

Part C Project details

1. Needs and applicant's Capability

(a) Background: evaluation of the present situation that leads to the need for this project

Social and emotional development is found to be important for young children (Golbeck, 2001; Marcon, 2000). Literature suggested that participants of early intervention programs such as High Scope Perry Preschool Project and Head Start committed fewer delinquent or criminal acts, or less severe acts, and had better relationships with others (Barnette, 1995; Schweinhart and Weikart, 1997; Yoshikawa, 1995). The project is to promote and enhance the learning and teaching of social and emotional development through setting goals/domains for moral, social and civic education in preschools. Moral education is the acquiring of a set of beliefs and values relating to what is right and wrong which guides intentions, attitudes and behavior towards oneself, other people, one's own society, and the environment; and develops the disposition to act in accordance with such beliefs and values (Halstead, and Taylor, 2000a). Social education is the progressive acquisition of the skills and personal qualities needed to live and participate cooperatively in social settings and play a full part in society (Espinosa, 2002). Civic education is to facilitate an understanding of one's own identity within the group, and a recognition of the way that beliefs, values customs, practices knowledge and skills from the basis of identity and cohesion in the community (Thompson, 2002).

Self and Society is a 'new' domain among the six learning domains stipulated in the Guide to Pre-primary Curriculum (Curriculum Development Institute, 2006). The project will help developing the content/elements for this new learning domain, including: 1). Values (principles and fundamental convictions which act as general guides to behavior, enduring beliefs about what is worthwhile, ideals for which one strives, standards by which particular beliefs and actions are judged to be good or desirable. Examples of values are love, fairness, equality, freedom, justice, happiness, security, peace of mind, truth); 2). Attitudes (acquired tendencies or predispositions to make judgements and behave in a predictable manner. Examples of attitudes are openness, tolerance, respect, acceptance, freedom from prejudice); 3). Personal Qualities (virtues, personal attributes, dispositions or characteristics. Examples of personal qualities are honesty, generosity, courage, confidence, self-esteem, care and concern for others, truthfulness, responsibility, friendliness, humility, loyalty, perseverance, kindness, compassion, self-discipline, integrity, politeness, cooperation, sensitivity to others); 4). Spiritual development (developing the potential of the human spirit, including the personality, the emotions and fundamental human characteristics such as love, peace, wonder, joy, imagination, hope, forgiveness, creativity and the capacity to respond to the challenges of change, hardship and danger) and etc. Learning activities will be designed to foster children's knowledge, skills and dispositions in aspects of social development (such as social skills to communicate with adults and ability to have relationships with adults, and social skills to cooperate with peers and to form and sustain reciprocal friendship with peers); emotional Development (such as the ability to communicate one's attitudes/feelings verbally and non-verbally, ability to comprehend the feelings of others and show empathy, understanding, acceptance to incidental and intentional actions, development of self-concept that traits, habits, abilities, motives, social roles, goals and values will define how we perceive ourselves, development of the sense of self-efficacy that one can successfully accomplish what one sets out to do); and attitudes (such as openness to and curiosity about new tasks and challenges, initiative, task persistence and attentiveness, approach to reflection and interpretation, capacity for invention and

imagination).

There is an implementation gap between classroom practice and the outcome indicators. Teachers currently are not aware of the link between the Guide to Pre-primary Curriculum and the Domain on Child Development, Performance Indicators 2003 (Li, 2008). The project will develop activities and evaluation models for the relevant key values, attitudes, emotional and social development for young children and benchmark with those mentioned in the Performance Indicators (Pre-primary Institutions). For example, activities for factual information, how to form moral rules and make moral judgments, how to allow children to work out their own conclusions and make their own decisions and to know that there are better or worse, satisfactory and dissatisfactory solutions to moral problems, and to teach children to interpret situations in moral terms. Social, moral, and civic education will be delivered in planned 'moral and civic' program of lessons and activities in line with the Domain on Child Development, Performance Indicators 2003. Evaluation models will be introduced. For example, measures will be used in three procedures as in the conception of role tasks, psychological vocabulary, classroom model activity to examine the three aspects of social cognition: the understanding of self, the understanding of others, and the understanding of social relationships (Porath, 2003).

It is not possible to have an exhaustive list of everything a child should know or be able to do by the end of preschool. Instead, a framework, introduced in this project, is needed to guide assessment of the social, moral and civic development of three-to five-year old children. The Framework will guide schools and teachers in selecting, developing, or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children. The framework works as an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in the domain of "Self and Society". A set of indicators, with reference to the Head Start Child Outcomes Framework, would reflect that children demonstrate progress over time in development, in forms such as increasing frequency of a behavior or ability, increasing breadth or depth of knowledge and understanding, or increasing proficiency or independence in exercising a skill or ability (Head Start Child Outcomes Framework, 2001).

The need for a model for Enhancing Teacher Professional Development

Teachers tended to confine themselves in their classrooms and fail to confront or lack the know-how in the tidal wave of education reform. Teacher's sharing of their practice can serve as a catalyst for classroom change and innovations (Li, 2008). Practically, the project is to facilitate teachers' professional advancement by providing the context for action research in a school-based staff development project. Teachers in each participant school will form into a team to prepare for scripts for videos to be used in sharing sessions. In the project, the case discussion using video films provided an opportunity for staff in inquiry or real analysis about effective teaching and learning. Eventually, each team will develop a script of "effective teaching", the worked strategy, collaboratively. The script of teaching will be tried out in the class and video-filmed as a deliverable/exemplar of the project. This framework for teacher professional development using case discussion (lesson study) will be useful for building a model for professional development in the early childhood education sector.

(b) Conceptual framework

From infancy through adolescence, there is clear and convincing evidence that social-emotional capacities are important. We see from the work of Bowlby (1969), Ainsworth (1982) and more recent researchers that, beginning as early as infancy, relationships form the foundation for future development (National Research Council & Institute

of Medicine, 2000). Later school success depends on children's development of self-regulatory behaviors, self-understandings, a sense of security and social relationships with peers and adults during the preschool years (Child Mental Health Foundations, 2000; Crnic & Lamberty, 1994; McClelland, Morrison, & Holmes, 2000; and Raver, 2002). Schools that have chosen to emphasize academic content without paying attention to social-emotional development may be ignoring a specific set of skills and abilities that are particularly important of later school success. School support will be needed to foster children's social-emotional capacities.

The Education Commission of the United States recently launched a policy scan for social-emotional learning (SEL) and has reported on eight legislative acts that have mandated or encouraged SEL efforts. Three-quarters of them focus on preschool settings and reflect the growing body of research that shows how social-emotional competencies provide the optimal foundation for school learning (Denham & Weissberg, 2004). In 2004, the Illinois state board of education adopted a plan to establish development standards in this area, with the result that every school district is now required to develop a policy for incorporating social-emotional learning into its education program. In 2003, Louisiana also established a program for educational accountability that requires the state education department and local school boards to define goals, objectives, and educational programs for the "physical, intellectual, social, and emotional development" of students (Louisiana Revised Statutes, 2003). The 2000 National Educational Goals, for example, specify that "all children in America will start school ready to learn" and that children will develop "social and emotional competencies which contribute to a readiness to learn." Three current standards of the National Council for the Accreditation of Teacher Education's standards are aligned with social-emotional learning (Patti, 2006).

In Hong Kong, the Guide to the Pre-primary Curriculum 1996 (Guide 1996) has been used in early childhood centres for 10 years. However, the original Guide 1996 was broadly based on the notions of Developmentally Appropriate Practice (Bredekamp, 1987; Bredekamp & Copple, 1977) and adopted a "light touch" on assessing early education related to children's learning outcomes. Yet, the new curriculum guide (CDI, 2006) is based on the view that precursors to academic skills should be encouraged in pre-school education through play-based activities. Early childhood educators might find that they are insufficiently "cognitive" in the assessment of play based learning and not sufficiently sensitive to the pedagogical processes conducive to children's intellectual and social progress (HKIED ECE Department, Survey on the Needs of Preschools, Oct 2006). School support for the efficient implementation of the new curriculum guide will be crucial for enhancing the quality of early childhood provision and children's subsequent development in the long run.

The learning goals specify in the Guide 2006 are: Literacy (e.g., use vocabulary, interest in reading), Mathematics (e.g., counting, shape/space), Self and Society (e.g., expression of feelings, positive self-concept/self-esteem), ... There are developmental steps which children will take before reaching each goal. In England, support has been provided for early childhood teachers (ECERS-E, 2002) when the Curriculum Guidance for the Foundation Stage (DfEE/QCA, 2000) was introduced. Teachers are then able to plan for learning activities and to predict specific child outcomes during the pre-school period. This project is to provide the necessary support to schools for the implementation of the new Guide to the Pre-primary Curriculum.

According to Roger Struaghan (1988), children need to be acquainted with the widest possible range of moral understanding that we can offer. And that, we can focus at the main 'typical features', thereby offer a reasonable set of objectives for moral education, such as understanding justification behind the rules, providing opportunities to

practice the reasoning skills, setting teacher examples, using moral terms, and training independent judgment. Sammons et al (1995) asserted that school can become more effective when pupils' self-esteem is raised, and when pupils share responsibility for their learning. Leming (1985) found that individual students' sense of belonging in community was significantly associated with almost all student outcome measures, including social and personal attitudes, motives and behaviors such as concern for others, democratic values and altruistic behavior. Self-esteem is the feeling that results from self-appraisal; positive appraisal gives feelings of high self-esteem, negative appraisal results in low self-esteem, and one's self opinion fluctuates as these appraisals occur (Katz, 1993).

In the program of this project, the following aspects of area are highlighted. For Knowledge, basic fact of daily life such as the emotional feelings, cultural conventions, and personal choice etc. are included (Berk, 2006). For Basic Skills, the following are included: conflict resolution skills, communication skills, problem solving skills, critical thinking skills, with strategy approach, that is, to obtain strategies for problem solving after pretended play or discussions (CSEFEL, 2005). For Values and Attitudes, dispositional components to ensure knowledge transfer across domains and the willingness to apply those skills (Halpern 1998; Wright 2002).

The program will have various activities. For example, activities that teach 1). Feeling vocabulary, emotion control, and magic words (label the bad behavior, and show disapproval) using drama and pretended play, and pictures (adopted from the Center on the Social and Emotion Foundation for Early Learning (<http://www.vanderbilt.edu/csefel/modules/2006/feelingchart-flower.pdf>); 2). Rule making and decision making training activities (Devries, & Zan, 1994); 3). Moral dilemma using hypothetical socio-moral discussion; 4). Didactic moral instruction using techniques such as reading morally oriented stories to children (Narvaez et al. 1998); 5). Dispositional commitments including incontrovertible and democratic rights of liberty, opportunity, and dissent, as well as freedoms of participation, inquiry, and expression (Barton and Levstik, 2004), component of citizenship in which students enhances understandings of others, and make decisions based on diverse perspectives. Some scholars (Merrtens, 1996) contended that moral and spiritual dimensions should remain un-assessed. However, others have maintained to give more detailed process evaluation and feedback, to help teachers improve understanding of pupils' developmental achievements (Lind and Althof, 1992). The program in this project will include assessment for the activities so that teachers and administrators can reflect and improve continuously through these activities to enhance the teaching effects. The Social Knowledge Interview (SKI) for Kindergarten scales (Asher & Renshaw, 1981) will be used to measure the children's social cognition (knowledge). The indicators (Self Concept, Self Control, Cooperation n, Social Relationships, Knowledge of Families and Communities) in the Social and Emotional Domain developed by Head Start Child Outcomes Framework will be used for measuring (skills) the development of children in forms such as increasing frequency of a behavior or ability, increasing breadth or depth of knowledge and understanding, or increasing proficiency or independence in exercising a skill or ability (Head Start Child Outcomes Framework, 1998). The Children's Behavior Questionnaire (CBQ; Rothbart, Ahadi, & Hershey, 1994), will be adapted as a measure of temperament (dispositions) for children aged 3 to 6 years old.

Practically, the project is to facilitate teachers' professional advancement by providing the context for action research in a school-based staff development project. Teachers in each participant school will form into a team to prepare for scripts for videos to be used in sharing sessions. Teachers in each team can specify their own strengths to focus on at sharing sessions. In response to probing questions on the observed practice (video-filmed) during

sharing sessions and workshops, practitioners will need to take active steps in adjusting their practice to accommodate the insights gained from peers' feedback. One particular focus of the project is to support the development of practitioners and practice.

Cognitively, information becomes knowledge through people working together in solving problems and achieving goals, and knowledge becomes shared wisdom through sustained interaction. Viewing from this perspective, we should help teachers to apply information by working together and sharing experiences to acknowledge where they have difficulties in implementing their knowledge. In the project, the case discussion using video films provided an opportunity for staff in inquiry or real analysis about "effective" teaching and learning. Classroom teaching of a month will be video-filmed. Each team member will select the best day for presentation in sharing sessions. Team members will select and discuss episodes of "effective teaching" in the following twenty months. During the twenty months, they shared worked strategies and developed hypotheses for the improvement and implementation of "effective" teaching and learning and then accommodated the innovation in their teaching. Eventually, each team will develop a script of "effective teaching", the worked strategy, collaboratively. The script of teaching will be tried out in the class and video-filmed as a deliverable/exemplar of the project. Participants are provided opportunities for analysing episodes of children and adults learning together in real settings that give their opinions authenticity and depth as filmed teaching events are discussed in sharing sessions and then consolidated in form of video commentaries. The project activities require participants to review and evaluate their practice and innovations. In the process, teachers develop the ownership of planning for teaching and learning. At the same time, it involved collaboration between teachers. The collaborative video production provided a context for action research for each team.

Research literature has long indicated that action research allows teachers to derive their own theories from action (Schon, 1987). Action research may stimulate practitioners themselves actively to evaluate the quality of their practice, providing a context in which professional judgement is given priority over simplistic skills and where deliberation replaces rule-following (Blenkin et al., 1997). Teachers were to learn to reflect on others' practice to develop a personal theory of teaching and to become an autonomous teacher (McIntyre, 1993) while searching for alternative pedagogy.

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(c) In case of school, how the project would become part of the school's strategic development

The project is to facilitate the learning of curriculum-based assessment and teachers' professional development in the aspect of curriculum innovation. The 10 participating schools will be selected from those schools that have identified their opportunities for improvement or key development focus on curriculum-based assessment or staff development after their schools' self-evaluation and annual development planning process. The curriculum innovation of participating schools, in a team of 2 schools each, will be closely supervised by an academic staff of the Hong Kong Institute of Education.

(d) Readiness of the applicant organization for undertaking the project

The department has professional and experienced staff in school development projects. They are very devoted and are able to add new ideas to the projects. Five academic staff will be involved in this project:

1. Dr. Joyce Li Yuen Ling (Project Leader), Associate Professor, Department of Early Childhood Education. She is experienced in School Development Project with a scale ranging from 5 schools to over 60 schools. Her expertise is in Curriculum Development, Learning and Teaching and Instructional Leadership.
2. Dr. Audrey Lim Swee Eng (Co-Project Leader), Associate Professor, Department of Early Childhood Education. She is experienced in School Development Project with a scale ranging from 5 schools to 68 schools. Her expertise is in Child Development and Educational Psychology.
3. Dr. Echo Wu, Assistant Professor, Department of Early Childhood Education. Her experience is related to Parenting Education and Gifted Child Education.
4. Dr. Tammy Tam, Senior Teaching Fellow, Department of Early Childhood Education. Her expertise is in Child Care Studies and Educational Psychology.
5. Miss Agnes Chu, Teaching Fellow, Department of Early Childhood Education. Her expertise is in Early Childhood Curriculum.

(e) Applicant organization's other favorable factors/facilities for implementing the project

The Department of Early Childhood Education has rich resources for teachers and students in the field. The model classroom is well furnished for simulated teaching and equipped for video filming. The project leader and staff in the Department are very experienced in collaborative projects.

(f) Applicant's Capacity

The applicant is the preferred provider for early childhood teacher education in Hong Kong. The Department of Early Childhood Education has over 80 staff with strong expertise in the field of early childhood education. A number of QEF projects, school support projects and consultancy projects on curriculum development/leadership have been successfully carried out since 1997. The availability of space, hard wares and soft wares will sustain the work of school development projects.

2. Project Description

(g) Goals and objectives

The goal is to enhance the learning and teaching of the key learning area "Self and Society" in the formal pre-primary curriculum. The project is intended to guide teachers in their ongoing assessment of the progress and accomplishments of children in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The project will introduce, try out and develop a Framework composed of goals/objectives, content/domain elements and examples of indicators of children's skills, abilities, knowledge and behaviors.

Three objectives framed the project:

- (i) to enhance social, moral and civic education in the "Self and Society" domain by setting goals and objectives;
- (ii) to help young children develop moral and social abilities and skills that are useful in all aspects of life;
- (iii) to equip teachers with knowledge and skills for implementing and assessing children's learning in the domain of "Self and Society".

(h) Targets and expected number of beneficiaries

The project will have direct benefits to 10 preschools, 10 principals, 120 teachers and 2000 young children in the

10 participating schools. All children, teachers and preschools will benefit as the deliverable "Activities and Assessments for Moral and Civic Education in Preschools" will be disseminated to all preschools in Hong Kong and the experience will be shared by all preschools in Hong Kong at the dissemination seminar(s).

(i) Extent of teachers and principals' involvement in the project

Principals and teachers of the ten schools will attend seminars/workshops, try out activities and assessment of learning outcomes/process. Daily remuneration (\$350) for supply teachers of 720 days will be provided to participating schools in order to release teachers' workload for attending seminars and workshops.

(j) Implementation plan with time-line

Action Plan with Time Line

Month	Action
Phase I	Administer survey questionnaires to 10 participating preschools in Hong Kong; Video-taping the implication in K1 classrooms.
Month 1-3	Administer survey questionnaires, data analysis and needs analysis.
Month 4-5	There are briefing sessions for participants. Have the teachers learn the objectives, activities and their implementation methods.
Month 6-8	Video-taping the selected implementation of activities in K1 classrooms
Month 9-10	Discuss and sharing in meetings
Phase II	Review and develop curricula , activities and evaluation models
Month 11-13	Have the teachers learn how to evaluate curricula , activities and evaluation models for the relevant key values and attitudes mentioned in the Performance Indicators (Pre-primary Institutions) 2001, such as that cultivate a global perspective of citizenship, as well as children's sense of national identity and affectivity towards Hong Kong and China.
Month 14-16	Have discussion and sharing in the meetings
Phase III	Workshops and Seminars on how to improve the implementation and evaluation skills.
Month 17-19	There are three to five workshops. Have teacher modify their practice and then have discussion and evaluation in meetings.
Month 20-22	Video-taping the implementation in selected K2 classes. Have teachers evaluate the implementation of activities.
Phase IV	Video-taping the implementation in selected K3 classes. Project evaluation. A booklet To be published.
Month 23-25	Video-taping the implementation in selected K3 classes . Have teachers evaluate the implementation of activities. Project evaluating seminar and forum for the implementation of activities up to this date. Printing and distribution of the booklet "Activities and Assessments for Moral and Civic Education in Preschools".
Month 26-32	

(k) Expected deliverables and outcomes

1. Guidelines for teachers to implement curriculum innovations in aspects of moral and civic education.
2. Exemplars of a program (goals, objectives, content, activities and assessment) for fostering children's moral and civic education.
3. Publication of a booklet "Activities and Assessments of Moral and Civic Education in Preschools"

(I) Budget with detailed breakdown; whether there are matching contributions or other sponsorship and if so, the details

Item	2008-2009	2009-2010	2010-2011	Total
	Rate HK\$	Rate HK\$	Rate HK\$	Rate HK\$
1. Staff Cost (Total \$1,480,500)				
• 3 Research Assistants (3x\$13,000x30months+MPF)				1,228,500
• Supply teachers (\$350/day x720 days)				252,000
Sub-total				1,480,500
2. IT Equipment (Total \$8,400)				
a. Digital video camera	4,800			4,800
b. Digital audio recorders	1,000			1,000
c. 3 USB disks (total \$600)	600			600
d. External Hard Disks (Total \$2,000)	2,000			2,000
Sub-total				8,400
3. Services (Total \$106,000)				
a. Video taking and booklet printing		40,000	60,000	100,000
b. Recruitment Advertisement	2,000			2,000
Sub-total				102,000
4. General expenses including the following and etc				
a. Transport (Total \$10,000)		5,000	5,000	10,000
b. Stamps (Total \$2,500)	300	1,100	1,100	2,500
c. Batteries (Total \$2,000)		1,000	1,000	2,000
d. Stationary (Total \$5,000)	1,000	2,000	2,000	5,000
Sub-total				19,500
5. Contingency				3,900
Total (30 months)				1,614,300

3. Project Impact**(m) Evaluation parameters and method**

School level assessment such as program design, learning activities and teaching effectiveness will be the focus of evaluation. The measurement of this project is based on:

- (i) Performance indicators: 1. Whether the activities are useful in children's cognition in social and moral education.

2. Whether the children take an active part and enjoy learning through the activities. 3. Whether the teachers gain skills in initiating the activities and performing the evaluation. (ii) Outcome measurements: Survey results from participants, Social/moral development checklist and Field Observation record to assess children's learning and teachers' performance.

(n) How the project would benefit the education sector as a whole

If the Guide to the Pre-primary Curriculum 2006 is to bring about change in teachers' perspectives and their teaching approaches, and foster active learning, play-based curricular approaches, constructivist approaches to learning and assessment for learning in pre-school settings, teachers and pre-school settings need much support (in particular, school-based support). Further, a platform for professional exchanges, dialogues, collaborations, feedback and sharing of exemplars of best practices will illuminate the theoretical perspectives underpinning our practice and benefit the education sector as a whole.

(o) How the outcomes of the project can be sustained beyond the completion of the project

The Centre for Early Childhood Research and Development of the Department of Early Childhood Education will provide similar school-based support schemes for schools, building on the experience gained in this project.

(p) Dissemination/publicity methods

Dissemination seminar(s) will be held in July 2011 to share the experience of the 10 preschools. All preschools will be invited to attend the dissemination seminars and receive the resource packages (e.g. Booklet and DVDs).