

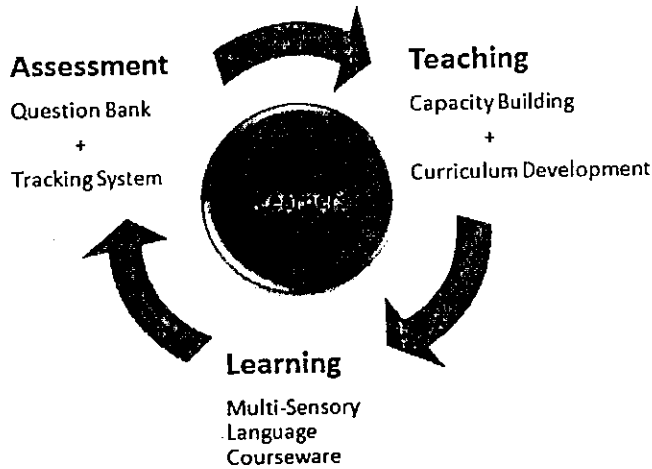
Part C Project Details

Long-term and Short-term Goals

Schedule I P.05

Key Stage 2: The fourth grade is an important transition point

In today's information society, the ability to read is essential for maximizing success in the endeavours of daily life, continuing intellectual growth, and realizing personal potential. According to a study about International Reading Literacy Achievement from the International Association for the Evaluation of Educational, the fourth grade is an important transition point in children's development as life-long readers, because most of them should have learned to read, and are now reading to learn. As such, our project will focus on senior primary students, nurturing their interests and ability in reading and build on this to develop their thinking skill.



Strategy: From "Reading to Thinking", from "Reading and Thinking" to "Life-long learning"

Reading as one of the important language skill, we need to build on this and extend from this to thinking skill. Language is a communication tool for us to read, to learn, to share and to express ideas and feeling. At the same time, it is serving as a tool to think. Therefore, our long-term goal of this project is to build up students' reading skill as an important language skill, and go further to develop their thinking skill. With these 2 important skills, students' life-long learning independence will be cultivated.

Objectives

(i) Develop holistic school-based strategies to promote reading to learn culture and life-long learning habit

We have our own school-based reading to learn strategies using for few years already. We learnt and we keep revising it every year. Currently we focus more on the reading side and the reading quantity without addressing students' reading extensity, coverage and more importantly their thinking skill. Reading helps to develop thinking skills, enrich knowledge and broaden life experience and finally it helps to build up our life-long learning ability and habit. Therefore, we aim to develop a more comprehensive and systematic school-based strategies to promote students' reading to learn habit and their life-long learning habit. The strategies we are planning will include various areas of reading:

4R Principles

- ❖ Reading diversity of text-types
- ❖ Reading diversity of language-forms
- ❖ Reading content
- ❖ Reading text's difficulty level

4M Principles

Better holistic school-based strategies should also cover a measurable result or performance. Therefore, the newly suggested and introduced strategies under this project should also take into consideration how can we measure and assess students' progress and improvement. We believe the following 4M should be incorporated into our new strategies and reflected by our programme development:

- ❖ Measure students' language level & place them into the appropriate range of reading text
- ❖ Matching students' reading interest to the courseware' reading texts
- ❖ Measure students' reading skills and performance (for quantity, for understanding level)
- ❖ Measure students' thinking skills developed along with the reading progress

With the 4R and 4M principles, we need to ensure we will have a school-based thinking skill curriculum with multi-sensory language courseware built in. A platform to allow us to check their reading progress and understanding level from a well-designed database and question bank are needed as well.

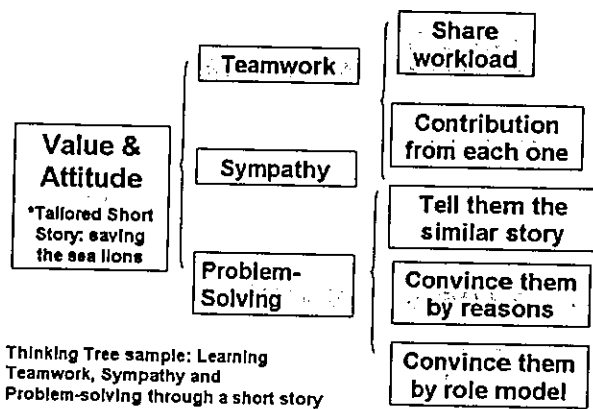
(ii) Develop a school-based thinking skill curriculum and multi-sensory language courseware

We named this school-based thinking curriculum as Thinking Tree. A tree needs sun, water and nutrient to grow and it develops from a seed to root and then branches and leaves. It grows step by step. We hope our kids under this project can grow step by step, from reading to thinking and from thinking and reading skills to life-long learning.

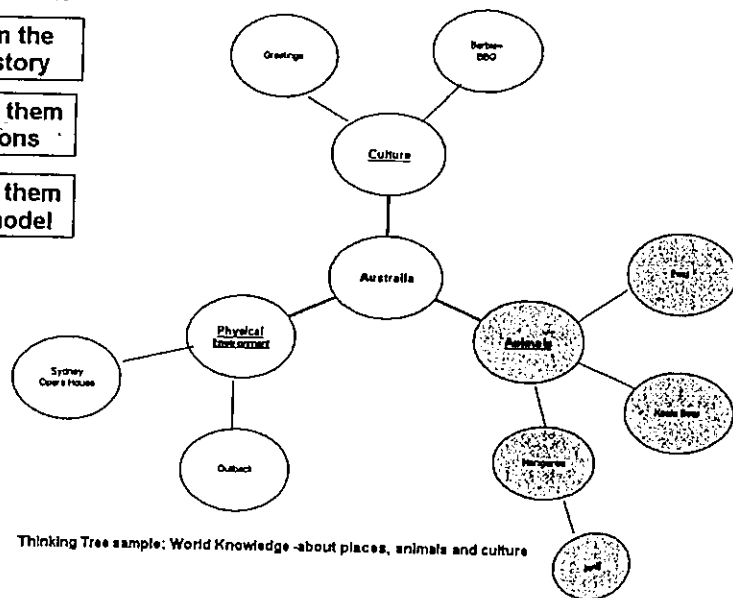
Under this principle, we aim to develop a series of reading contents covering variety of text-types and language-forms. Factual and practical articles and creative and imaginary articles will also be used. Students will be assessed in the beginning and placed into various range of suggested multi-media rich reading lessons and then, they will start reading and learning themselves at their own pace. After completing the lesson, they will need to go to the online exercise to complete the assessment. In order to ensure each reading article and lesson will help them to build up the thinking skills, we will develop the courseware and lessons with the following question types and the proportion for the more challenging question will increase for the challenge range of lessons:

- ❖ Factual Question
- ❖ Vocabulary Question
- ❖ Inference Question
- ❖ Reference Question
- ❖ Facts and Opinion

Besides this, an online mind-mapping exercise will be developed for each lesson to ensure students can fully understand the content and how it develops from the beginning to the end. This is what why we call this project Thinking Tree. Here are some samples in planning:



Thinking Tree sample: Learning Teamwork, Sympathy and Problem-solving through a short story



Thinking Tree sample: World Knowledge - about places, animals and culture

In order to promote students' enjoyment in reading our developed content and create their multiple perceptions of the lessons, we will make every lesson a multi-sensory experience. All lessons will come with considerable multi-media enriched presentation forms, such as photos, audio, background music, video, animation and etc.

Since it is a courseware development, we will need to outsource to a technology company to develop the backend system.

(iii) Develop Question Bank and Tracking System focusing on thinking skills to promote Assessment for Learning

We will develop the Placement Test and Level Check test for placement and checking students' learning level. Also, as explained before, we want to extend students' learning from reading skill development to thinking skills and finally their life-long learning habit. We need a question bank to store all the online lessons and input each lesson different question types to check if students can make it or not. This question bank will allow us to track

students' performance and learning progress. Detail data analysis and reporting features for parents and teachers should be informed as well. Since students are assessed from the online platform and the question banks, we will be able to know how well of students' performance at once or at anytime we need to check. This automatic progress will provide us a very timely data to know if they are in the right track or not. Any encouragement or interventions at this period can be taken in a very timely manner. With such, we can provide the assessment for learning culture for the reading and thinking skill development. Besides individual performance, the tracking system should be able to help us to analysis a class-base or a form-base progress. It will greatly empower us to conduct comparison and measurement of students' reading skill and habits and their thinking skills from month to month, from term to term and from year to year. Those data finally will assist our school administrators and teachers how to set and adjust school' development strategies and co-related resources allocation.

(iv) **Promote teachers' professional development in adapting technologies and strategies for effective teaching and assessment practice**

We rely on teachers to teach and to suggest for the school's long term and short-term development. Therefore, teachers' professional development will be incorporated into this project to ensure they understand why and how the changing can be happened. We have touch-based with some external partners and we should be able to invite professionals to give us a workshop to our teachers. The workshop aims to help our teachers to understand the advantages of using technology to enrich reading's enjoyment and attract students to sustain their self-access learning. We also would like to cover the areas how an electronic portfolio like system (similar to our Tracking System) can promote the Assessment for Learning. The workshop aims to be launched in February 2010 and should be completed in 1 day. Besides the training from external professionals, this project will invite our teachers to be involved in the programme design, strategies setting and the implementation. Through this full cycle of implementation, they will learn and build their own skills and knowledge on the topic we concerned. This experience and knowledge will help them to better optimise their potential and capacity in different areas of the school development in the future.

(v) **Promote parents' understanding the importance of self-access learning for language and thinking skill and gain their pro-active support: Achievement Card**

Parent support is always important, particularly for home learning. Students at our area need more parental support in their learning. Research¹ shows that children do better in school when parents become aware of their learning, get involved in their school work, monitor their progress and provide structured reward system. This matches perfectly of our observation as well. Their participation, understanding and action support can ensure the successful implementation of this project and at the end it will ensure we can gain the best result for our students. Since there is a home-learning courseware will be developed and assigned to students, home learning environment and parents' monitoring are very influential. Hence, we aim to hold a parent seminar to all P4 to P6 parents in February 2010 to share why and how we design this programme. We are likely to invite a psychologist or educator to conduct this workshop. After gaining their understanding of the importance of building students' thinking skills and self-learning habit, we will provide parents the weekly update on students' learning progress and performance at the courseware. Positive message and famous encouraging message will be designed and send through the courseware's backend system to all parents automatically every week to give them the friendly reminder regular. We will also design a parental support guideline and issue a "*My Dad and Me: Achievement Card*" or "*My Mom and Me: Achievement Card*" to parents. This card will serve as an interface between parents and students every week that they will write some reflection for their own record. Although we have all the performance record at the system, but this kind of discussion, reflection and then signing together will do a great effect to promote their relationship. We believe this Achievement Card can better develop their co-ownership of the self-access learning and bring a strong impact on this project. At the end of the project, we will conduct a PTA sharing seminar to share the result and to recognise all the parents' support.

Needs Assessment and Applicant's Capability

(i) School Background

We are situated at Shek Kip Mei and fully committed to offering a life-wide learning enhanced with the Christian Faith. We aim at the greater development of each student in the following areas:

- | | | |
|----------|----------------|-------------|
| ❖ Moral | ❖ Intellectual | ❖ Physical |
| ❖ Social | ❖ Aesthetic | ❖ Spiritual |

Through care and concern for each individual person, we create the ideal environment for all our students to develop

their full potential. We also help students to embrace the spirit of our school patron, Saint Francis of Assisi --- Love for God, Concern for Others and Care for Nature.

(ii) School's 3 major concerns and development strategies on English Language

- ❖ Develop a school-based curriculum with coherence and continuity to fit pupils' need and to improve their performance in learning. With this priority, we have carry out textbook adaptation and implement various reading, writing, grammar and phonics programmes. Collaborative lesson planning and observations are conducted as well.
- ❖ Foster English Language Learning and Teaching through develop students' independent learning with the approaches of (i) reading habit cultivation, (ii) project learning and (iii) using IT to facilitate language learning and teaching. We are hoping to build up students' self-learning ability and habit where it can lay a sustainable ground for students' language proficiency.
- ❖ Enhance positive values and attitudes through promoting love and respect for others and the environment. We also foster a reflective and collaborative culture through sharing of innovative learning and teaching methods.

Guided by these 3 concerns, we have planned very details strategies and programmes for each form of students every year. Somehow we see the initiate result and improved culture at the school. In spite of this, we do see there are some areas we need to walk the extra mile to meet the current challenges we are facing. They includes:

- ❖ **Need: Putting Self-access learning courseware into the school-based Curriculum**
Our school-based Curriculum has mainly relied on the textbook curriculum. Although we have tried to adapt it with our preferable elements to suit for our practical teaching's need, the contents and materials we are using could be further improved with more interesting elements that can attract students' learning interest. Since Reading is our focus, we have been introducing different reading programmes for our students. However, they cannot really draw students' attention and cannot finally develop students' reading habit and interest. Students do rely on textbook to learn and classroom teaching. This is why we believe a more holistic school-based strategy where self-learning is considered and addressed. If we can develop our own courseware, we can ensure every student will receive the quality learning and reading contents covering diversified topics and areas for post-classroom learning.
- ❖ **Need: Promoting teachers' capacity and professional development**
Moreover, our teachers are a team of devoted professionals for next generation. However, we need more training and hands-on experience in learning how to maximum the potential use of IT for teaching, assessment and monitoring of students progress. Before this project, we have very basic tools to aid our teaching. The assessment models for self-learning mainly relies on teachers' observation and project work. If we can develop our own and school-based multi-media courseware with well-structured follow up exercises and tracking system to record the performance, we can integrate this into a part of our school-based assessment score. With this measure, we can change students' perception of online learning or self-access learning at home and motivate them in a better way. Also, we can recognize their work and build up their habit to learn at home by recording their performance. With the handy real time record of students' performance of home learning, teachers can give prompt feedback and practise the assessment for learning efficiently.
- ❖ **Insufficient Support for developing students' thinking skills**
Regarding the thinking skills, this has been understood as the very important skill for students, especially for the senior students. However, our existing curriculum and textbooks are not enough to support students' thinking skills development. We believe a systematic and an innovative ways are needed for us.
- ❖ **Need: Multi-sensory Courseware and Monitoring system**
Independent learning is important and captured the important part of our school's concern. However, our previous programmes can only cover their learning at school and at a certain extend of home learning. It is still far from getting students to take the active role to be the real self-motivated learners. Developing their self-learning habit should start from something they are interested in and with more interactive and sensory elements that can greatly engage them. Appropriate questions follow up with each learning unit can give students appropriate challenges where they can build up satisfaction. Online programme or reading programme from the markets normally is massively developed with no clear guideline and no quality control for the question settings. Therefore, we need a courseware where we can set up appropriate level of difficulties to students and where we can set up suitable challenge to students to stimulate their reflection and thinking.
- ❖ **Need: Gain parental support for home-learning**

We have great parents but we believe we can get more precise support from them for our students' everyday learning. So, we need to draw their attention to some every day life actions for supporting the kids and recognizing their effort. Turing their love and care to kids in action, we should set up a clear guideline to parents and set up steps to show them how can the work closely with the kids to make the learning difference and result. This belief will be transformed into 2 areas: (1) Motivate parents to support on self-access learning on language learning at home and support on developing thinking skills with regular update of students' performance to parents and (2) Allowing parents to participate with students on Thinking Tree exercise at home.

Meeting the Education Priority:

Foundation building to prepare students for Key Stage 3 and Life-long learning

Reading helps develop thinking skills, enriches knowledge, enhances language proficiency and broadens life experience. By enhancing students' reading comprehension skill, it also enhances their self-learning ability. For the past years, our school teachers have placed much effort to motivate and to provide our students with proper guidance and opportunities to enhance their learning capacity through reading. We found that our students are more engaged in multi-sensory materials. These materials engage their learning attention and stimulate their curiosity towards the world. If we can launch this programme with the proposed school-based elements and strategies, we will be able to enagege all students to work together for their language and thinking skills development. This will help us to meet the challenge of the need for Key Stage 3 and prepare them with solid foundation for life-long learning and language ability.

Meeting the School's Priority in Development:

Enhance the Curriculum and Effectiveness of Teacher, learning and Assessment

This project allows us to develop more condense and diversified language learning contents to students. We have been placing English Language Learning and Teaching through develop students' independent learning with the approaches of (i) reading habit cultivation, (ii) project learning and (iii) using IT to facilitate language learning and teaching. We are hoping to build up students' self-learning ability and habit where it can lay a sustainable ground for students' language proficiency. This project will allow us to develop a more effective model to meet our school's focus and for implementation and for our teachers and students' development.

Further more, assessment for learning is enhanced and enriched with the Tracking System. It provides our teachers a very handy tool to trace students' learning progress and performance in different question types. This can save teachers' time in tracing those data and allow them to have more time and room to provide timely and quality feedback and intervention to students' learning.

Applicant's Capability and Condition

1. Strong commitment from Principal & English Panel Chairlady

Our Principal is very experienced in IT for education and language teaching and our consultant, previous English Panel Chairlady has more than 20 years teaching experience. Their involvement and commitment to this project contributes their accumulated experience and knowledge and hence strengthens our penal members' confidence to the success of this project.

2. Strong commitment from Parents

Parents are very supportive at our school. They always give valuable suggestions at PTA meetings for children's learning and personal growth. To strengthen home-school co-operation we have regular parents' newsletter, picnics and table tennis competition. This helps us to gain their support on this project and the current parent newsletter can also serve as the promotional channel for us to share the news and development of this project.

3. Students' favourable IT skills

Our students generally demonstrate high level of interest in online learning. If we can have the quality programme on hands, they will have no problem at all in using it and be engaged in it. We blend the thinking and reading skills in a multi-sensory courseware, this will surely be the way that our students are interested to learn with. Meanwhile, the IT skills of P4 to P6 are much matured and they will be able to master the online learning at their own pace.

4. Flexible Timetable

We will have the new campus completed by 2010 where more computers and 2 MMLC rooms will be ready by 2010. Before moving into the new campus, we can adopt a very flexible schedule to get students under thir project to have access to the online courseware. In case our MMLC is occupied by other classes during English lesson, we will swap

the lesson with the IT lesson, making sure that our students can access the courseware at least once per week during school hours in the launching stage (first month to 3rd month).

5. The Self-evaluation Platform (SEP) in place

The Self-evaluation Platform (SEP) on Information Technology in Education (ITEd) for schools is a web-based platform for individual schools to conduct self-evaluation of their performance / progress in ITeD. Schools can use or adapt the sample surveys disseminated through the system or create school-based surveys in accordance with the evaluation goals or targets set out in their Information Technology (IT) plans. The platform has already in place in our school and we will use the platform to conduct teachers and parent’s survey.

Targets & Expected Number of Beneficiaries

Total beneficiary will be around 1,765. They come from:

Beneficiary	P4-6 students	English teachers	Parents	Other schools’ English teachers
Total Numbers	450	15	900	400 (including from our sharing seminar and website sharing)

Conceptual Framework (3W)

Development of student’s generic skills is fundamental to learning how to learn and acquire knowledge. Among all, this project will work on communication skills (Language) and Critical thinking skill. Critical thinking skill implies learners learn to “draw out meaning from given data or statements, generate and evaluate arguments and make their own judgment”ⁱⁱⁱ English Language is identified as the subject providing greater opportunity for the development of communication and thinking skills. The following 3W will help explain our project framework:

Why: From Language Learning to Thinking Skill Development?

Reading is a means to help learners seek information, develop thinking skills, enrich language proficiency and broaden perspectives. This Reading to Learn strategy is on top agenda for our schoolⁱⁱⁱ and it explains the connection between language learning and thinking skills development.

CDC also suggests^{iv} that “facilitating the development of a “reading to learn culture, helping learners acquire effective reading skills and develop good reading habits through the use of language arts materials and texts, incorporating a wide variety of text types to develop their critical thinking skills.” Without doubt, language is for thinking and communication. Thinking skill relies on language to structure and to express as well. Therefore, we believe this is a good and effective approach for us to better prepare our students for the future.

In UK, Department for Children, Schools and Families^v concludes that thinking skills approaches are emerging as a powerful means of engaging teachers and pupils in improving the quality of learning in classroom since the review on “Thinking Skills in Primary Classroom” by Carol McGuinness. Therefore, considerable curriculum and programme are in places and getting very popular. This gives us a very insightful support and benefits in integrating thinking skills in curriculum and teaching.

Why: a School-based thinking skill Curriculum?

In USA, American Scientific Affiliation (ASA)^{vi} explains that critical thinking is not an isolated goal unrelated to other important goals in education. In contrast, it is a seminal goal which, done well, simultaneously facilitates a rainbow of other ends. If students learn to think more critically, they become more proficient at historical, scientific, and mathematical thinking and etc. At the end, they develop skills, abilities, and values crucial to success in everyday life. At the same time, ASA agrees on recent research’s findings and recommendation that students’ learning will be transitory and superficial without a systematically integration of critical thinking elements into instruction. It should be taken as an intrinsic part of instruction, rather taking it for granted as an automatic by-product of their teaching. This is the reason why we believe we should develop a curriculum where thinking skill integrated into the instruction and assessment.

Why: Question Bank and Tracking System?

As explained previously, we will develop the Question Bank and Tracking System focusing on thinking skill development to promote assessment for learning. They serve as a kind of Portfolios to collect evidence^{vii} of students’ work and progress in the development of knowledge, language skills, thinking skill and etc. They can provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the care being assessed in order to carry out the assessment for learning. Therefore, developing stimulating questions at our Question

Bank can provide learners with a purpose for reading and develop thinking skill. Since we concern so much on students' learning motivation and progress, the tracking system designed will allow us to find out whether learners have understood a text and teachers can give timely help.

Innovation

- ❖ **New Strategies and Implementation to promote Reading to Learn and Self-access learning**
 Developing students reading to learn and self-access learning habit is not new for us but the strategies we adopt is something new at our school. We used to allow students to subscribe online programme themselves. It is under a individual and optional approach where our school's policy and strategy could not gear up their self-learning. If we can develop the courseware blended with the 4P and 4R strategies, this could bring us a very influential impact, not only on the quality of learning and exposure to different text-types on students' side, but also the overall school changing of the school culture since it can be massively launched to all students. With this project, we are able to design more whole-school participation approach to promote Reading to Learn and self-access learning online. Award schemes, integration of it into school-based curriculum and assessment models for bettering learning are systematically developed and implemented for all students.

- ❖ **New Instructional Design integrating Reading and Thinking Skills: Thinking Tree**
 Reading can promote thinking skills development. As suggested by UK and USA development, if thinking skill is designed and integrated into the reading programme, the development on both skills will be boosted at the same time. Thinking skill is not the by-product, isolated and unmanageable skill development. This programme place thinking as one of the core part for each learning unit and ride on this, we build the Thinking Tree for each learning unit to help teachers to teach thinking and students to learn thinking through the reading process. Besides this, the Thinking Tree will be developed in a multi-media format online where different parts of the reading text can be presented and explained on the Thinking Tree with more multi-sensory elements and a clear structure to help students to sum up the learning. This newly and tailor-made Thinking Tree will enhance our teaching and learning effectiveness.

- ❖ **New Learning Experience for learners: Learner-centred**
 Traditional online learning or self-access courseware only allows students to learn at a single level. This project provides learner a Placement test and the regular Level check at the Question Bank and Tracking System to track if learners are in the appropriate learning level. Learner's learning ability are taken care of and they can change the levelling from time to time. Moreover, the courseware development will place students' interesting areas and different text-types in development focus. Their learning interest and motivation are addressed as well. If we place students' ability and interest in focus, students' learning benefits and motivation will be better protected. This new enjoyable learning experience is new for our students since the current market offerings cannot match our needs.

Extend of Teachers and Principal Involvement in the Project

Role	Responsibility (Give & Take)
Project Supervisor: (Principal)	Give: Oversee the project design, development, budget spending, human resources and relationship with parents, teachers and students. Give direction and resource support. Our principal is a seasoned English expert; she will also supervise the development strategies, curriculum development and learning pedagogies. Take: Experience the new culture and team spirit
Project Leaders:	Give: <ul style="list-style-type: none"> - Design the school-based strategies with support from the whole team - Design and guide the development of the thinking skill curriculum and multi-sensory language courseware
Consultant	<ul style="list-style-type: none"> - Lead team meeting and check the implementation plan are in control
English Panel Chair	<ul style="list-style-type: none"> - Manage any ad-hot issues and crisis - Quality control, content design and thinking trees design and production
Vice English Panel Chair	<ul style="list-style-type: none"> - Co-ordinate the external partners, Organise seminars, workshop and training - Conduct reflection of the programme to ensure teachers understand what have been implemented and the areas for future improvement
Net Teacher	<ul style="list-style-type: none"> - Documentation on development, enhancement and implementation Take: Earn the experience, receive training and sharpen the curriculum tailoring and project management skills and enjoy project result
Project Members:	Give: <ul style="list-style-type: none"> - Execution of the programme

(English Panel Members)	<ul style="list-style-type: none"> - Co-ordinate and integrate it into every week's students' learning cycle - Teach students how to follow the Reading to Learn requirement and work on the multi-sensory courseware at home - Monitor students' progress and give recognition - Provide intervention if students cannot work at home / fall behinds schedule - Demonstrate how to learn from the Thinking Tree at classroom - Work closely with parents for supporting students' self-access at home - Feedback to Project Leader regular on students and parents' feedback - Observe students' performance (learning attitude, self-access habit and thinking skills) to the team <p>Take: Participate in training, project design and learn the hands-on experience, enjoy the satisfaction and achievement of the project result</p>
IT, coordinator Head of IT Department	<p>Give: Give support in related IT equipments, advice for the courseware development, Support on server setup and implementation</p> <p>Take: Participate and witness how a multi-sensory with thinking skills development courseware be designed and implemented. Enjoy the project result and the hands-on experience</p>

Implementation Plan with Time-line

Since the development of the curriculum and courseware will not be able to be completed within very short period of time, we plan to develop them in 2 phases so that we can launch and pilot, revisit and revise, implement and enhance again. Development of Phase 1 deliverables will be launched for March 2010 to June 2010 and Phase 2 will be launched for September 2010 to January 2011.

June 2010 - August 2010	<p><u>Pre-project preparation (Before QEF Approval)</u></p> <ul style="list-style-type: none"> • Discussion the school-based thinking skill's curriculum development and the project team the development schedule and preparation for launching • Review and design new School-based Reading to Learn strategies • Internal resources and staff arrangement • Sourcing content and content providers, Sourcing system developers • System analysis and feasibility study
September 2010	<p><u>Project Pre-Lunch & Development of Phase 1 curriculum and courseware</u></p> <ul style="list-style-type: none"> • Quotations (H/W, S/W), contract, server purchase • Discuss and confirm new strategies, curriculum development and integration • IT development (set up server, set up software) • Development of School-based Thinking Skill Curriculum and courseware (Phase 1) and Question Bank and Tracking System • Parent seminar to inform all parents the programme objectives and what they can contribute to support us • Teacher Training to equip teachers with relevant rationale, the strategies of using technologies related strategies for effective teaching, learning and assessment practice
October 2010 - December 2010	<p><u>Official Launch and implementation of Phase 1 (March to June 2010)</u></p> <ul style="list-style-type: none"> • Launching Ceremony to students to arouse their interest and support • Orientation to students • Integrate the developed curriculum to classroom teaching (March to June 2010) • Assign the home learning part to students to work at home • Sharing at English Panel Chairpersons' Meeting of Hong Kong Catholic Diocesan Primary Schools (District IV)
January 2011	<p><u>Project interim Review</u></p> <ul style="list-style-type: none"> • Progress review on curriculum, home learning (system and courseware), and teaching, learning and assessment practice • Enhancement the curriculum and courseware development direction • Development of Phase 2 (Feb –Jun 2011) curriculum, courseware, Question Bank and Tracking System • Continuously collect feedback and comments from users and parents

January 2011 - May 2011	<u>2nd Phase Implementation (Feb-Jun 2011)& Project Evaluation</u> <ul style="list-style-type: none"> • New School year launch and student orientation to new P4 students • Student survey, parents & teacher survey • Finalised the courseware, curriculum and implementation plan for future use • Data analysis from courseware (access rate, usage time, progressive performance, final test result) • Interview group with parents and with teachers and principal to sum up different observation of students' learning
Jun-Aug 2011	<u>Project dissemination</u> <ul style="list-style-type: none"> • PTA Seminar to sum up the performance and project progress • Show case to students in assembly • Project dissemination on school website • QEF sharing seminar (if invited) • Project leaflet to share to all primary schools in the district

Action Plans:

Classroom learning and home learning

We will assign at least one lesson per week for P5 and P6 students to work on with teacher's supervision. For P4 students, we allow them to have hands on experience in the MMLC in the initial stage. Rest of the lesson will be assigned as reinforced homework for their home learning and we will send our parent notice to require parents' support. After that, we will allow them to work at home as we do not have enough facilities to accommodate all the senior primary students. To recognise their learning, the score at home learning will be counted as part of their coursework. Each module, we will integrate the School-based Thinking Skill Curriculum and its Thinking Map at the classroom teaching. We plan to incorporate this at either the MMLC lesson or a separate classroom lesson. We will need to further study and see what the best way is for us implementing it and for the best benefit of students.

Question Bank design

Regarding the Question Bank, we will design different question types according to the content and then incorporate each lesson with different question types. Since we concern how to build up students language skills and then from language skills to nurture their thinking skills, we will incorporate the following question types: Factual Question, Vocabulary Question, Inference Question, Reference Question and Facts and Opinion.

Placement according to students' capability to address learning diversity

Students will be placed to a level which fits their learning ability. We expect the Question Bank and Tracking System will allow teachers closely monitor the progress and performance of our students. The level of reading and learning difficulty will be adjusted downward or upward according to students' performance.

Repetitive approach for low achievers

If students cannot achieve 60% in that module, he/she will be asked to redo that specific module again. We allow students to access at home. It is particular useful to low achievers as they will have more time to redo the exercises at home repeatedly if they cannot achieve 60% during school hours.

Incentive Scheme

Incentive scheme is an important element to the success of this project. Our students enjoy competing with each other. It gives them motivation to strike for better results. We offer incentive scheme to motivate students to learn from this programme. We will set 10 prizes for the best performers in each form.

Expected Deliverables

- ❖ New school-based Reading to Learn strategies & School-based Thinking Skill Curriculum
This developed new school-based reading to learn strategies will serve as our foundation for the future development. The 4R and 4M principles are implemented to ensure students can gain the best learning benefits and exposure. Those principles combined help us to develop the School-based Thinking Skill Curriculum. Various types of *Thinking Tree* will be designed to ensure students can map out the process, information and related analysis of the reading content.
- ❖ Multi-sensory language courseware & Question Bank and Tracking System
In order to cope with our new School-based curriculum in reading to learn and thinking skills development, the multi-sensory language courseware is developed to empower our students to learn with and from different forms

and multi-media enriched presentation. Those presentation forms in each lesson under the courseware can enrich the learning interest and experience. The courseware with the backend system can allow us to expand this project to further development in the future. Furthermore, the Question Bank and Tracking System help us to post different question types to students to reinforce their learning and to challenge their reading and understanding. The tracking system allow us to check students' performance and status so that teachers can monitor students' learning efficiently and hence give more timely feedback to promote the Assessment for Learning. Details reporting features will be developed as well.

- ❖ Activity: Teacher Training and handouts, recording of the workshop will be kept
- ❖ Activities: Parents Seminar (pre) & PTA Sharing Seminar (post) are organized and video-types.

Expected Outcomes

- ❖ Teachers are more capable in using effective technologies for teaching and assessment
Teachers' capacity are developed and enhanced through the training workshop and also the project design and implementation process of the project. They will go through the advantages of using technology to enrich reading's enjoyment and attract students to sustain their self-access learning and how an electronic portfolio like system (similar to our Tracking System) can promote the Assessment for Learning. After the training, they will hands-on what they have learnt at the classroom and home assignment. Those processes will empower our teachers the ability to grow the students' learning effectiveness and their teaching and assessment effectiveness.
- ❖ Students are more independent in self-learning and well-equipped with thinking skills
The reason we place resources in developing the multi-sensory courseware is to provide students with more interesting experience. With this element, we believe students will be motivated more and hence, easier to sustain their self-learning at home. Since thinking skill is important for us, we embedded the courseware with considerable thinking skills development. The Thinking Tree incorporated at the self-learning courseware and parental support is another fun factor to engage students to learn actively at their own pace at home.
- ❖ Students' English Language skills and proficiency are boosted
Students will be placed at different range of reading contents and levels. They will learn with multi-sensory content for the best stimulation and exposure to diversified language forms. Their progress will also be assessed by the Question Bank and teachers can track their status with the Tracking System anytime anywhere and give timely feedback. With this design, students will be immersed in a language rich environment and hence, the learning interest and benefits will be boosted. When they engage in this learning programme, they will be more motivated and their proficiency will be increased as well. The pre- and post- test of this project will provide us the more scientific data to measure this expected increasing proficiency in language.
- ❖ School's assessment for learning practice is enriched and effectively implemented
Benefits of Assessment for Learning under this project will be resulted from the implementation of the Question Bank and Tracking System. Their database and data analysis will allow us to monitor students' learning process, particularly students' response and performance on different questions types at the Question Bank. This is traditionally impossible for us due to the difficulties in implementation and data analysis. Now, with the system design, we can be effectively to measure students' language skill at each exercise and give timely feedback to students and implement any intervention. Besides this, thinking skills is not taught systematically and measured. Now, the system can allow us to measure students' performance in different question types and the Thinking Tree allows us to track their understanding and mind mapping level. Therefore, our Assessment models are enriched and can be effectively implemented.
- ❖ Parents support their kids' self-access learning at home and give pro-active support to motivate them
Parents will be guided precisely how to give pro-active support to students' self-access learning at home through the parent seminars in the beginning and by the end of the project. The Thinking Tree also allows parents to work together at home. The Achievement Card: "My Dad & Me" and "My Mom and Me" help recording and recognized their effort made with the kids. This series of activities and arrangement enable the parents to serve their parenting role better. In a long run, this can promote students' self-learning at home and the parents' active role for students learning.

Budget Plan

A) Equipment			
Description	Unit Price	Qty	Amount (\$)

Hardware with free o/s • Dual core Processor, 4MB Cache, 2.4 GHz, 1066 MHz FSB • 1GB (2x512), DDR-2 667MHz ECC 1R Memory	\$25,000	1	\$25,000
Subtotal:			\$25,000
B) Services			
Description	Unit Price	Qty	Amount (\$)
Training and Seminar			
1. Training Workshop	\$5,000	1	\$5,000
2. Parents' Seminar Speaker (2 hours)	\$2,000	1	\$2,000
Subtotal:			\$7,000
Backend System Development			
• Content Management system *allow different lesson structure and Thinking Tree structure to be made	\$500/ man day	40	\$20,000
• Instructional Design		32	\$16,000
• Database development & integration		40	\$20,000
• Security control		30	\$15,000
• Reporting system		35	\$17,500
• Lesson scheduling		35	\$17,500
• Class / group management		35	\$17,500
• Level Adaptation (Upgrade, degrade)		12	\$6,000
Subtotal:			\$129,500
Courseware development and Assessment			
• Graphic design and Illustrations X 60 units	\$500	60	\$30,000
• Placement Test, Post Programme Test & Level Check Test 3 levels X 3 tests (by professional parties / institutions) With analysis consultation after all data collection and all co-relation study	\$1,000	9	\$9,000
• Audio recording	\$6,000	1	\$6,000
• Animation and production	\$200	60	\$12,000
Subtotal:			\$57,000
Parents Report and Reminder			
• Set up regular report generation to all parents by email			\$6,000
• Allow print out function			
Subtotal:			\$6,000
Content development / editing and adaptation / copyright / licenses (3 forms x 20 units = 60 units)			
• Short Stories / Movie / story tailoring or licenses			\$12,000
• Poems tailoring / licenses			
• Songs tailoring / licenses			
• Others: Persuasive texts, information texts, procedural texts & etc.			
Subtotal:			\$12,000
Thinking Tree Development / Curriculum (3 forms x 10 thinking trees)			
• Thinking Tree template (hosted at the system), students can move related learnt objects logically to the thinking tree structure. Different thinking maps and styles will be used for different stories line.	\$5,000 x 3 templates	3	\$15,000
• Tree structure design, colour scheme to identify difficulties, animation with audio, sound effective and learning flows.	\$1,000 X 3 patterns	3	\$3,000
• Thinking Tree content design Includes: Graphical design of each tree's contents and its parts, each part comes with the spoken phases (audio script), programming and html.	\$2,000 x 30 units	30	\$60,000
• Thinking Tree audio and video insert (editing fee only)	\$3,000	1	\$3,000
Subtotal:			\$81,000

Question Bank and Tracking System			
• Question bank design and structure	\$20,000	1	\$20,000
• Develop questions for each unit	\$300	60	\$18,000
• Tracking of class performance and individual performance (allow teachers to shortlist students name with non-active, below average performance and outstanding active achievers)	\$15,000	1	\$15,000
• Tracking System Development (Tracking of usage, login pattern, record the best try highest score, record of all attempt scores, login pattern and behaviours, display of weekly and monthly performance, allow teachers to track online with real time data, display of historical weekly report) and system integration with Backend System.	\$32,000	1	\$32,000
• Reporting card template for printing	\$1,500	1	\$1,500
• Analysis Tool (for showing students' performance on different question types)	\$8,000	1	\$8,000
Subtotal:			\$94,500

C) General expenses			
Description	Unit Price	Qty	Amount (\$)
1. Incentive Scheme	\$50	60	\$3,000
• P4 – P6 x 10 prizes x 2 terms			
2. Project dissemination	\$1	480	\$480
• Seminar invitation letters			
3. Achievement Cards: My Dad and Me / My Mom and Me			\$3,020
• Design, editing, Printing			
• Award scheme to outstanding parents			
4. Project leaflet	\$1,200	1	\$1,200
• Design, editing,	\$200	1	\$200
• Output film	\$3	1,500	\$4,500
• Printing (4xA4, colour print, 1,500 copies)			
Subtotal:			\$12,400

Total Budget :HK\$ 424,400 (Round up to the nearest hundred dollar)

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
computer hardware	Server	1	\$25,000	For use by school
computer software	Backend System	1	\$129,500	For use by school
	Question Banks and Tracking System	1	\$94,500	
Others	Thinking Tree Curriculum	1	\$81,000	For use by school

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day

Progress Report 1/9/2010 - 28/2/2011	31/3/2011	Interim Financial Report 1/9/2010 - 28/2/2011	31/3/2011
Final Report 1/9/2010 - 31/8/2011	30/11/2011	Final Financial Report 1/9/2010 - 31/8/2011	30/11/2011

Evaluation Parameters and Method

To evaluate the effectiveness of the project, we will use the following Evaluation parameters will be used:

E: Evidence-based Checking: Planned activities completed and deliverables developed

T: Teacher Survey

P: Parents Survey / feedback from parent seminar or PDA

S: Students Survey

D: Data from Courseware usage and Tracking System records and performance

The following Performance indicators and Evidence will be marked to show which evaluation methods are used.

Performance Indicators and Outcome Measurements:

Current Situation (Before Project)	Benchmarks (Objectives)	Performance Indicators & Evidence (output and outcomes)
Self-access learning is not integrated as the part of curriculum and nocomprehensive promotion strategy now. There is a need to develop courseware into the school-based Curriculum and encourage whole school participation	Develop holistic school-based strategies to promote reading to learn culture and life-long learning habit	<p>E: School-based strategy incorporating the self-assess learning and reading to learn (including home learning) is developed and implemented.</p> <p>E: The developed strategy meets the 4R and 4M principles</p> <p>T: Teacher survey shows positive feedback on the new strategy and its effectiveness.</p> <p>S: Student survey shows positive feedback on the new programme they work on at home and shows keen attitude on the survey that they want to do it for next year.</p> <p>D: Overall usage and data of the courseware and Question bank shows 70% completion</p> <p>Principal's observation confirms positive feedback</p>
Insufficient support for developing students' thinking skills in current textbook curriculum and school development strategy The repaid changing society requires self-learning ability and thinking skills	Develop a school-based thinking skill curriculum and multi-sensory language courseware	<p>E: School-based thinking skill curriculum has been developed</p> <p>E: Multi-sensory language courseware has been developed</p> <p>E: Question Bank has been developed</p> <p>E: Tracking System has been developed</p> <p>E: Thinking Tree has been developed</p> <p>E: Teachers incorporate the new curriculum and Thinking Tree at classroom teaching</p> <p>E: Students are exposed to different text-types within 1 year</p> <p>E: Self-learning score is counted in report card and teachers confirm they are able to give more timely feedback for students' feedback</p> <p>T: Survey shows positive feedback on the effectiveness of using thinking skill curriculum to develop students' thinking skill</p>
Programmes offered in the market are not in good quality in setting stimulating questions for thinking and cannot allow us to have whole school participation	Develop Question Bank and Tracking System focusing on thinking skill to promote assessment of learning	<p>T: Survey shows teachers find the courseware, question bank and tracking system are useful and enhance their teaching and assessment.</p> <p>S: Survey shows they enjoy learning at the courseware and are more motivated.</p> <p>S: Survey shows they believe the programme develop their thinking skills and language skills</p> <p>D: Students perform better (20%) comparing Placement & post programme test in Reading skills and Thinking skills</p> <p>D & T: Students' access usage pattern become less reliable on teachers' pushing and follow up</p> <p>D: Students show progressive performance in different question types (beginning stage and later stage)</p> <p>P: Parents seminar and sharing at PTA (post programme) confirm that students enjoy and are more independent in</p>

		learning at later stage at home Principal's observation shows positive progress in Reading to Learn school culture, Self-access learning, thinking skills and teachers' development
Need to further develop teachers' professional development in the effectiveness of teaching, learning and assessment	Promoting teacher professional development in adapting technologies and strategies for effective teaching and assessment	E: All teachers participate the Training Workshop T: Teachers on training workshop shows teachers find the workshop beneficent to their professional development T: Teachers survey from project implementation shows they have positive attitude and feedback on the project and the project has enhanced their development T: Survey shows they are more confident in using IT and various strategies for teaching and assessment
Need to gain parental support for home-learning for building students' self-learning habit at home	Promote parents' understanding the importance of self-access learning and thinking skills and gain their support	E: Parent seminars are organised P: Parent survey and open discussion at PTD shows positive feedback on parents' attitude to this project T: Teachers survey shows that parent's support give students more encouragement (from observation) E: Record of Achievement Cards shows positive usage on it

Sustainability of the Outcomes of the Project

- ❖ This project "Thinking Tree" is designed and created according to our school's requirements and students' needs to meet the challenge of the society and prepare our students for further study. The system, hardware and software are fully developed and migrated to our server when it is done before the full completion of the project (January 2011). It is going to be a self-sustainable project that we can reuse and recycle for our teaching, learning and assessment every year.

Since we do need to maintain the server and the whole system (Backend System, Question Bank, Tracking System and courseware) at our school, we involved our IT co-ordinator, Mr. Leung in this project since the very beginning of the project design and the implementation process. We believe he is capable to maintain the system once it is developed and allow us to carry on the 2nd year and the following years.

- ❖ Project Objectives and morale to be carried on: The main foreseeable difficulty in implementing the same programme in the future will come from the teachers' side. Whether the next year teachers understand the rationale, implementation strategies and related guidelines is the factor we need to consider. Therefore, in our project plan and project team's role and responsibility, we have included actions to ensure we document clearly of the project design and development and reflection so that we can review and learn from this year experience and remind ourselves every year for the new implementation.
- ❖ Project Team and ability to execute for following years: This project includes our teachers in project design, curriculum design, Thinking Tree design and overall implementation. Our principal will supervise the project directly and motivate all teachers to participate together. This will surely ensure the best implementation experience gained from the project and accumulate this experience as the real assist of our teachers' capacity for the future. When teachers participate actively, stronger sense of c-project ownership and achievement will be rewarded as well. These are the essential elements to promote our teachers' capacity and the willingness and ability to sustain the project, project activities and project outcomes in the following years.

Finally, we will reserve the cost for content material licensing. This is an amount that we can get support from parents or schools if the outcomes can be shown. Other than that, there will be no extra cost incurred once the content is developed and the content can be reused or readapted the future.

Considering the value added to different stakeholders by this project, it is clearly that the school will have a strong foundation to build up students' reading to learn and thinking skills and ultimately their independence in life-long learning. These skills and learning habit will prepare our students to be active and confident learners for further students at Key Stage 3 and 4 and university. Parents are involved in the process and their support will benefit their parent-child relationships and family harmony. This is a changing from the traditional parents-and-child conflict on study to a smoothly win-win relationship. Regarding our principal, panel heads and panel team, this project involved all of them and leverages their strengths in different roles and responsibilities. The designing and implementation

process will be a positive team building process and the learning process for all of us.

Dissemination / Promotion

1. Parent Seminar and PTA Sharing

The parent seminar will be held in October to November 2010 to inform all parents the project objectives and gain their support. Suggested supporting actions at home are will be explained during the seminar and we aim to get every parent to make a confirmation that they will give full support to their kids. The PTA Sharing will be arranged by June to August 2011. It aims to share the project process, results and outcomes to parents. Students will share their learning experience and outstanding parent's award will be presented as well. This will help us to encourage them to carry on the supporting spirit for the coming years.

2. QEF dissemination session

We will join the sharing sessions organized by EDB if being invited.

3. Project leaflet to share to all schools and School website dissemination

A project leaflet will be produced by the January 2011. Our curriculum design, sample Thinking Tree design, captured screen of the multi-sensory courseware and our project experience. Some students, parents and teachers interview will be shared at the leaflet to show the joint force of all the stakeholders in this project. All the information will be shared on our school-website as well to share to more schools and the public.

4. Sharing at English Panel Chairpersons' Meeting of Hong Kong Catholic Diocesan Primary Schools (District IV)

The meeting is held every May. Panel Chairpersons will meet up and share their experience in teaching and learning. We will share our experience we learnt from this project in this event, showcase both our curriculum design and implementation experience in January 2011.

Endnote:

- ⁱ "Parent-Teacher Communication" – "Helping Children Succeed in School"- University of Illinois Extension
<http://www.urbanext.uiuc.edu/succeed/08-extrahelp.htm>
- ⁱⁱ English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6), prepared by the Curriculum Development Council, 2004, Page 63,
- ⁱⁱⁱ English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6), prepared by the Curriculum Development Council, 2004, Page 103.
- ^{iv} English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6), prepared by the Curriculum Development Council, 2004, Page 5.
- ^v <http://www.standards.dfes.gov.uk/thinkingskills/?view=get>
- ^{vi} <http://www.asa3.org/ASA/education/think/critical.htm#why>
- ^{vii} English Language Education Key Learning Area: English Language Curriculum Guide (Primary 1-6), prepared by the Curriculum Development Council, 2004, Page 201