

Final Report of the Project (2007 / 0324)

Part A

Project Title: From Assessment for Learning to Promoting Self-regulated Learning
in Early-childhood Education (Kindergarten & Lower Primary Levels)

Name of Organization/School: Hong Kong Centre for the Development of Educational Leadership, CUHK

Project Period: From September 2008 (month/year) to August 2010 (month/year)

Part B

1. Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
1. To help schools understand the concept and principles of Assessment for Learning (AFL) and to acquire the skills and techniques for the planning and implementation of AFL	<ul style="list-style-type: none">■ A 24-hour training programme, consists of 6 modules, was delivered to 100 Facilitating Committee (FC) Members of the 20 project schools■ 2 whole-school workshops were delivered for all teachers of the 20 project schools■ A series of training packages and a set of relevant performance	Successfully achieved	<ul style="list-style-type: none">■ Scores from evaluation indicate that the participants were satisfied with the training modules and workshops■ Packages had been used in the training modules■ Results of surveys of school performance were discussed in the whole-school workshops	--

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
	indicators were developed for the 20 project schools			
2. To help schools institutionalize an assessment for learning framework in daily practices	<ul style="list-style-type: none"> ■ 2 whole school workshops were delivered for all teachers of the 20 project schools ■ 2 half-day practicum workshops for teachers of the 20 project schools ■ 2 half-day lesson observation visits for teachers of the 20 project schools 	Successfully achieved	<ul style="list-style-type: none"> ■ Scores from evaluation indicate that the participants were satisfied with the whole-school workshops, practicum workshops and the lesson observation visits ■ Packages were used in the training modules ■ Results of surveys were discussed in whole-school workshops 	--
3.To help schools develop school-based assessment mechanism and a variety of measurement tools appropriate for conducting AfL	<ul style="list-style-type: none"> ■ 2 half-day lesson observation visits for teachers of the 20 project schools 	Successfully achieved	<ul style="list-style-type: none"> ■ Scores from evaluation indicate that the participants were satisfied with the lesson observation visits 	--

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
4. To help teachers to acquire knowledge and skills for developing student learning portfolios	■ 2 half-day practicum workshops for teachers of the 20 project schools	Successfully achieved	■ Scores from evaluation indicate that the participants were satisfied with the practicum workshops	--
5. To help teachers make meaningful use of assessment information to feedback on curriculum planning, as well as on children's learning	■ 2 half-day practicum workshops for teachers of the 20 project schools	Successfully achieved	■ Scores from evaluation indicate that the participants were satisfied with the practicum workshops	--
6. To promote self-regulated learning of children through implementation of AfL	■ 2 half-day class observation for teachers of the 20 project schools	Successfully achieved	■ Scores from evaluation indicate that the participants were satisfied with the peer observations	--
7. To disseminate good practices provided by practicing schools in implementing AfL	■ Delivery of the resource kits to all kindergartens and primary schools in Hong Kong	Successfully achieved	■ Each of the kindergartens and primary schools in Hong Kong has received a copy of the Resources kit	--
8. To create an interface between the participating kindergartens and primary schools through experience and resources	■ 2 half-day lesson observation visits for teachers of the 20 project schools	Successfully achieved	■ Scores from evaluation indicate that the participants were satisfied with the lesson observation	--

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
sharing			visits	
9. To help parents understand the AfL concept	■ 1 half-day seminar for parents in the 9 project schools	Successfully achieved	■ Scores from evaluation indicate the parents were satisfied with the seminar	--

2. Project Impacts on

(A) Learning Effectiveness

The project covered a wide variety of areas (i.e. Principles of AfL and its Implications on Learning and Teaching, AfL Teaching Strategies and Skills, Effective Questioning Techniques for AfL, AfL & Self and Peer Assessment, AfL & Development of Assessment Portfolios) through the six training modules, school workshops as well as practicum workshops and lesson observation visits; which equipped teachers with effective AfL teaching skills and techniques for promoting promote self-regulated learning in daily classroom practice.

(B) Professional Development

The scope of vision of teachers will be greatly broadened as the project introduced them a shift in the way of teaching from traditional teacher-centred mode to a more student-centred mode. The training programmes and school workshops have opened up a new horizon in teaching theories and principles in AfL; thus encouraging teachers to reflect, revisit and

reconstruct their teaching practice in daily classrooms. As revealed by the scores of course evaluations, teachers were satisfied with the training programmes and school workshops delivered to them. They agreed that their knowledge about AfL were enriched and was helpful to their professional development in teaching. It also helped teachers to fulfill the Continuing Professional Development (CPD) requirement, that is, 12 CPD hours for teachers and 24 CPD hours for members of the Facilitating Committee.

(C) School Development

Teachers in the participating schools have acquired the AfL teaching skills and techniques from the school-based workshops and training programmes provided. By comparing and interpreting the results of the AfL indicators in two consecutive years, principals and teachers should have a distinct understanding about their progress of AfL learning and teaching in their schools and make further improvement accordingly. In addition, the class observations and post class observation meetings in the project promoted teachers' professional exchange by encouraging teachers to work collaboratively in preparing the lessons, to reflect on their own teaching performance and to comment on their fellow-teachers' work. Besides, the pairing-up of sister schools also facilitates professional exchange between the kindergartens and primary schools of the project. Furthermore, the parent seminar helps to develop a clearer understanding about their roles in AfL thus becoming more involved in the assessment process.

3. Cost-effectiveness

The project is cost-effective because the average cost for each participating school is \$75,225 per year which meets the estimated budget. The budget checklist is as follows:

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
I. Staff cost	\$1,531,200.00	\$1,522,821.00	-0.547%
II. General expenses	\$190,000.00	\$190,000.00	-

III. Services	\$1,233,600.00	\$1,233,600.00	-
IV. Contingency fee	\$45,200.00	\$452,000.00	-
IV. Interest Earned	\$15,248.94	\$15,248.94	-
TOTAL	\$3,015,248.94	\$3,009,000.33	-\$8,379.00

4. Dissemination of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
1. 3 Training packages (2008-09)	--	Distributed to 100 FC members of the 20 project schools in each of the training modules (Nov – Dec, 2008)	--
2. 3 Training packages (2009-10)	--	Distributed to 100 FC members of the 20 project schools in each of the training modules (Nov – Dec, 2009)	--
3. First whole-school workshop handouts (2008-09)	--	Distributed to 585 teachers of the 20 project schools in the first series of the school workshops (Jan, 2009 – Apr, 2009)	--
4. Second whole-school workshop handouts (2009-10)	--	Distributed to 578 teachers of the 20 project schools in the second series of the school workshops (Jan, 2010 – Feb, 2010)	--
5. First practicum workshop handouts (2008-09)	--	Distributed to 158 teachers of the 20 project schools in the first series of the school workshops (Feb – Apr, 2009)	--

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
6. Second practicum workshop handouts (2009-10)	--	Distributed to 945 teachers of the 20 project schools in the second series of the school workshops (Mar – Apr, 2010)	--
7. Class observation forms (2008-09)	--	Class observation forms were distributed to a total of 158 observers (2008-09)	--
8. Class observation forms (2009-10)	--	Class observation forms were distributed to a total of 124 observers (2009-10)	--
9. Parent seminar handouts (2009-10)	--	Reference materials (including the presentation powerpoint template) was sent to each of the 20 project schools in the briefing session (9 January, 2010)	--
10. 20 sets of Data Interpretation Reports (2008-09)	--	A copy of the data interpretation report was sent to each of the 20 project schools (July– Aug, 2009)	--
11. 20 sets of Data Interpretation Reports (2009-10)	--	A copy of the data interpretation report was sent to each of the 20 project schools (July – Aug, 2010)	--
12. Newsletter (2008-09)	--	A copy was sent to all kindergartens, primary and secondary schools in Hong Kong by mail (May, 2009)--around 2,000 copies.	--
13. Newsletter (2009-10)	--	A copy was sent to all kindergartens, primary and secondary schools in Hong Kong by mail (May, 2009)--around 2,000 copies.	--

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
14. Resources Kit on AfL	--	<ul style="list-style-type: none"> (1) A copy was sent to each of the 20 project schools by mail (Sept, 2010) (2) 2 copies were sent to the EDB libraries (Oct, 2010) (3) 22 copies were sent to the libraries of Tertiary Institutions in Hong Kong (Oct, 2010) (4) A copy was sent to each of the 1458 primary schools and kindergartens in Hong Kong by mail (Sept, 2010) (5) 52 copies were sent to various School Sponsoring Bodies in Hong Kong (Oct, 2010) 	--
15. Occasional Paper: Pang, N.S.K. & Leung, Z.L.M. (2008). <i>The practice of assessment for learning and metacognitive teaching in Hong Kong classrooms</i> (School Education Reform Series, No.48. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (34 pages)	--	<ul style="list-style-type: none"> (1) A set of 3 copies was sent to each of the 20 project schools by mail (Oct, 2008) (2) 2 copies were sent to the EDB libraries (Oct, 2008) (3) 22 copies were sent to various libraries of Tertiary Institutions in Hong Kong (Oct, 2008) 	--

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<p>16. Occasional Paper: Pang, N.S.K. & Fung I.Y.S. (2010). <i>Teachers as Reflective Practitioners in Classroom Teaching</i> (School Education Reform Series, No.53. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (35 pages)</p>	--	<p>(1) A set of 3 copies was sent to each of the 20 project schools by mail (Oct, 2010)</p> <p>(2) 2 copies were sent to the EDB libraries (Oct, 2010)</p> <p>(3) 22 copies were sent to various libraries of Tertiary Institutions in Hong Kong (Oct, 2010)</p> <p>(4) 52 copies were sent to various School Sponsoring Bodies in Hong Kong (Oct, 2010)</p>	--
<p>17. Occasional Paper: Pang, N.S.K. & Leung, Z.L.M. (2010). <i>Teachers' Competence in Assessment for Learning in Early Childhood and Primary Education</i> (School Education Reform Series, No.54. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (30 pages)</p>	--	<p>1) A set of 3 copies was sent to each of the 20 project schools by mail (Oct, 2010)</p> <p>(2) 2 copies were sent to the EDB libraries (Oct, 2010)</p> <p>(3) 22 copies were sent to various libraries of Tertiary Institutions in Hong Kong (Oct, 2010)</p> <p>(4) 52 copies were sent to various School Sponsoring Bodies in Hong Kong (Oct, 2010)</p>	--

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<p>16. Occasional Paper:</p> <p>彭新強、李傑江 (2010)。《在課堂中實施「促進學習的評估」--個案研究》。學校教育改革系列之 55。香港:香港中文大學教育學院與香港教育研究所。21 頁。</p>	--	<p>(1) A set of 3 copies was sent to each of the 20 project schools by mail (Oct, 2010)</p> <p>(2) 2 copies were sent to the EDB libraries (Oct, 2010)</p> <p>(3) 22 copies were sent to various libraries of Tertiary Institutions in Hong Kong (Oct, 2010)</p> <p>(4) 52 copies were sent to various School Sponsoring Bodies in Hong Kong (Oct, 2010)</p>	--
<p>18. Academic Paper:</p> <p>Pang, N. S. K., & Leung, Z.L.M. (2010). The development and reform of educational assessment in Hong Kong. In H. S. Nakamura (Ed.), <i>Education in Asia</i> (pp. 121–137). Hauppauge, NY: Nova Science.</p>	--	<p>The article is a chapter in a book published by the Nova Science Publishing Limited in New York. The book has wide circulation, as the catalogue by the Publisher would be mailed to all the libraries in the major universities throughout the world, especially in English speaking countries.</p>	--

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<p>19. International Conferences:</p> <p>Pang, N.S.K. & Lee, P.K.K. (2009). Implementation of "Assessment-for-Learning" in Classroom—A Case Study of a Primary School in Hong Kong. Paper presented at the International Conference on Primary Education, at The Hong Kong Institute of Education, Hong Kong, Nov. 25- 27.</p>	--	An audience of 40 participants attended at the International Conference on Primary Education, at The Hong Kong Institute of Education, Hong Kong, Nov. 25- 27, 2009.	--

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<p>20. International Conferences:</p> <p>Pang, N.S.K. & Leung, Z.L.M. (2009). Lesson Study: Hong Kong Teachers' AfL Competence in Early Childhood Education. Paper presented at World Association of Lesson Studies International Conference 2009, at The Hong Kong Institute of Education, Hong Kong, Dec. 8 – 10.</p>	--	An audience of 35 participants attended at World Association of Lesson Studies International Conference 2009, at The Hong Kong Institute of Education, Hong Kong, Dec. 8–10, 2009.	--

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<p>21. International Conferences:</p> <p>Pang, N.S.K. & Leung, Z.L.M. (2010). Teachers' Competency in Assessment for Learning in Hong Kong. Paper presented at the International Conference on Education Research (ICER), at Seoul National University, Seoul, Korea, Sept. 30 – Oct. 1.</p>	--	An audience of 30 participants in the international conference held at the Seoul National University, at Seoul, Korea, Sept 30 – Oct 1, 2010.	--

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
<p>22. Public Seminars:</p> <p>School Development and Evaluation Team (2010) From Assessment for Learning to Promoting Self-regulated Learning in Early-childhood Education (Kindergarten & Lower Primary Levels) 2008-2010. Paper presented at How we Walk the Talk: Symposium on Assessment for Learning, Education Bureau, Mar. 26.</p>	<p>--</p>	<p>An audience of 40 participants attended the seminar</p>	<p>--</p>

5. Activity List

**The overall mean scores of evaluation, ranged from 1 (strongly disagree) to 6 (strongly agree), measures the level of satisfaction of the participants in the activities below.*

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				*Overall mean scores of evaluation (see Appendix I & II for details)
		schools	teachers	students	others (Please specify)	
1. 3 Training Modules for FC members (2008-09)	To be held at CUHK (Nov – Dec, 2007)	20	100	--	--	4.76
2. 3 Training Modules for FC members (2009-10)	To be held at CUHK (Nov – Dec, 2007)	20	100	--	--	4.82
3. First school workshop (2008-09)	To be held at schools (Jan – Apr, 2009)	20	585	--	--	4.89
4. Second school Workshop (2009-10)	To be held at schools (Jan – Feb, 2010)	20	578	--	--	4.81
5. First practicum workshop (2008-09)	To be held at schools (Feb – Apr, 2009)	20	158	--	--	5.05
6. Second practicum workshop (2009-10)	To be held at schools (Mar – Apr, 2010)	20	149	--	--	5.02
7. Class observations (2008-09)	To be held at schools (2008-09)	20	158	--	--	5.45
8. Class observations (2009-10)	To be held at school (2009-10)	20	124	--	--	5.45
9. Parent workshop by school (2009-10)	To be held at school (2009-10)	9	--	--	396 (respondent parents)	5.11

6. Difficulties encountered and solutions adopted

Although teachers in the participating schools are well aware of the importance of AfL strategies in learning and teaching, there may not be drastic changes in their school curriculum as it takes time for them to familiarize with the teaching methods and techniques through learning by doing. However, the innovation of teaching AfL strategies in daily classroom practice has been ignited as school heads and teachers are alert of its importance through our training programmes and school workshops. In fact, the determination of implementing AfL teaching and learning strategies in their schools were adequately reflected in the class-observations that many teachers began to incorporate various AfL strategies in their daily teaching. Although there are still rooms for improvement, it is a good evidence for them to put the theories and principles into practice for enhancing the “learning to learn” competence of their students.

As many parents are at work and are unable to catch up with the seminar, only nine project schools have successfully organized the activity. However, comments from the evaluation forms indicated that the majority of the parents are satisfied about the workshop and have a clearer concept about their roles in AfL.

7. Critical Analysis

The project was on schedule although there were some minor variations.

The project was well-planned with training modules and school workshops covering the theories and principles of AfL and a wide range of AfL learning and teaching strategies. A ‘fan’ approach was adopted in the project, in which detailed concepts about AfL and its teaching strategies were first initiated at senior management. Afterwards, changes and transformation were spread across middle management and gradually throughout the whole school. The training programmes and school workshops were delivered by school development officers of the Chinese University of Hong Kong. The school development officers are very experienced in teaching and school management. All of them were senior teachers and principals of primary and secondary schools and three of them had worked in the Education Bureau for a considerable period of time. It was very cost-effective in catering for twenty schools in such a tight budget.

When budget allows, it would be much better if we can conduct more class observations in each participating school so as to facilitate teachers in improving their AfL teaching skills and techniques.

List of Appendices

Appendix	File name (Item description)	Softcopy will be submitted online	Hardcopy will be sent by mail
1a	Evaluation scores of training workshops	✓	
1b	2009-10_Training Evaluation Form_AfL Yr2	✓	
2	Evaluation scores of school workshops and class observations	✓	
3	Seminar for preparing Parent workshop's handouts (2009-10)		
3a	AfL Yr2 Parent WS Briefing session PPT	✓	
3b	AfL Parent Workshop questionnaire SAMPLE	✓	
3c	QEF AfL Parent WS PPT template		✓ Remark: The file is too large for online submission and will be sent by mail.
4	Second practicum workshop handouts (2009-10)		
4a	Practicum WS2 Worksheet_Portfolio framework_Academic year, term	✓	
4b	Practicum WS2 Worksheet_Portfolio framework_teaching unit	✓	
5	Academic Paper: Pang, N. S. K., & Leung, Z.L.M. (2010). The development and reform of educational assessment in Hong Kong. In H. S. Nakamura (Ed.), <i>Education in Asia</i> (pp. 121–137). Hauppauge, NY: Nova Science.		✓

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6	<p>International Conferences:</p> <p>Pang, N.S.K. & Lee, P.K.K. (2009). Implementation of "Assessment-for-Learning" in Classroom—A Case Study of a Primary School in Hong Kong. Paper presented at the International Conference on Primary Education, at The Hong Kong Institute of Education, Hong Kong, Nov. 25- 27.</p>		✓
7	<p>International Conferences:</p> <p>Pang, N.S.K. & Leung, Z.L.M. (2009). Lesson Study: Hong Kong Teachers' AfL Competence in Early Childhood Education. Paper presented at World Association of Lesson Studies International Conference 2009, at The Hong Kong Institute of Education, Hong Kong, Dec. 8 – 10.</p>		✓
8	<p>International Conferences:</p> <p>Pang, N.S.K. & Leung, Z.L.M. (2010). Teachers' Competency in Assessment for Learning in Hong Kong. Paper presented at the International Conference on Education Research (ICER), at Seoul National University, Seoul, Korea, Sept. 30 – Oct. 1.</p>		✓
9	<p>Public Seminars:</p> <p>School Development and Evaluation Team (2010) From Assessment for Learning to Promoting Self-regulated Learning in Early-childhood Education (Kindergarten & Lower Primary Levels) 2008-2010. Paper presented at How we Walk the Talk: Symposium on Assessment for Learning, Education Bureau, Mar. 26.</p>		✓

Appendix	File name (Item description)	Softcopy will be submitted online	Hardcopy will be sent by mail
10	5 copies of SDET Newsletter (2009-10)		✓
11	5 sets of Resources Kits for Primary schools on AfL and 5 sets of Resources Kits for Kindergartens on AfL		✓
12	5 copies of the Occasional Paper: Pang, N.S.K. & Leung, Z.L.M. (2008). The practice of assessment for learning and metacognitive teaching in Hong Kong classrooms (School Education Reform Series, No.48. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (34 pages)		✓

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13	5 copies of the Occasional Paper: Pang, N.S.K. & Fung I.Y.S. (2010). Teachers as Reflective Practitioners in Classroom Teaching (School Education Reform Series, No.53. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (35 pages)		✓
14	5 copies of the Occasional Paper: Pang, N.S.K. & Leung, Z.L.M.. (2010). Teachers' Competence in Assessment for Learning in Early Childhood and Primary Education (School Education Reform Series, No.54. Hong Kong: The Faculty of Education of the Chinese University of Hong Kong and Hong Kong Institute of Educational Research. (30 pages)		✓
15	5 copies of the Occasional Paper: 彭新強、李傑江 (2010)。《在課堂中實施「促進學習的評估」--個案研究》。學校教育改革系列之 55。香港:香港中文大學教育學院與香港教育研究所。21 頁。		✓