nurturing their understanding of our 5 Core Values (Family, Truth, Love, Life and Justice) & EDB's 3 new values ("law-abidingness", "empathy" and "diligence") and the connection to their everyday lives. **Pupils' reading, speaking, and understanding skills are improved & learning diversity is better supported** Our multi-graded resources and exercises help students connect prior knowledge to new areas. Students are also encouraged to reflect and apply the 5 Catholic Core Values and EDB's 3 new values through classroom activities and reflection journals. Through intensive reading of short stories, students practice through reading aloud and develop a range of reading skills, like scanning for details, recognising links, making inferences about characters' motives. This can also equip KS2 students for more advanced reading tasks. Additionally, writing captions enables students to share their understanding and interpretation of content in a concise and creative way. Short writing tasks encourage students to respond to the text while maintaining good levels of engagement. Through our activities, we deepen students' understanding of the Core Values.

Teachers	**Teachers' newly developed capacity to utilise e-learning resources and apply new pedagogies** Teachers' professional knowledge is expanded through designing, co-planning, and incorporating varied resources into their school-based curriculum. The new assessment tools also provide data to improve school curriculum planning and teaching plans. **Training workshops equip teachers with new pedagogies of Teaching for Understanding and arts-based literacy pedagogy (Pre-Texts)** to enhance teaching and learning efficiency and cater for learning diversity. **Established network for teachers' professional development** Newly participating schools and Phase 1 mentor schools will be paired up, establishing partnerships for better support and professional collaboration. Online teaching workshops and seminars provide an interactive platform to share effective classroom practices, experiences, and resources.
School	**Greater and more sustainable teacher and student engagement in language learning** • Through peer appreciation and feedback on illustrations and captions, participants engage more actively in the language learning process. • Students' learning motivation is enhanced, and their receptive and productive skills are heightened. • Schools will have more resources, support and proven strategies to promote the integrated understanding of the 5 Core Values systematically. **New sustainable models for nurturing 5 Catholic Core Values** (Family, Truth, Love, Life and Justice) **and EDB's 3 new values** ("law-abidingness", "empathy" and "diligence") **through reading and understanding CEO 2.0 activities** • Schools integrate suitable reading resources into their school-based curriculum and practices in different models throughout KS1 to KS2. • Newly developed curriculum framework and resources for intensive and extensive reading provide flexible choices and support to suit individual school's needs. • Schools' practice and strategies in addressing learning diversity, applying assessment models and e-learning are generated, and hence enhance teaching, learning and assessment effectiveness.
Parents	Parents' awareness of the targeted values is heightened, enabling them to be more active in nurturing their children's values and beliefs in the process of language learning.

11. Budget

Expenses Items	Budget	Justification/Details
a. Staff Cost: $1,067,800		
Hiring a language consultant 1st Year ($40,000+$1,500MPF) x 12 months = $498,000; 2nd Year ($40,000x0.5 + $1,000MPF) x 10 months = $210,000	$708,000	Please see the Appendix D for cost breakdown and details.
A Part-time writer/editor $18,000 x 0.5 months x 12 months	$108,000	Please see Appendix D for details.
A team of part-time narrators KS1: 310 units x 200/unit KS2: 90 units, 400/unit (lengthier)	$50,000	Please see Appendix D for details.
Part-time helpers Survey: 520 hours x $60/hr =$31,200 Paperwork and project follow-up items: $480 x 60 man-day/year x 2 years = $57,600	$88,800	Please see Appendix D for details.
Assessment expert to develop Assessment framework 3 sets Pre-and Post-assessment, Question Bank 90 sets	$113,000	Please see Appendix D for details.
b. Services: $1,013,500		
22 months cloud computing services, backup, account creation and hotline service (Reimbursement basis)	$227,500	Please see Appendix D for details.
IT company for system design, integration and developing-	One-off	Please see Appendix D for details.

• E-book system, Read-aloud function. Sharing of recording, e-motivation scheme. online certificates and virtual motivational tools, Report tools to support classroom teaching and self-directed learning needs (school-based assignment and skill analysis), Reflection, Music Library, etc.	$250,000	**Breakdown-** eBook system: $80,000 Music Library: $50,000 e-Motivation system and Reflection tool: $50,000 New features to add on CEO platform 1.0: Read-aloud feature; read-aloud sharing; school-based reports and lesson schedule $70,000
IT Company to program and produce e-resources • KS1 x 10 units, KS2 x 90 eBooks, Question Bank , 300 interactive lesson programming to add recording and read-aloud function and 20 sets e-assessment	$350,000	Please see Appendix D for details. Breakdown: *KS1* 10 new units:$7,000 300 online lessons to add on recording and read-aloud function: $120,000 Enhancement of 5 sets of assessment: $4,000 *KS2* 90 e-books: $207,000 15 sets assessments $12,000
14 Teacher Training Workshops x $4,000/session (includes preparation, tailoring of resources for training and conduction) 2 hours for each session and 3 to 5 hours of preparation hours included.	$56,000	Please see Appendix D for details.
Creative work and design • Website • Booklet • Reflection Journal • Illustration for 90 units for KS2 • Illustration for 10 units for KS1	$120,000	Please see Appendix D for details.
Copyright fee (DVD, videos, images, audio) and third-party application subscription fees	$10,000	Please see Appendix D for details.
c. General Expenses: $441,000		
Booklet format layout and output (1 booklet and 5 sets of posters) Project Booklet x 1,000 copies Poster x 500 copies (100 copies x 5 sets)	$31,000	Hiring printing services to produce booklets and posters so our teachers can focus on content, teaching and learning activities. Our teachers will contribute project sharing content and the booklet design will be made under the Creative Work item.

Print Books for KS2 Beginner Level • 5 themes x 6 units = 30 sets $4000/set • Layout formatting for printing (5 series containing 30 sets • 5 theme-based readers x 1000 copies/theme $40/copy	$320,000	The Layout version will also be converted to PDF books so that schools can print on demand in the future if needed. The cost of printing will be supported by parents or individual schools after the project period if schools want to carry on using the printed books.
Learner reflection journals (Design net cost covered by Creative Work item)	$0	Electronic downloadable and editable version
Award Scheme (25 for 1st year and 40 for 2nd year)	$50,000	To promote participation rate
2 years Miscellaneous support	$40,000	See Appendix D & Reimbursement basis
d. **Contingency: $20,000**	$20,000	Budget buffer for any changes in service fee or unpredicted items
a-d total	**$2,542,300**	
e. Audit Fee	**$15,000**	
Total	**$2,557,300**	

12. Project Evaluation (Parameters and Methods)

Performance indicators	Outcome measurements
Deepened understanding of the 5 Core Values and EDB's 3 new positive values	**Deliverables** 1. Full development of new Values-based Curriculum framework, Resources Bank and platform (ebook and print books) and ready for re-use 2. Assessment framework/rubrics for each Core Value (i.e. whether students have demonstrated the corresponding understanding, attitudes & actions) 3. Illustrations and captions in learners' Reflection Journal demonstrate appropriate interpretation and understanding of Core Values 4. Online platform usage by pupils and teachers: 70%+ usage of the resources developed **School-based Practice** 5. All participating schools integrated the reading resources into their school-based curriculum/ programme or practices and developed a sustainable practice **Qualitative Evaluation (observation, focus groups and evidence collection)** 6. Qualitative Assessment for Core Values and the 3 new values ("law-abidingness", "empathy" and "diligence") through teacher's observation confirms that students under their school-based practice demonstrates better understanding of the values and modules they used 7. 60% or more teachers find the project effective in nurturing Core Values and should be continued **Quantitative Evaluation (Survey, e-assessment)** 8. 70%+ teachers agree that students' understanding of the 5 Core Values and EDB's 3 new values are deepened 9. 70%+ teachers agree that the resources developed can cater for learning diversity through the use of diverse resources, e.g. 8 levels for P1-6 10. 70%+ teachers find the project effective in nurturing Core Values and should be continued 11. 60%+ students agree that the learning resources help and deepen their understanding of the Core Values and helps develop their reading, speaking and understanding skills 12. 60% or more pupils believe they are better aligned to 5 core values and hold stronger values than before 13. Parent surveys confirm that students show better understanding of the taught values from situations that took place at home

Strengthened English reading and speaking skills among diverse learners Enhanced writing, critical thinking, creativity, collaborative skills, and appreciation	14. Pre- and Post- assessments: We are expecting assessments to show a positive correlation between student usage and performance; data gathered from pre-assessment and post-assessment show that 60% of active participating students show improvement in English reading 15. Improved performance in comprehension tasks and understanding questions, through e-assessment system 16. Learner surveys and teachers' observation confirm that students' concerned skills have improved. 17. Learners' Reflection Journal show improvement on students' thinking, writing & creativity.
	18. Students' output in classroom performances (illustrations & caption writing) show positive progress. 19. Through observation to check on students' classroom behaviour, attitude toward peers, and group dynamics and positive progress can be confirmed.
Active engagement of teachers and students in the language learning process	20. Participatory activities such as teacher and peer nominations and feedback on illustrations and captions, to be evaluated by the students' participation and quality of the learning outcome. 21. Data-based reports generated by the e-learning platform show over 60% usage for each school's selected modules.

Establish professional network and foster teacher professional development in integrating reading, Core Values and new pedagogies (arts-based approach, formative assessment, Teaching for Understanding framework)	**Deliverables**
	22. Evaluate each deliverable is delivered on time according to its objective, and document it.
	23. Partnerships between participating schools and mentor schools are well-established, targeted events are organised successfully
	24. 14 Teaching workshops to share effective practices and teaching strategies in pairs or groups are successfully organised (Teaching for Understanding framework, Formative Assessment, Nurturing Core Values through reading and understanding)
	25. Teachers' feedback and surveys – 70+% teachers find the training effective; all coordinators share their experiences or best practice.
	26. Post-Project report
	   a) 60% teachers agree that they can integrate Core Values into their English curriculum, can apply formative assessment and benefit from related professional development activities
	   b) Pupils' reading progress – observation of pupils' formative assessment and comparison between pre- and post- assessment results show that 60+% of all participating schools showed progress
	   c) 60% core teachers agree that they have benefited and acquired new teaching pedagogies to improve their teaching and learning of the English Language and nurturing Core Values

13. Sustainability of Project Outcomes

- **Sustainable learning and teaching**
  1) Having developed the EDB's 3 new positive values into our new content, the learning and teaching resources are in line with the updated Values Education Curriculum Guide outlined by EDB. The resources developed can be used in the long run and shared with more schools.
  2) Students' output, captured in the form of illustrations and captions, can be circulated through print booklets we publish towards the end of the project. These works, in particular the illustrations, may serve as prompts that inspire future modules with an in-depth focus on other language skills such as writing or speaking. Turning students' output (CEO 2.0) into input can contribute to the continuity of our project.
  3) Schools with experience from the recently completed project will lead a paired school to implement CEO 2.0 so that more new schools can participate and apply a successful model to their schools in promoting values education through English KLAs and leverage the benefits of Education Technology, diverse assessment strategies and new teaching pedagogies. Those pedagogies and teaching experience will help us to carry forward the project and achieve our long-term goals.
- **Sustainable Value-based TLR, platform & school practices**
  1) Platform, e-books and the Resources Bank (hosting all the deliverables generated and resources developed) can be widely used in different contexts to achieve different outcomes after the project. They will be kept, enhanced and reused for new school years. We can incorporate them into school-based reading curriculum, regular

classroom teaching to stimulate classroom discussions, facilitate intensive reading practices, or inspire performances. They can also be used for e-learning and self-learning.

2) Our joining schools will contribute the cloud and hotline support fee ($3,500 to $4,000 based on our initiate estimation) per school year per school after the project period to sustain the cloud services and hotline support to teachers, students and parents. We consider this fee can be paid by parents or by school according to individual school's arrangement.

3) Sustainable school practices can be shared with other schools in upcoming phases or projects. This knowledge and experience can be circulated through the professional network established among Catholic schools. We plan to organise annual sharing event or posts at our website to the other schools. Our mentor schools will also consider inviting or welcoming the other schools to visit to learn more about our project so that the project impact can be further disseminated. We also welcome any QEF's invitation for professional sharing.

- **Professional Development Network and capacity to support future development**
  1) Teachers involved heavily in every stage of the project will gain first-hand knowledge on the concepts and personal experiences throughout the whole process from development, implementation to evaluation. Experiences and skills that this project generates will be shared, documented, and carried forward to enhance teaching and learning quality in the following years, and will be invaluable for future school-based projects. Based on the experience, new pedagogies, skills acquired, curriculum framework and resources (T&L) developed from this project, our teachers will continue to expand and develop more values-based lessons to enrich our learning and teaching, and prepare our pupils for future challenges.
  2) Lastly, we will build a PDN through paired schoolwork for KS2 and through the same implementation strategy used for KS1. This network will promote bonding between teachers and build a professional atmosphere among us to sustain our vision – nurturing students' Core Values through education throughout the project and carry forward after the project period. Regular meeting for discussion and review will be taken place at our academic commitment of our organisation (sponsoring body).

14. <u>Benefits to the education sector as a whole</u>

Building a new and sustainable model of values education through language learning
- Nurturing students with good values is the essence of education. This project will give inspiration and practical experience to schools and educators in the community on how values education can be integrated into a KLA or school-based English curriculum through intensive reading, extensive reading or different school-based projects.
- Since the curriculum and resources developed empowered us to bring values education deeper and further toward the learning of English language, it transformed values education into something more concrete and meaningful. Language learning can also be more interesting, as the activities we will design will make communication (through reading, speaking, and writing) more purposeful.
- The flexible curriculum framework across English Language, Arts (visual arts, music, performance arts) and values education will provide us with a systematic approach to integrate the knowledge of the KLAs and the values instilled together so that lesson time or learning time can be optimised.

New Pedagogies to share to the education sector / Professional Sharing
- Our project design, curriculum framework and experience from new pedagogies (arts-based literacy pedagogy, assessment rubrics for values, Teaching for Understanding framework and e-learning) will be published and shared with the whole education sector so that other KLAs can also reference to this project's design to develop their own school-based approach to incorporate values education into various KLAs. We will conduct Professional Sharing Seminar, open for interested educators to participate.

15. <u>Dissemination/ Promotion of Project Outcomes</u>

- **Posters to promote project design and values (August 2022 – October 2022)**
  5 poster designs; each will have 1,000 copies produced. Electronic copies will be made downloadable to our schools (during project period) and for other schools (after project period).
- **Project website and school websites (May 2022 – April 2024)**
  Project website produced for CEO 1.0 will be updated to incorporate the new resources into the CEO 2.0 Project Website. Resources for teachers and parents, student manuals and online guided tours in Chinese and English are also available. Training materials, teachers' and pupils' sharing of their experiences and feedback, sample of lesson design, case studies and interviews will be posted. Schools may hyperlink to it as a promotion channel.
- **Teacher Training Workshops (August and September 2022, June – July 2023)**
  We will hold 14 training workshops to introduce to teachers how to navigate the e-learning platform, utilise resource banks, and monitor students' progress with the e-learning platform and Learner Reflection Journal.

Training for school-based curriculum integration, new teaching strategies and assessment models will be organised for KS1 and KS2.

- **Booklet showcasing students' illustrations and captions (December 2023)**
  Booklets with project design and students' work (illustrations and captions) will be printed and distributed to schools.

- **Teacher Seminars (August 2023, April 2024)**
  2 teacher seminars to be organised (mostly in online mode; will be arranged to offer a platform for teachers to share ideas, resources, and effective practices). Exchanges between teachers create a sense of community and establish a professional network that lends support to teaching and professional growth.

- **Parent Seminars**
  2 sessions to be conducted by individual schools for parents. Time to be chosen by each school; September to December 2022 and September to December 2023.

16. Contingency Plan

Enhancing implementation to benefit more schools and students
In project 1.0, due to the suspension of in-person classes under the Covid-19 pandemic, most of the modules were completed through self-directed learning mode or online lessons. The virtual learning environment and online classroom should have equipped students with sufficient computer literacy to engage in online self-learning more regularly outside of school hours.

The transition from physical to online teaching also posed challenges to class time and effective delivery of materials, limiting the number of modules covered and class time allocated to interactive activities and group discussions.

While uncertainties in class arrangement may exist with the ongoing pandemic period, more flexible and diverse implementation strategies and models are needed. There are few items we will need to be well-prepared, and to be ready to cope with any unexpected conditions during the project period-

1. Prepare resources that can be implemented in a blended learning approach, in which our schools can make use of the resources in physical classrooms or through any online classroom platforms (Zoom, Teams, etc.);
2. Provide training and strengthen our schools with blended learning support so that they are equipped with the skills and planning required for blended learning when there is any school's suspension and
3. Strengthen our PDN so that teachers can support one another and share their implementation models to different schools' about their experiences in overcoming and managing suspension(s).

Remarks:

1. Our organisation will ensure the procurement of goods and services is made on an open, fair and competitive basis with measures taken to avoid conflict of interest in the procurement process.

2. Our organisation confirms the copyright of the deliverables and materials developed through this project should be vested with the QEF and note that any reproduction, adaption, distribution or provision of the deliverables to the public for commercial purposes by the services provider is strictly prohibited.

3. Our organisation understands that the expenditure items funded by the QEF is one-off and we will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.

4. Our organisation will ensure the learning and teaching materials to be developed meet students' learning needs, levels, age and abilities. The content and information to be developed should be correct, complete, objective and impartial.

Assets Usage Plan

(The Grantee should plan the deployment of assets that cost $1,000 or more per item upon project completion.)

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Online platform hosting our values-driven curriculum framework and online and offline teaching and learning resources	A platform with (1) KS1: 315 lessons (2) KS2: 90 lessons	---	$600,000	40 Catholic primary schools will carry on to adopt the resources and platform for classroom and self-directed learning after the project year.
Assessment	3 sets of Pre-and Post-assessment and Question Bank 90 sets	---	$113,000	40 Catholic primary schools will carry on adopting the resources after the project year.
Project Booklet Poster	Project Booklet	e-copy	$31,000	We will save the e-version and keep under our project website for our future promotion and school-based use.
Print Books	5 theme-based readers x 800 copies/theme	---	$320,000	If there is any leftover copies, we will keep for school to use for the 1st new school year after the project period.

The grantee commits to submit 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
Progress Report 01/08/2022 - 31/01/2023	28/02/2023	Interim Financial Report 01/08/2022 - 31/01/2023	28/02/2023
Progress Report 01/02/2023 - 31/07/2023	31/08/2023	Interim Financial Report 01/02/2023 - 31/07/2023	31/08/2023
Progress Report 01/08/2023 - 31/01/2024	29/02/2024	Interim Financial Report 01/08/2023 - 31/01/2024	29/02/2024
Final Report 01/08/2022 - 31/07/2024	31/10/2024	Final Financial Report 01/02/2024 - 31/07/2024	31/10/2024

References:

1. 「天主教教育理念：五大核心價值」講座
   http://catholic.crs.cuhk.edu.hk/Main/en/events/%E4%BA%94%E5%A4%A7%E6%A0%B8%E5%BF%83%E5%83%B9%E5%80%BC%E8%AC%9B%E5%BA%A7/

2. 新增「守法」和「同理心」作為首要培育學生正面的價值觀和態度
   www.info.gov.hk/gia/general/202012/03/P2020120300624.htm

3. The meaning of the project name CEO

The CEO project was initially the English abbreviation of the Catholic Education Office, but we have developed layers of meaning from those three simple letters. As educators, we will come together to give the CEO project a profound and lasting meaning.

C represents everything at the heart of Catholic education, the five Core Values - Truth, Love, Justice, Life, and Family. They are an integral part of daily tuition at Catholic schools. Our students are prepared for their future lives with a dedicated emphasis on these values, and we feel that these lessons are a valuable addition to the classrooms of our youngest pupils. Establishing the Core Values in early childhood creates a positive, safe environment of trust and caring throughout the school.

E represents English Language, E-learning, and Education. Just as there are multiple meanings to a child's life, the same applies to this single letter. Incorporating the Core Values of Catholic education into the English curriculum is an ambitious goal, but with the use of computers and engaging, interactive programmes, we ensure a colourful, bright learning environment that inspires and delights. While our children master a valuable international language, they will also discover their true path in life.

O is a symbol of striding towards perfection - a shining, complete ring. This project is to be carried out during the Advent period of 2019 while we prepare to welcome the coming of Christ. As our children are readied for their future through this project, they can also look forward to the second coming of our Lord Jesus Christ. This project aspires to improve learners' English language skills while guiding them towards a truthful, loving outlook on life.

Appendix A - Curriculum Framework (to be designed)

5 Catholic Core Values, 9 Priority values and attitudes and English Language KLA will be integrated into our curriculum framework. Please refer to the drafted outline (in Appendix A) that we will base it on for the development of the project.

Catholic Diocese 5 Core Values	10 priority values and attitudes	English Language	
		Visual Arts | Music | Performance Arts	
		Topic	Targeted Reading Skills
Truth	Perseverance,		
Justice	Respect for others, Responsibility, National identity,		
Love	Commitment, Integrity,		
Life	Care for others Law-abidingness,		
Family	Empathy Diligence (new)		

Linkage between CEO reading resources with English Language Curriculum

We will carry on integrating EDB's Curriculum Guide KS1 and KS2 (Suggested text types and language functions) and our 5 Core Values into the resources. We will follow the same direction to tailor the new resources for CEO2.0.

(i) Language functions instilled will be aligned to EDB's curriulum guide so that our schools can integrate it to their school-based curriculum or textbooks

Scope and Sequence: Love (Level 4)

Unit	Title	Word Count	Core Values	Vocabulary	Language Functions
1	Lily's Diary	119	Love is patient. (1 Cor. 13:4) Love never gives up.	weak, favourite, vet, doctor, sick, fever, medicine, prayed	Use the simple past tense to describe completed actions in the past; e.g. *Daddy took Sunny to a vet.*
2	Sunny is Back	119	Love is kind. (1 Cor. 13:4) "Therefore I tell you, whatever you ask for in prayer, believe that you have received it, and it will be yours." (Mark 11:24)	sad, weak, interested, favourite, vet, sick, fever, medicine, get better	Use the simple past tense to describe completed actions in the past; e.g. *Sunny was able to eat. He finally smiled.*
3	A Letter to God	126	Love is kind. (1 Cor. 13:4) "Give thanks in all circumstances" (1 Thess 5:18)	diary, letter, nervous, afraid, bringing, created, reply	Use adjectives to describe feelings; e.g. *I feel nervous. I am afraid.*
4	The Tower of Pride	129	Ref. Genesis 11:4-8 "Let not the wise boast of their wisdom or the strong boast of their strength or the rich boast of their riches" (Jeremiah 9:23) "When pride comes, then comes disgrace, but with humility comes wisdom." Proverbs 11:2	pride, impossible, praise, forgot, blessing, tower	Use the simple past tense to describe states and repeated actions in the past; e.g. *God blessed the people. Everyone worked and lived together...*
5	The Tower of Babel	129	"For the Lord disciplines the one he loves" (Hebrews 12:6) Ref. Proverbs 3:11–12	pride, humble, honour, punished, babbling, downfall, success, destroys, confusion, corrects	Use the simple past tense to describe completed actions in the past; e.g. *God punished them ... God mixed up their language ...*

9

To address the curriculum, different text types are introduced, e.g. Charts

Love

Unit 2: Kindness Chart (93/64 words)

Rose: I see my name here. What is it?

Daisy: It is a kindness chart. These are things I plan to do. I will wash dishes for Mum. I will sweep the floor for Dad.

Rose: How come there are blanks?

Daisy: I don't know what to do for you and William.

Rose: You can make my bed.

Daisy: What about William?

Rose: You should ask William. How can I be kind to you, Daisy?

Daisy: You can tell me I'm your best sister!

Rose: You're my best sister. I only have one.

Daisy's kindness Chart

My Family	Mum	Dad	Rose	William	Fluffy
To do	Wash dishes.	Sweep the floor.			Feed Fluffy milk.
Kind Words	Say 'I love you'.	Say 'I love you'.	Say 'Thank you'.	Say 'You're smart'.	Say 'Good Fluffy'.
Time	Reading time.	Walking time.	Drawing together.	Playing together.	Playing hide and seek.
Gifts	Pudding.	Newspaper.	A drawing of a red bike.	A drawing of a train.	Milk.

Have you shown kindness today?
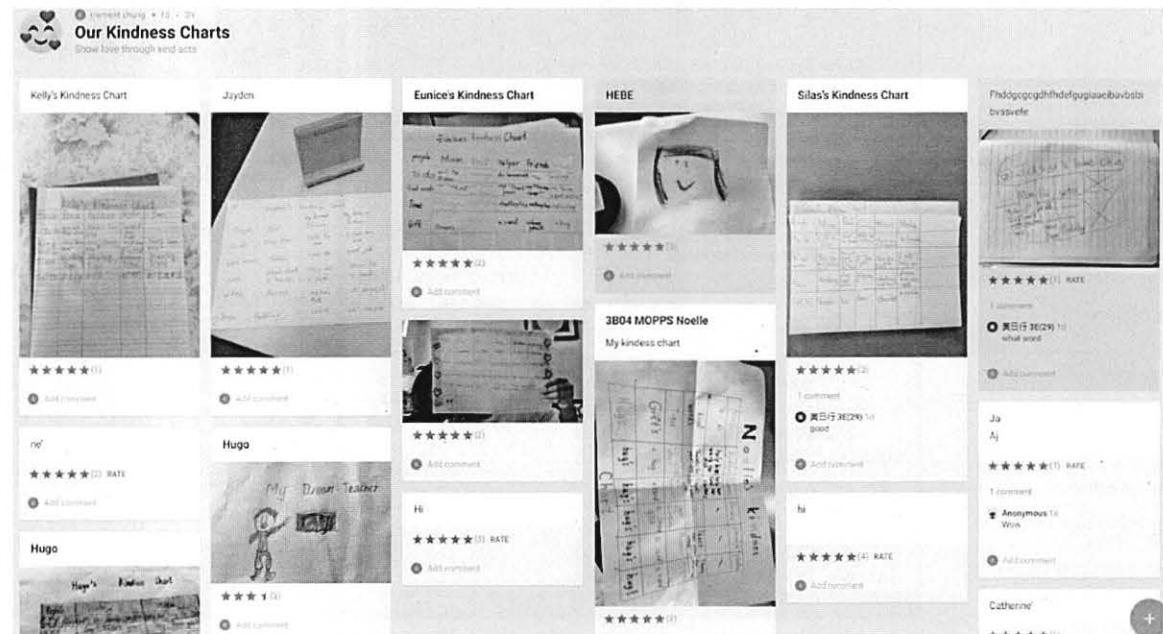
Students create their own kindness chart to 1) illustrate they understand and can apply the text type; 2) reinforce the value of being kind.

Linkage between CEO reading resources and the subject of Visual Arts

Unit 11: The Mystery Painting – Part 1 (130 words)

This is a true story about a famous painter. Lippi painted Mother Mary holding baby Jesus in the centre.

In the painting, you can see a bird feeding his chicks on an oak tree.

Saint Jerome kneels before Mary, holding tight a stone in his hands.

Saint Dominic kneels opposite, focused on reading. He carrie: blooming white lily in his left hand.

On the left, there is a lion and a bear. On the right, there is a c with people. Not far away, Saint Joseph walks behind a donk

Everything has meaning.

Lippi painted this humbly with the right light and colours. How you look carefully, the painting seems wrong. The hills are sligh The two saints look strange and uncomfortable. What was Lip thinking?
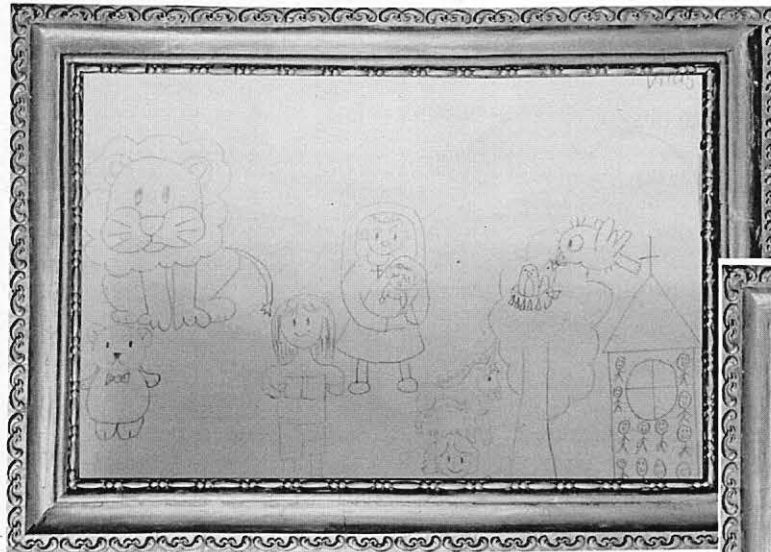
Don't judge quickly.

Ref: www.nationalgallery.org.uk/paintings/filippino-lippi-the-virgin-and-child-with-sair and-dominic

- **From Reading to Drawing**

Classroom Instruction:
1. Children listen to the text the first time and were asked to draw what they heard.
2. Then they asked the text some questions.
3. The next day, they brought their artwork back.

P3 Students read the text (without seeing the original painting) and created a visual illustration to show their understanding of the text.

P3 Students read the text (without seeing the original painting) and created a visual illustration to show their understanding of the text.

- Students' art interpretation during Zoom lesson
  (understanding from the text to visual arts expression)

- After drawing and sharing of students' artist expression, we will read the text and the painting together. This will deepen students' understanding of the text, arts and the message from the reading text.

Unit 12: The Mystery Solved – Part 2 (127 words)

Robert comes to see this famous painting by Lippi in the gallery. He is a well-known painting teacher. He knows there is something wrong with the painting but doesn't know what.

Suddenly, a thought comes to him.

Robert kneels on his knees in the public gallery before the painting. He immediately sees what people have missed all these years.

When he looks up, he sees a perfectly balanced masterpiece of art. The front is moved naturally to the background. The two saints now turn to Jesus.   Mary looks kindly at Jesus.

It is not the angle of the art that is wrong, it is the angle of the people looking at it.

The art comes alive to those on their knees. It is the position of admiration.

Pride blocks us to see.
Love is not proud but humble.

Linkage between CEO reading resources and the subject of Music

When we integrate music into English reading, it is not about singing it nicely. It is about **learning English through songs and lyrics**. Teachers can make use of theme-based / theme-related reading resources or songs from the Music Library for the lesson.

Learning English through Songs and Lyrics
- Invite students to sing and feel the language arts
- Immerse students with music and leverage the power of music to connect feelings

Love

Unit 4: BFF (145 words)

Lily: There is a singing competition. You and I can form a team!

Rose: Great! Let's think of a team name!

Lily: "BFF" because we are best friends forever.

Rose: BFF! What song should we sing?

Lily: I have a song in mind.   I'll sing it.   See if you know.

Your Voice is Needed!

"There's no way to measure what you're worth.

You lived to die, rejected and alone.

Like a rose, trampled on the ground.

You took the fall and thought of me.

Above all."

Registration: before 15 June
Contest Date: 30 June, 2p.m.
Venue: School Hall

Rose: It is beautiful! I love this song. It is called "Above All".

Lily: Yes! You know the song! This is my favourite song too. The melody and lyrics touch my heart. Above all, the song has a 'rose'. I really want us to sing it together.

Lily: We sing it for Jesus! He loves me so much. He gives me a BFF.

Love and Honour Jesus.

Ref.:   www.youtube.com/watch?v=5_cxhf5lSeg

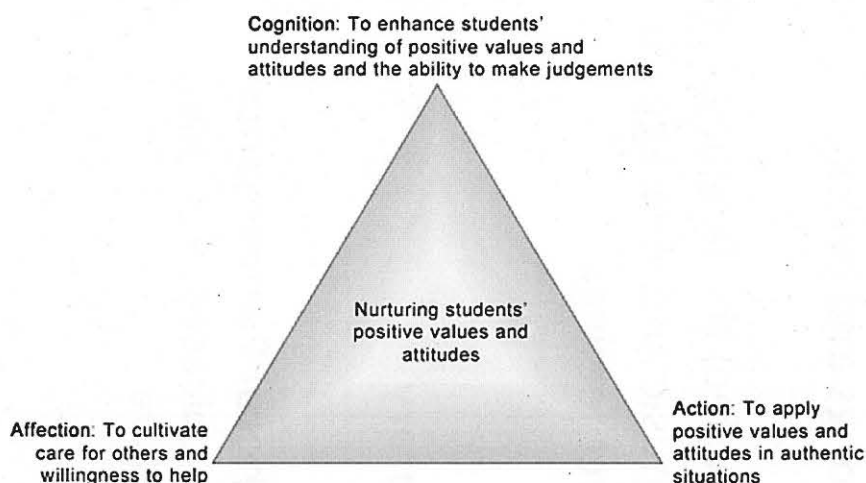# Learning English through Songs and Lyrics

- Invite students to sing and feel the language arts
- Immerse students with music and leverage the power of music to connect feelings

Music Library

+

Singing Competition/Choral Performance
Students' performance can be uploaded to the Music Library to share

Appendix B – Sample – Progressive Understanding

Sample – Reading – Progressive Understanding of Justice)

Cognition: To enhance students'
understanding of positive values and
attitudes and the ability to make judgements

Nurturing students'
positive values and
attitudes

Affection: To cultivate
care for others and
willingness to help

Action: To apply
positive values and
attitudes in authentic
situations

In the module on Justice, the 6 books will focus on a different yet connected aspect:

1) Respect the rights of others,
2) Honour and trust God's will,
3) Establish in human relationships the harmony that promotes equity,
4) Respect human rights to protect and promote human dignity,
5) Undertake responsibilities for one another and our own families, and
6) Undertake responsibilities for society to achieve the wellbeing of society.

As shown in the diagram below, values education involves the integration of cognition, affection and action.[15] Taking these three aspects into consideration, the books focus on developing conceptual understanding of the values, the affection to care for and respect others, and suggest practical actions that can be carried out in daily life.

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[15] https://cd.edb.gov.hk/becg/english/chapter3A.html

Appendix C – List of Participating Schools

KS1

	Participating schools	Stage 1	Stage 2
1.	St. Peter's Catholic Primary School	✓	✓
2.	St. Andrew's Catholic Primary School	✓	✓
3.	Ping Shek Estate Catholic Primary School	✓	✓
4.	Mary of Providence Primary School	✓	✓
5.	St. Patrick's School	✓	✓
6.	St. Patrick's Catholic Primary School (Po Kong Village Road)	✓	✓
7.	Jordan Valley St. Joseph's Catholic Primary School	✓	✓
8.	Chai Wan Kok Catholic Primary School	✓	✓
9.	Fr. Cucchiara Memorial School	✓	✓
10.	Yan Tak Catholic Primary School	✓	✓
11.	Bishop Walsh Primary School	✓	✓
12.	Meng Tak Catholic School	✓	✓
13.	Raimondi College Primary Section	✓	✓
14.	Tin Shui Wai Catholic Primary School	✓	✓
15.	Yaumati Catholic Primary School (Hoi Wang Road)	✓	✓
16.	Tsz Wan Shan Catholic Primary School	✓	✓
17.	The Little Flower's Catholic Primary School	✓	✓
18.	Cheung Chau Sacred Heart School	✓	✓
19.	Tung Chung Catholic School (Primary Section)	✓	✓
20.	Choi Wan St. Joseph's Catholic Primary School	✓	✓
21.	St. Charles School		✓
22.	Sau Mau Ping Catholic Primary School		✓
23.	Cheung Sha Wan Catholic Primary School		✓
24.	Cho Yiu Catholic Primary School		✓
25.	Sham Tseng Catholic Primary School		✓

KS2

	Participating schools	Stage 1	Stage 2
1.	St. Peter's Catholic Primary School	✓	✓
2.	St. Andrew's Catholic Primary School	✓	✓
3.	Ping Shek Estate Catholic Primary School	✓	✓
4.	Mary of Providence Primary School	✓	✓
5.	St. Patrick's School	✓	✓
6.	St. Patrick's Catholic Primary School (Po Kong Village Road)		✓
7.	Jordan Valley St. Joseph's Catholic Primary School		✓
8.	Chai Wan Kok Catholic Primary School		✓
9.	Fr. Cucchiara Memorial School		✓
10.	Yan Tak Catholic Primary School		✓
11.	Bishop Walsh Primary School		✓
12.	Meng Tak Catholic School		✓
13.	Raimondi College Primary Section		✓
14.	Tin Shui Wai Catholic Primary School		✓
15.	Yaumati Catholic Primary School (Hoi Wang Road)		✓

Appendix D - Budget plan with details (Justification and Details)

Expenses Items	Budget	Justification/Details
a. Staff Cost: $1,067,800		
• Hiring a language consultant (directly or through agent) 1st Year ($40,000+$1,500MPF) x 12 months = $498,000; 2nd Year ($40,000x0.5 + $1,000MPF) x 10 months = $210,000	$708,000	**Details** **A consultant** to participate with our project team and teachers to co-plan the curriculum framework, content and develop the content supporting our teaching and learning resources. **Qualification** Over 10 years of curriculum design and content development experience in English publishing; degree holder with relevant language background or teaching background. Credentials, experience, and track record in applying arts-based teaching and learning AND the Teaching for Understanding framework will be preferred, so that advice and resource development will be able to align with our project goals and new strategies to be introduced.
• A Part-time writer/editor $18,000 x 0.5 months x 12 months	$108,000	**Details** To assist in developing books' content development and all related editing to assure a high-quality standard for book publishing and resources developed under this project. Editing work will cover: 90 books' content, 90 sets of corresponding questions, booklet editing, 5 series of teaching resources (5 Core Values), rts-based Resources Guide, Reflection Journal and etc. **Qualification** Degree holder with an English language background with over 5 years of experience in English writing and editing for primary schools' resources development.
A team of part-time narrators KS1: 310 units KS2: 90 units	$50,000	**Details** Native English speakers with clear pronunciation and tone to provide recordings. For KS2, different voices are required. Recording can provide students a good path to follow and practice their speaking skills at home. **Qualification** Native English Speakers and experienced in recording.
Part-time helpers Survey ($31,200) 25 schools (1st Yr) + 40 schools (2nd Yr) x 8 hours x $60/hr Paper work and project follow-up items: $480/man-day x 60 man-day/year x 2 years = $57,600	$88,800	**Details** Assist our project team to support on documentation, extract data for analysis, input or extract survey data for analysis, printing materials for schools and misc. follow up. **Qualification** University students or associate degree holders, good command of English Language, detail-minded and responsible.
Assessment expert to assist us to co-plan and develop-		**Details** We will hire a professional expert to assist us with developing the assessment resources. Post-reading

• KS1 - Assessment kits for 10 new units (~5 hrs) ($5,000) • KS2 - Assessment framework, Pre- and Post-assessment x 3 (~18 hrs) ($18,000) • KS2 - Reading for Understanding Question Bank 90 sets (90 hrs) with guided questions for speaking and writing tasks ($90,000)	$113,000	questions and assessments with quality and tight alignment to our project goals and pedagogies can encourage our teachers to utilize the resources and be the active front-line teachers to trail out the curriculum and resources. To ensure the coherent development of and effective use of teaching, learning and assessment, this consultant is important to assist us in developing a progressive assessment framework for promoting 5 Catholic Core Values, 3 EDB's new values and language development. **Qualification** Degree holder in relevant field and has over 8 years of experience in developing assessment resources or application of pedagogies such as the Teaching of Understanding framework.

b. Services: $1,013,500

22 months of cloud computing services, backup, account creation and hotline services 1st Yr: 25 schools x $3,500 2nd Yr: 40 schools x $3,500	$227,500 Reimbursement basis	**Details** Cloud computing services with high-speed bandwidth can ensure that our stakeholders have access to the learning resources con-currently, efficiently and with stability. Also, high-speed access, database auto-backup, account creation and hotline support (for students, teachers and parents) are essential for our schools to be hassle-free allowed to focus on teaching and learning. This budget will be shared by schools or individual parents if needed subject to school's individual decision after the project period. **Qualification** IT company with proven experience and record for relevant services. References need to be provided.
IT company for developing a new system and features (on top of our existing platform) to support the new project's needs, including: • E-book system user interface design, development and integration with database and platform • New Read-aloud function to boost reading and speaking practice opportunities for KS1 • New e-motivation scheme to build into the platform (online certificates and virtual motivational tools, e.g. sticker system, point collections, school-based rankings) • Report tools to support classroom teaching and self-directed learning needs (school-based assignment and skill analysis) • Reflection tool for KS2 to check on students' self-review of the Core Values and reflection • Music Library	One-off $250,000 **Breakdown-** eBook system: $80,000 Music Library: $50,000 e-Motivation system and Reflection tool: $50,000 New features to add on CEO platform 1.0: Read-aloud feature; read-aloud sharing; school-based	**Details** The e-learning platform developed will continue to support the project through the 2nd phase as well. It will be based on the CEO 1.0 project's design to build a new system and features. This will be a one-off cost; it will be user-friendly and be able to support huge con-current access, which can cater to participating schools' needs, and be flexible enough to host our 5 learning and teaching packages. The **new user interface design and system features of e-books** should be integrated with our current platform (LMS and database). The new system should also provide a path to connect to mobile access to record students' performance. E-books should come with reading and listening along features to support reading and reading aloud. This will improve understanding of texts, cater for the needs of auditory learners and develop reading, listening and speaking skills. **e-motivation** features and report tools will promote students' reading motivation and foster teacher's effective monitoring.

	reports and lesson schedule $70,000	The **Reflection tool** for KS2 courseware will guide students to reflect on what they have read and learnt, in reference to the particular values and messages immersed in each text. The **Music Library** can provide teachers with more sentimental resources to inspire students and to stimulate students' thinking and reflection. **Qualification** IT company with over 10 years of experience and record on relevant developments and services. References need to be provided.
IT Company to program and produce e-resources • KS1 x 10 units • KS2 x 90 eBooks • Teaching for Understanding (100 Sets) Questions and answer keys for auto-marking (10 sets for KS1 & 90 sets for KS2 (with question categorisation and skill performance report) • KS1 x 300 interactive lesson programming to add recording read-aloud function and checking • 5 sets KS1: enhanced assessment sets = 5 sets • KS2: 5 sets x 3 levels assessment sets =15 sets	$350,000 **Breakdown-KS1** 10 new units:$7,000 300 online lessons to add on recording and read-aloud function: $120,000 Enhancement of 5 sets of assessment: $4,000 *KS2* 90 e-books: $207,000 15 sets assessments $12,000	**Details** **Production** of our reading texts and activities into e-learning courseware so that we can foster e-learning, promote better learning experience, support assessment as / for /of learning and cater for learning diversity. **E-resources** will also provide us more flexibility to cater for different school-based needs, and give timely feedback to teachers for monitoring or adjusting teaching and learning activities. **Data generated from reports** (Teaching for Understanding, Pre-and Post-assessment) will also provide us with timely statistics to review whether the content developed can meet pedagogical requirements and address learning diversity. With such data, we can have clear indicators / scientific evidence for project enhancement. **Qualification** IT company with over 10 years of experience and record on relevant developments and services. References need to be provided.
Teacher Training Workshops 14 Workshops x $4,000/session including preparation, tailoring of resources for training and conduction included) The other internal and external Professional Network activities will be organized and conducted by our own teachers with support from the project team. 2 hours for each workshop and 3 to 5 hours of preparation hours included.	$56,000	**Qualification** 1 or 2 educators should meet the requirements of – • Credentials for relevant topics / domains (language, assessments, etc.) • Sound knowledge and project experience in the related field • 5 to 8 years of training experience on curriculum design; e-learning and assessment experience required • Solid track record pf training experience in Hong Kong or primary schools • Experience in teaching at a university KS1 x 6 workshops (1 for 1st Yr and 1 for 2nd Yr)

		• Nurturing core values through reading and assessment framework x 2 workshops • Arts-Based teaching and learning pedagogy (Introduction) x 2 workshops • Teaching for Understanding x 2 workshops KS2 x 8 workshops (1 for 1st Yr and 1 for 2nd Yr) • Nurturing Core Values and Assessment framework through intensive reading x 2 workshops • Application of arts-based teaching and learning pedagogy x 2 groups x 2* workshops or 4 sessions for 1 workshop (subject to finalization of the project during committee meeting) • Application of Teaching for Understanding framework x 2 workshops (*splitting schools into 2 workshop sessions, so lowering the number of participants will give room to cater for each schools' diversity and increase rate of interaction)
Creative Work and design for • Website • Booklet • Reflection Journal • Illustration for 90 units for KS2 (create characters and illustration for each story) • Illustration for 10 units for KS1 Budget is estimated based on 20,000/month including MPF for 6 months.	$120,000	**Details** A team of designers for the publication that can: • Make use of images or illustrations to connect students to the content; • Arouse reading interest; • Enhance understanding and • Better communicate the message immersed in the reading texts. Participating schools will have the right to reuse any images to support their teaching and learning resources. **Qualification** Over 5 years of design experience for children's books/learning materials; detail-minded.
Copyright fee (DVD, videos, images, audio) and third-party application subscription fees	$10,000	Actual amount should be less than this but providing a budget buffer will ensure we can support more schools. Unused budget will be returned to QEF.
c. General Expenses: $441,000		
Booklet format layout and Output (1 booklet and 5 sets of posters) ($6,000) Project Booklet x 1,000 copies ($20,000) Poster x 500 copies (100 copies x 5 sets) ($5,000)	$31,000	Hiring printing services to produce booklets and posters so our teachers can focus on content, teaching and learning activities. Our teachers will contribute project sharing content and the booklet design will be made under the Creative Work item.
Print Books for KS2 Beginner Level • 5 themes x 6 units = 30 sets • Layout formatting for printing (5 series containing 30 sets • 5 theme-based readers x 800 copies/theme	$320,000	The Layout version will also be converted to PDF books so that schools can print on demand in the future if needed. The cost of printing will be borne by parents or individual schools after the project period if schools want to carry on using the printed books.
Learner Reflection Journal	Covered by Creative Work item	Electronic downloadable and editable version will be made to sustain the project and the concept to carry forward. Schools may print on demand based on their needs.
Award Scheme Sticker books for 1st year (25 schools)	$20,000	Award scheme to promote participation rate, usage rate and students' sense of achievement.

Pins x 5 sets (5 values) for 2nd year (40 schools)	$30,000	
Miscellaneous support for project implementation and support • 1st year 25 schools and • 2nd year 40 schools	$40,000	Support miscellaneous expenses of the project, such as traveling for coordinators, postage, delivery, photocopying for samples and decoration for seminars. (Reimbursement basis)
d. Contingency: $20,000	$20,000	Budget buffer for any changes in service fee or unpredicted items
Sub-total (a-d)	$2,542,300	
e. Audit fee	$15,000	To support the 2-year accountant fee and auditing fee
Total	$2,557,300	