

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

Project Title: Establishing a Growth Mindset School	Project Number: 2019/1072 (Revised Proposal)
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Name of School: CCC Kei Heep Secondary School

Direct Beneficiaries

(a) Sector: Kindergarten Primary Secondary Special School

(b) Beneficiaries: (1) Students: 466 S1-S6; (2) Teachers: 51; (3) Parents: 65;
 (4) Others: (please specify)

Project Period: 08/2021 to 07/2023

1. Project Needs

1.1	Project Aim(s)	<ul style="list-style-type: none"> ● To develop growth mindset in students, teachers and parents as a form of positive education ● To indigenize the concepts and practices of the western growth mindset in a local Chinese / Hong Kong context
1.2	Innovative element(s)	<ul style="list-style-type: none"> ● Implementing a whole-school approach to growth mindset as a form of positive education in as part of a life education curriculum and as elements in other subject curriculums ● Establishing a growth mindset school involving students, teachers and even parents, alumni and the elderly in the Wong Tai Sin community ● Practising the western concept of growth mindset in a secondary school in the Chinese communities with suitable cultural considerations and local adaptations
1.3	Alignment with school-based / students' needs	<ul style="list-style-type: none"> ● Students in Kei Heep are mainly from grassroot families / mainland China with low socio-economic status and weak family support. About one third of the students have special educational needs. They are not academic achievers and mostly suffer from low self-efficacy. ● Past APASO results have shown that our students have a poor sense of life satisfaction, crippled by uncontrollable factors like families, and a sense of achievement. Some are regarded by parents or circumstances as failures.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<ul style="list-style-type: none"> ● Through learning and deliberate practice, it is hoped that students, teachers and parents of Kei Heep are molded towards positivity and growth orientation regardless of their inborn deficiencies or unfavourable external circumstances. ● It is expected that students of Kei Heep would be able to understand that their 'abilities' can be changed and developed through a positive attitude and sustained effort. And through deliberate practice and positive guidance and praises from teachers and parents, they can develop their abilities, intelligence and talents.
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	<ul style="list-style-type: none"> ● Over the past 3-year developmental cycle, the school has successfully developed a caring school culture with Christ's teachings. ● The principal encourages all staff to think positively and develop them into growth-minded educators. The principal's deliberate effort in cultivating a 'growth mindset' in all staff has won her an award in the 4th Round of Outstanding Educational Administrators Scheme (2018-2020) (第四屆卓越教育行政人員獎勵計劃). (see media coverage: https://www2.keiheep.edu.hk/CustomPage/115/award.pdf https://www.hkcea.edu.hk/sites/default/files/20200115170717.pdf)
2.3	Principal's and teachers' involvement and their roles	QEF Growth Mindset Project Working Group

		Member	Role
		1. Principal	Convenor
		2. Vice Principal	Ex-official cum Advisor
		3. Vice Principal cum Academic Affairs Committee Head	Co-convenor
		4. Assistant Vice Principal cum Counseling Master	Planner and executer (student wellbeing and positive growth programmes)
		5. Life Education Committee Head	Planner and executer (life education curriculum and Christian education)
		6. Moral and Civic Education Head cum Visual Arts Panel Head and Community Service Group Teacher-in-charge	Planner and executer (infusing growth mindset in arts education / promoting growth mindset in the community)
		7. External Relations Committee Head	Planner and executer (promoting growth mindset to parents and to the community)
		8. Visual Arts Teacher cum STEAM Teacher	Planner and executer (creating growth mindset artwork or growth mindset STEAM hands-on craftwork; decorating the campus with growth mindset display)
		9. 1 more teacher (non-middle manager)	Planner and executer (implementing growth mindset in subject areas)
		*all working members of the core group will be involved in the design, implementation and management, and evaluation of the curriculum materials and practices.	
2.4	Parents' involvement / participation (if applicable)	<ul style="list-style-type: none"> ● Parents will be involved at two different levels. ● Parents will be invited to talks or workshops featuring growth mindset for parents ● Interested parents will be recruited as second-tier trainers in the provisions of growth mindset programmes volunteers in the second year of the project onwards 	
2.5	Roles of collaborator(s) (if applicable)	NA	

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
08/2021-10/2021	<ul style="list-style-type: none"> ● Core working group members fine-tune project ideals, expectations, schedule and deliverables ● Develop a life education curriculum framework featuring growth mindset across all 6 secondary years ● Identify and trial-use a set of growth mindset practices that can be infused in traditional and existing KLA/subject areas and functional groups (e.g. discipline, counseling, extra-curricular activities)
10/2021-06/2022	<ul style="list-style-type: none"> ● Develop 36 sessions (6 lessons x 6 forms = 36 in total) of life education lesson materials featuring growth, trial-teach and evaluate ● Implement and evaluate the set of growth mindset practices that can be infused in traditional and existing KLA/subject areas and functional groups ● Implement growth mindset programmes to parents ● Implement growth mindset programmes to the elderly in the community
07/2022-08/2022	<ul style="list-style-type: none"> ● Review and revise different project initiatives listed above ● Identify good practices and a mode that can work in Kei Heep / the Hong Kong context ● Consolidate the practices and revise our implementation plan and strategies (if necessary)

	<ul style="list-style-type: none"> ● Conduct internal staff development activities sharing successful growth mindset practices in both subject and non-subject areas
09/2022-06/2023	<ul style="list-style-type: none"> ● Develop 36 sessions (6 lessons x 6 forms = 36 in total) of life education lesson materials featuring growth, trial-teach and evaluate ● Continue to implement and evaluate growth mindset practices that can be implemented in traditional and existing KLA/subject areas and functional groups ● Implement growth mindset programmes to parents (2nd-tier) ● Implement growth mindset programmes to the elderly in the community (2nd-tier)
07/2023	<ul style="list-style-type: none"> ● Wrap up different project initiatives listed above ● Preparing project reports ● Sharing project achievements and deliverables (if appropriate)

2.7 Details of project activities (*Item (a)-(f) not applicable to this application can be deleted.*)

a. Student activity, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Life education curriculum revamping	To develop 72 sessions of lesson materials featuring growth mindset in the existing school-based life education curriculum across 6 years	6 sessions x 6 forms x 2 years = 72 sessions (each session lasts for 35 minutes)	Teachers from the working group will be involved in the planning, implementation and evaluation of the life education curriculum	<ul style="list-style-type: none"> ● 72 sessions of life education curriculum materials featuring growth mindset with teaching notes, PPT and/or worksheets
*Growth Mindset in the Subjects	<p>- To develop, implement, evaluate and consolidate successful growth mindset practices infused in different subjects, for example,</p> <ol style="list-style-type: none"> teaching 'appreciation' and 'empathy' in Religious Studies; setting writing topics requiring students to reflect on their own mistakes/failures from a growth mindset perspective in Chinese and English; streaming all exercises into different ability categories and encouraging students to choose the right level for themselves but then aim at a higher level the next time to 'embrace challenges' cultivating a growth mindset in students by encouraging them to 	across the whole year	All teachers	<ul style="list-style-type: none"> ● A localized and school-based manual of successful growth mindset practices in the subjects

	<p>create, innovate, trial and improve a product that solves the everyday problems of themselves (e.g. oversleeping), the school (e.g. poor drainage due to old school premises) and the community (e.g. loneliness of the elderly living in Wong Tai Sin) in Design & Technology and STEAM subjects</p> <p>v. coaching teachers to practise ‘process praise’ in all subjects emphasizing students’ effort and good use of methods / strategies (instead of mere wisdom and talents)</p>			
Growth Mindset in Non-subject Areas	<p>- To develop, implement, evaluate and consolidate successful growth mindset practices infused in different non-subject areas, e.g. encouraging prosocial behavior in national, moral and civic education of the school; promoting ‘learning from others’ by the guidance committee</p> <p>- Some examples include:</p> <ol style="list-style-type: none"> i. Guidance Committee will organize activities on physical and mental well-being ii. Class teachers, social workers and guidance teachers will co-organise class teacher periods on mindfulness for S6 DSE takers to help them relieve stress and be aware of their emotional status iii. Discipline Committee and all teachers practise ‘positive discipline’ in which punishment is gradually replaced by mutual understanding, commitment and relationship building iv. Campus TV will produce and broadcast stories and episodes featuring positive messages and role models, etc 	across the whole year	All teachers	<ul style="list-style-type: none"> • A localized and school-based manual of successful growth mindset practices in non-subject areas

Growth Mindset for the Elderly	- To develop, implement, evaluate and consolidate successful growth mindset programmes for the elderly in Wong Tai Sin using the existing <i>Academy for the Elderly</i> platform, for example: <ul style="list-style-type: none"> i. teaching them simple maths Sudoku as a new activity to let them ‘embrace challenges’ ii. teaching them the use of positive language to reinforce positive thinking iii. teaching them simple mindfulness techniques as a form of well-being practices 	2-3 x 1.5-hr sessions / year	Core working group members, teachers and students from the Community Service Group	<ul style="list-style-type: none"> • Artwork / STEAM craftwork featuring growth mindset as gifts
Growth Mindset around Campus	-To co-design and co-create artwork/STEAM craftwork with students featuring growth mindset – to be put around the school and/or as souvenirs and display of student work, for example, student-designed posters with motivational bilingual growth mindset phrases like ‘Mistakes are Proof that You are Trying’	across the year	Core working group members, teachers and students from the Visual Arts and STEAM lessons	<ul style="list-style-type: none"> • Artwork / STEAM craftwork featuring growth mindset as decorations / gifts
Growth Mindset Student Ambassadors	To recruit, train and set up a team of growth mindset ambassadors to assist in carrying out various growth mindset programmes, especially those for the elderly in the community; the ‘team’ will consist of 10-12 students from S2-S4, who are potential student leaders in the school or active members of the school’s community service team.	across the year	Core working group members training 10-12 S2-S4 students	<ul style="list-style-type: none"> • A team of trained growth-minded ambassadors to implement growth mindset at school and community level

* Examples of “***Growth Mindset in the Subjects***” include (but not limited to):

Apart from having a separate growth curriculum (content), it is also proposed that growth mindset can be ***integrated across the curriculum in the everyday teaching of different subjects (practices)***. Some examples of growth mindset strategies as ***curriculum practices*** the school is going to try out are summarised below:

Subject	Possible curriculum practices / growth mindset strategies
ALL	Avoid praising students’ intelligence and sheer effort; instead acknowledge the importance of planning and trying new learning methods
ALL	Expose students to different teaching methods (multisensory stimuli, presentation, group work, gamified learning, etc) in order to help students build a repertoire of learning skills to handle diverse challenges; teach them the importance of planning and trying new methods, and the value of challenges
ALL	Give scores in the form of experience points (XP; e.g. 850 XP) instead of only awarding percentages (e.g. 85/100) or letter grades (e.g. B+); this exhibits a mindset of growth reference point focusing on how much students have learned and accomplished by going uphill from ‘0’ XP to say infinity, instead of going downhill from 100% ¹

¹ 10 Ways Teachers can Instill a Growth Mindset in Students: <https://www.prodigygame.com/blog/growth-mindset-in-students/>

ALL	Differentiate the curriculum in the core subjects (Chinese Language, English Language, Mathematics and Integrated Humanities / Liberal Studies) into different levels in junior forms and encourage students to set goals and take on challenges by choosing a slightly higher level
Languages	Include topics of writing asking students to reflect, question or problem-solve using the lens of a growth mindset
Liberal Studies	Encourage students to create / innovate growth mindset solutions to current social or global issues
STEAM	Give students hands-on challenges and encourage them to take risks and embrace mistakes as learning opportunities; the school's current computer room will be revamped into a 'Makerspace' which gives students a challenge to solve problems (real life, e.g. those drainage / rubbish problems at school; or in the community, e.g. lack of care for the elderly in Wong Tai Sin) using their creativity, imaginations, and the tinker supplies; the school has successfully applied for the EDB's School-based Support Service on 'STEM curriculum innovations' for the 2020/21 school year, it is hoped that our new school-based STEAM curriculum in the junior forms can encourage a culture of 'trying and learning' and 'appreciating arts and effort' in the course of learning.
Visual Arts / Biology / Integrated Science	Tell students about the benefits of art on the brain; take a Right/Brain Left/Brain Quiz and recognize the importance of exercising both sides and introduce the concept of fixed / growth mindset; teach students the value of art and creativity during their course of learning
Physical Education	Study the biographies of famous athletes like Michael Jordan or Kobe Bryant, and analyse how these successful people learn and grow from mistakes / failures through reflection

b. Teacher training, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Growth Mindset for Teachers	<ul style="list-style-type: none"> - To provide staff training/professional development programmes for teachers on understanding and implementing growth mindset in schools (by invited guests or members of the working group as a 'train-the-trainer' measure for sustainability) - Topics may include: <ul style="list-style-type: none"> i. The language of growth mindset ii. Mindfulness and self-care iii. Positive discipline 	2-3 x 1.5-hr sessions / year	Invited speakers from the relevant field (fees not included in the project); core working group members and all teachers	School-based teacher training materials/manual with examples of good practices

c. Equipment (including installation of new fixtures or facilities), if applicable

Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate

d. Construction works, if applicable

Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate

(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)

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

- The school has set aside specific lessons (35 minutes each x 2 lessons per week) in the school timetable as our school-based life education and growth lessons of all forms. The school-based curriculum content will be substantially revised and revamped to nurture **growth mindset** to promote **social and emotional wellbeing** of students. Students will be taught to understand the values of effort, persistence and trying new learning methods to cultivate their talents and abilities.

- The following curriculum content will be adopted for each form starting 2021-22 (tentative):

Form	Major theme	Sub-themes
S1	Understanding self and life	<ul style="list-style-type: none"> Mindsets Relationships with family Relationships with friends Emotional management Goal setting Risk-taking
S2	Appreciating life	<ul style="list-style-type: none"> Mindsets Gratitude Self-esteem Empathy Trial and error Failure and challenge
S3	Respecting life	<ul style="list-style-type: none"> Mindsets Achievements Deliberate practice Healthy lifestyle Social-emotional wellbeing Respect
S4	Exploring life	<ul style="list-style-type: none"> Mindsets Resilience Understanding effort Learning from others Feedback Meta-learning
S5	Reflecting on life	<ul style="list-style-type: none"> Mindsets Grit Goal setting Stress management Appreciation Positive self-talk
S6	Exceling in life	<ul style="list-style-type: none"> Mindsets Positivity Career and life planning Perseverance Self-discipline Importance of alternatives

- For example, in the sub-theme of ‘goal setting’ in S1, students will be taught how to use ‘SMART’ to set goals in their academic studies and non-subject areas (e.g. participation in extra-curricular activities / interest classes / exploring a new interest / making new friends). Teachers then encourage students to embrace challenges by setting slightly more challenging goals.
- In the sub-theme of ‘gratitude’ in the S2 curriculum, students will be guided to treasure what they possess now, and have mutual encouragement, appreciation and gratitude with their teachers and family members, coupled with activities in the Teachers Appreciation Day or Mother’s / Father’s Day.
- In the sub-theme of ‘respect’ in the S3 curriculum, students will first be taught about respecting life and others in the community, and then what they have learned in the lesson will be supplemented with community service to the elderly groups beyond the classroom in Wong Tai Sin.

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

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/instructor(s), etc.)	Expected learning outcomes
Growth Mindset for Parents	To develop, implement, evaluate and consolidate successful growth mindset programmes, talks and workshops, for parents, for example, teaching them topics like 'positive parenting', 'the use of positive language', 'mindfulness training', etc	2-3 x 1.5-hr sessions / year	Core working group members, teachers from the Parent-Teacher Association, parent volunteer (recruited as parent volunteer in the 2 nd -tier programmes)	<ul style="list-style-type: none"> • A localized manual of growth mindset for parents • Artwork / STEAM craftwork featuring growth mindset as gifts/souvenirs • More growth-minded parents nurturing more positive parenting at home

2.8 Budget

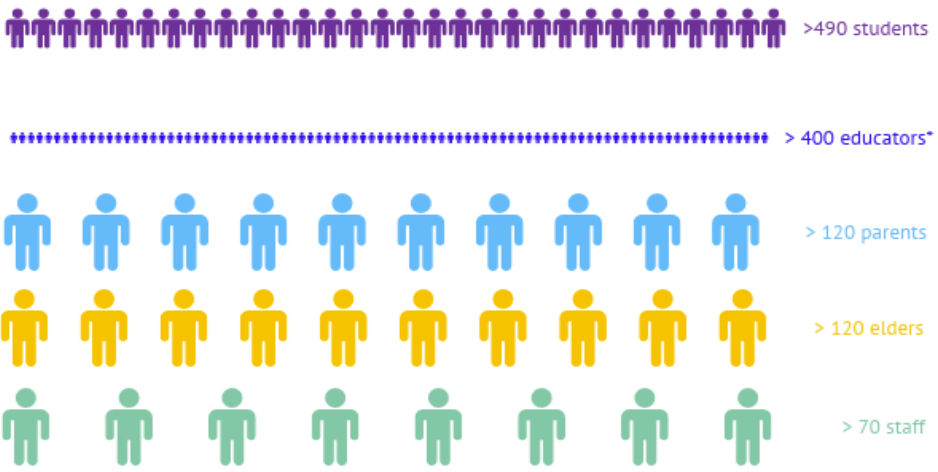
Total Grant Sought: HK\$ 385,300

Budget Categories*	Breakdown for the budget items		Justifications (Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)
	Item	Amount (HK\$)	
a. Staff	Supply teacher (Graduate Master, 12 months including MPF) to relieve the teaching loads of core working group members for the implementation of the project (HK\$30,165 + \$1,500 (MPF) x 12 months)	\$379,980	Graduate Teacher with a bachelor degree and PGDE or equivalent; major / minor in psychology or counseling and relevant prior training or work experiences preferred. Responsibilities include: <ul style="list-style-type: none"> • taking up part of teaching loads of core working group members so that the members can have the capacity to create, implement and evaluate the growth mindset curriculum modules and practices by engaging in weekly collaborative lesson planning and observation; & • assisting in implementing the project initiatives, especially planning, organizing and delivering growth mindset programmes for parents and the community elderly, editing and tidying up trialed growth mindset curriculum materials, and compiling various manuals as deliverables
b. Service			
c. Equipment			
d. Works			
e. General expenses	Audit fee	\$5,000	
	Miscellaneous	\$320	
f. Contingency			
Total Grant Sought (HK\$):		\$385,300	

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- (i) Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.
- (ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.
- (iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials – 72 sessions of life education materials <input checked="" type="checkbox"/> 3 growth mindset manuals for students, teachers and parents respectively e-deliverables*(please specify): <input type="checkbox"/> Others (please specify) _____ <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Expected number of beneficiaries	
3.3	Positive impact on quality education/ the school's development	<p><u>To Students:</u></p> <ul style="list-style-type: none"> ● Students in general will benefit from a more caring, innovative physical campus environment which stresses a positive growth mindset. ● In particular, the project will help the school to provide a caring and welcoming environment and develop a growth mindset through revamped life education curriculum content, practices and school culture. ● Students will be trained and selected as <i>growth mindset ambassadors</i> to disseminate relevant messages or conduct relevant programmes to their peers, parents and even the elderly in the community. ● Students in general, and those in the community service team in particular, will be involved as volunteers to make growth mindset STEAM souvenirs, provide training to the elderly on positive education/growth mindset. <p><u>To Teachers/Principal:</u></p> <ul style="list-style-type: none"> ● A core team of staff will receive relevant training from the project and be the 'change agents' in the school culture nurturing growth mindset among both students and staff. This team of teachers will also be given opportunities to 'upskill' and learn from peers from other schools, and form an effective learning community which is beneficial to the teachers' personal and professional growth and that of the school as well. ● Core members can also be given opportunities to co-innovate and co-invent a model of wellbeing and growth mindset for schools with different backgrounds and form different communities of learning both inside and outside of school. ● The principal can further and actualise her education ideal of growth mindset cultivation among teaching staff to all members of the school (including

		<p>students, parents and even the community).</p> <p><i>To Parents:</i></p> <ul style="list-style-type: none"> ● Parents can receive more structured parent education training on growth mindset advocated by the Project. ● It is believed that with enhanced parent education programmes, parents can become more positive and effective adults with good psychological wellbeing, which in turn fosters better family relationships and better upbringing of their children. ● Some passionate and more devoted parents will be invited to be the ‘trainers’ (the first batch of trainees) to coach and facilitate other fellow parents in the learning of growth mindset. It is expected that another community of learning could be formed among parents as well. <p><i>To the Education Field (e.g. dissemination):</i></p> <ul style="list-style-type: none"> ● The school management, the core school staff members of the project team, student growth mindset ambassadors and parent volunteers can contribute to different kinds of model building and good practice sharing among schools, parents, the education sector and the community at large. ● Different localised, contextualised and experimented growth mindset curriculum resources, toolkits, guides or good practice manuals will be compiled for dissemination.
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3.3 Evaluation

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

(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)

- Lesson observation together with collaborative lesson planning and lesson study (in subject areas and growth-minded life education lessons) (80% of teachers have used and incorporated growth mindset practices in their teaching)
- APASO data (items related to satisfaction, confidence, stress management, achievement, etc) (70% of students have experienced positive change in the above areas)
- Stake-holder surveys and other customized school-based survey (80% of respondents [students, teachers and parents] agree that growth mindset has positive impact on them)
- Focus group interviews with students, teachers, parents (concrete verbal and written evidence of the positive impact of implementing growth mindset in schools)
- Content analysis of lesson materials (concrete evidence in the form of student work sample of positive growth)

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

3.4 Sustainability of the project

- a school-based life education curriculum featuring growth mindset (36 modules with teaching materials, notes, worksheets and PowerPoint, etc) will be in place as an integral part of the school curriculum
- a list / manual of good growth mindset practices in in subjects and non-subject areas in a localized / HK context will be compiled as a guidebook steering future practices of the school
- good practices will be shared with the community

3.5 Dissemination

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

(Examples: dissemination seminar, learning circle)

- sharing of good practices in QEF network / seminar / annual Learning & Teaching Expo
- sharing of good practices within the school-sponsoring body / Wong Tai Sin community
- putting good practices manuals / lesson materials online for dissemination

4. Declaration

- 4.1 Our school understands the expenditure items funded by the QEF are one-off. Our school will bear the recurrent expenditure incurred, including maintenance costs, daily operating costs, etc. and the possible consequences that may arise.
- 4.2 Our school will ensure that all procurement of goods and services is conducted on an open, fair and competitive basis with measures taken to avoid conflict of interests in the procurement process.

5. Report Submission Schedule

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

Project Management (Should be submitted via the “Electronic Project Management System” (EPMS))		Financial Management (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 01/08/2021 - 31/01/2022	28/02/2022	Interim Financial Report 01/08/2021 - 31/01/2022	28/02/2022
Progress Report 01/02/2022 - 31/07/2022	31/08/2022	Interim Financial Report 01/02/2022 - 31/07/2022	31/08/2022
Progress Report 01/08/2022 - 31/01/2023	28/02/2023	Interim Financial Report 01/08/2022 - 31/01/2023	28/02/2023
Final Report 01/08/2021 - 31/07/2023	31/10/2023	Final Financial Report 01/02/2023 - 31/07/2023	31/10/2023