

## Part C

### Goals and Objectives

#### Long-Term Goals

Enhance the learning and teaching effectiveness of English and develop a suitable curriculum preparing our pupils for the future.

#### Short-Term Goals

The project aims to enhance our pupils' overall ability and prepare them for junior secondary by constructing a teaching and learning system, namely "PSS" that expose, connect and extend their learning through **Popular Culture, Social Issues and Songs** into our English curriculum to apply and make connections of knowledge and develop their thinking perspectives.

#### Objectives

1. To immerse our pupils in a lively English learning environment, we are hoping to develop and implement a new hybrid-learning model into our English curriculum, which allows our pupils to learn at their pace and diversity both in school and at home. This model will extend our pupils' learning exposure by introducing them to social issues and topics of their significance and interest.
2. To expand the potential of our pupils and equip them with a broad base of knowledge, enhance their social awareness and help them develop multi-perspectives thinking skills and the ability to engage independently in a lifelong learning to cope with life challenge in a changing world.
3. To develop a school-based cross-domain curriculum that is scalable and interesting to assist our pupils to enquire and extend their learning in English and cater learning diversity. We believe a suitable curriculum will also help build our pupils' life-long learning and overall ability to embrace the challenge of future.
4. To widen and deepen the application of Information Communication Technology (ICT) in enhancing pupils learning, teaching collaboration and effectiveness. We plan to incorporate an online platform that accommodates multimedia, interactive presentation and selection of authentic English contents, organising and inventory managing, usage monitoring and assessments and facilitates teaching efficiency and stimulates learning interest.

### Needs Assessment and Applicant's Capability

#### A. School Background

Founded by The Baptist Convention of Hong Kong in 1982, Baptist Lui Ming Choi Primary School became a full-time government subsidized primary school in 1999.

Our mission is to provide quality whole-person education based on Christ's love and concern for others. We adopt activities-based teaching strategies to realize our pupils' full potential by encouraging their initiative, positive attitudes, love and care for the well-being of our society and nation. We strive to provide a learning environment that form a basis for lifelong learning, foster our pupils' personal growth with a balanced

development in the six areas that cover ethical, intellectual, physical, social skills, aesthetic and spiritual education.

Developing and promoting our pupils' language skills has always been one of our school's top priorities. For English language, we have introduced the English reading scheme that enhances our pupils' exposure in English. The programme of EAT (English Ambassador Team) has also provided an opportunity for the pupils of the senior forms to mentor the junior to participate in English activities. Exchange programmes with students of international schools are held frequently to provide a channel where our pupils can interact with English-speakers and thus, enhance their skills and confidence in speaking English.

#### **B. Evaluation of Present Situation and Its Implication**

As a leading primary school, we need to equip our P5-P6 pupils to prepare for the new fine tuning policy for their future. The current mainstream courseware does not entirely satisfy and meet our school needs to accelerate to bridge with the new junior secondary curriculum.

Our pupils have a strong family background, as their parents are highly educated or professional. Despite that majority of pupils have high English level; the intensive learning diversity still exists. At the same time, they have computer literacy. They are ready for interactive and multimedia learning.

To broaden our pupils' knowledge base and enable them to consolidate their language skills through learning, exploring and thinking from different perspectives, we plan to develop a balanced and flexible English Language curriculum that integrate cross-domain topics and abundant learning activities.

We have a large group of elite pupils and are constantly looking for good practice that care and develop the full potential of these pupils and pedagogies that expand their room of improvement without boundaries. To address this, we need to develop a curriculum that covers diversified resources and a wide spectrum of intelligences to tap the potential of them.

Our school focuses on application, not just exams. Hence, we want our pupils to use English to understand, think and respond. We believe that development of such skills lay on day-to-day immersion and cultivation. A school-based curriculum that incorporates cross-domains will help our pupils to acquire and apply world knowledge, make connections and develop perspectives.

During the last decade, our school moved fast to integrate IT for teaching and learning, we were able to manage to step out from very traditional practice to a better one. However, we need to leverage from our situation to develop resources, professional knowledge and collaboration skills to bring about the most effective learning, teaching and assessment.

#### **C. How the project becomes part of the school strategic development**

It has always been our mission to equip our students with life-wide learning and knowledge acquisition skills for the future. We believe that by cultivating our pupils' social awareness and care of others, this project aligns with our mission to provide whole-person development to our children.

Our school plan also includes school-based curriculum to address learning diversity and develop multiple-perspectives thinking skills that accelerate English learning for our P5-6 students the major priorities in the coming 3 years and will continue to incorporate information technology to enrich our English curriculum.

#### D. Applicant's Capability and Condition

**Pupils** – Our pupils come from a wide range of learning diversity and ability. Generally, they possess strong sense of self-improvement and desire to explore; their potential can be further motivated if they are provided with encouraging and interesting learning environment. Most students are able to use computer for homework, projects and self-learning. It is very likely they respond well to the interactive curriculum.

**Teachers** – Our teachers have strong sense of responsibility and passion. We understand that the project will involve extra work, yet we are committed to deliver what is best for our children. We also believe the Teaching Resources will enhance our teaching, which allows us to share with other subject teachers and with fellow teachers in different schools.

**Administrators** – Our leadership has been consistent, clear with the school's direction to develop our pupils' ability to use English to understand, think and respond. Our focuses are on practical usage, not just exams. We believe that a school-based curriculum that incorporates cross-domains will help our pupils to acquire and apply world knowledge, make connections and develop perspectives.

**Parents** – The parents are our partners in action. Most of them are well-educated professionals who care about their children. They support school development and activities substantially and align with our focus on whole-person development, helping pupils to build knowledge from multiple areas, develop learning confidence and autonomy. Parents will play a key role in encouraging and closely monitoring the pupils in learning with the proposed curriculum.

**Facilities** - Our school widely apply ICT in our teaching and learning. Computer, equipments and full size screen in every classroom facilitates multimedia teaching and learning. Every classroom has fast internet access so our teachers can leverage the interactive lessons during classes. MMLC also allows every pupil to have 1:1 PC ratio. Majority of our students are from strong family background that they have computer at home to extend their study and exercises after class.

**School Culture** - Over the years, our school has been paying much effort to enrich the learning environment with diversified innovative projects. Our project experiences and recognition speaks the capability, dedication and our teamwork for the proposed project:

Year	Project Name
2004	數學能力導向計劃 Project on Mathematics
2003	發掘學習空間- 創意培育及環保學習 Create Opportunity for Self-motivated Learning

2000	資訊科技迎 2000 Project on IT
1999	綠色校園齊共創 Project on Environment Education

### Targets & Expected Number of Beneficiaries

We target at pupils of P5 and P6. Pupils of the two forms, teachers and parents can all directly benefit from this project. The expected numbers of beneficiaries are:

P5 – P6 Pupils	Teachers and staff	Parents	Total
305	10	610	925

### Conceptual Framework of “PSS” Learning and Teaching System

#### 1. Teaching for Understanding (TFU) –

##### Our curriculum design principles

We will adapt Teaching for Understanding framework, which is developed in Project Zero by Professor David Perkins of Harvard Graduate School of Education, to guide and keep our teaching focus on understanding. Goals and expectations, criteria and incentives are set for all students to come to understand the big ideas and answer the essential questions.

#### 2. Addressing learning diversity –

##### Catering for pupils’ diverse needs, interests and abilities

According to Tomlinson, C. (1999) *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD, to maximize learning and stretching the potential of learners, teachers should modify and adapt their instruction to meet students’ diverse needs.

The concept is not new though; the challenge that our school has been facing is obvious and constant. We have pupils of multi-ability, various readiness levels, learning styles and interests. To develop the potential of our pupils is always our key concern.

Bright pupils are generally more initiative; more ready for new challenges and can make rapid progress if they are provided with engaging learning experiences. Pupils less able can learn effectively if we put them in an encouraging and supporting learning environment where they find learning more accessible. We believe that a balanced and flexible curriculum will help enhance all of our pupils if they are given the right challenges.

This project design will focus on putting into structure the components and modules that provide options for pupils, motivate them with cross-curricular learning experiences, and integrate classroom learning and independent learning. Technology and its resources will also be employed to enrich both teaching and learning and help individualize for pupils.

#### 3. Accommodating different learning preferences

### Interactive learning to achieve a balance between breadth and depth in language learning

In developing this curriculum, we will put together a stimulating English learning environment that is full of audio and visual aids to accommodate different learning styles (primarily visual learners, auditory learners, kinesthetic learners). Great varieties of learning activities also empower our pupils to build the habits of self-learning, and motivate them to learn at their own pace, think and use English through their preferred style of learning.

We plan to organise our lessons to accommodate multiple representation (e.g. text, video, audio), expression (e.g. writing, speaking, classroom activities), and engagement (e.g. self-learning, classroom activities, group work). Our teacher's resources will provide a set of strategies that can be employed to overcome the barriers inherent in traditional non-school based curriculum. They may serve as the basis for building in the options and the flexibility that are necessary to maximise learning opportunities for all our pupils.

### Innovation

#### 1. Acceleration for elite learners –

**Facilitate school-based curriculum planning to enhance learning and teaching for elite P5 -6**

Elite learners are very high in learning motives. They have strong curiosity and embrace challenges. They are dynamic and eager to learn. They pick up fast and normally complete the regular curriculum much earlier than the mainstream learners.

In designing the bridging curriculum, enrichment and bonus lessons will be added on top of the regular curriculum to accelerate the learning of these elite learners, the focus is the breadth and depth, not merely in terms of the quantity.

#### 2. Extending learning challenge –

**Build on the knowledge and skills and attitudes to prepare for Pre-S1 / JS curriculum**

Research developed at Harvard Project Zero suggests that “Connect Extend Challenge” is a routine for connecting new ideas to prior knowledge. It encourages learners to take stock of ongoing questions, puzzles and difficulties while they reflect on what they are learning.

To equip our P.5-6 students for a better adaptation when they proceed to junior secondary, we find it very important to help them develop earlier the ability to enquire, explore and extend.

We believe that a curriculum that integrates a selection of NSS electives can specially help the P5-6 students build a broader base of knowledge and form a strong foundation for their learning advancement.

#### 3. Cross-domain curriculum –

**Foster a greater connection between English Language and other domains**

Our English team believes that the best way to address practical and integrative use of English in an

authentic and meaningful context for our pupils is through richly diverse contents and exercises, spanning language and non-language arts that include Social Issues, Popular Culture and Songs that are interesting and relevant to them.

Social Issues include news of H1N1, Taiwan Flooding, etc. Popular Culture includes movies of Narnia Prince of Caspian, Up, etc. Songs include hit songs and musicals such as High School Musical, Fame, etc. Our pupils may learn about environment, places, culture, music, feelings, and the world around them.

#### 4. Interactive teaching strategies –

**Consolidate knowledge and different sources of motivation to improve teaching and enquiry learning**

- Regularize input-output
- “Template” task/content/process
- Bite-size: teaching / practice / assessment
- Variety: to engage e.g. cross-domain/genre
- Sense appeal: the tangible; AV; images
- Maximise team dynamics
- Maximise experience
- Issues: teen-friendly

### Extent of Teachers and Principal Involvement in the Project

#### 1. Principal

**Determined and motivating.** Our Principal is the chairperson of the project. She has solid experience and determination in leading the school in carrying out different projects. Her visions and pioneering thoughts become a motivational drive for the school betterment. She strongly supports this project and will be directing us in internal planning, scheduling, resources allocation and overall management, external promotion and dissemination.

#### 2. Vice Principal

**Competent and initiative.** Our Vice Principal received her Master Degree in Education (specialised in Gifted Education). She has been a member of ETV section since 2002. She will give advice to remove barriers and review measures from time to time to facilitate the project implementation. She will also lead the team to work on deliverables within proposed timeline.

#### 3. Curriculum Leader

**Dedicated and knowledgeable.** Our curriculum leader, also a member of Gifted Education in EDB received her Master Degree in Curriculum and Assessment and studied the course in Children Development in Special Needs. Her knowledge provides abundant input to the project and she is one of the key builders of the project framework.

#### 4. Head of English Panel

**Professional and caring.** Our English Panel received two Master Degree in Education (one in the area of Educational Guidance, and the other English Language Studies). She had solid teaching experience and professional training in English and for students with special educational needs. She will help organizing meetings with team members and motivating English teachers to support and conduct curriculum integration.

She will also help collect and analyze evidence of pupils' learning.

## 5. English Teachers

Passionate, energetic and strong teamwork. Our English teachers are all qualified and fulfill the language requirement of EDB. Co-operation and sense of responsibility are strong among colleagues. We are open-minded and hold positive attitude on adopting advanced technology and innovative strategies that enhance learning and teaching effectiveness. We constantly enhance our skills and knowledge with new practice, build practical experiences from it.

### Implementation Plan with Time-line

This project is targeted to start from March and finish by September 2010.

Schedule	Stage	Objectives	Implementation activities
May 2010	Preparation	Resources planning	<ul style="list-style-type: none"> <li>• Prepare project timetable</li> <li>• Discuss and define the curriculum framework and courseware requirements</li> <li>• Source and confirm developers</li> </ul>
June 2010	Launch & Development	Gather internal support	<ul style="list-style-type: none"> <li>• Conduct project meetings</li> <li>• Collect initial feedback</li> <li>• Teacher training</li> </ul>
July – August 2010	Implementation & Enhancement	Implementation and enhancement	<ul style="list-style-type: none"> <li>• Deployment of curriculum and courseware to classroom</li> <li>• Teaching experience sharing</li> <li>• Ongoing implementation, development, feedback collection and enhancement</li> </ul>
September - October 2010	Evaluation & Dissemination	Evaluate project deliverables and disseminate outcomes	<ul style="list-style-type: none"> <li>• Conduct survey to collect project results</li> <li>• Analyse data on usage and application pattern of the curriculum and courseware</li> <li>• Organise seminars to parents and education fellows</li> </ul>

### Expected Deliverables and Outcomes

#### Deliverables

#### 1. Multimedia Teacher's Resources

In this project, we will develop an online resources center, a platform that is connected via internet or saved in our server that includes login interfaces allowing different levels of access rights and accommodates both online and downloadable print-based resources. Teachers can login for courseware and performance check. Students can login for assignments and revisions. A database will also be in place to keep all the users' data.

A variety of videos, songs and multimedia resources will be centralized in a single platform. These not only provide a resource pool where teachers can easily locate the needed multimedia but also enrich a language-rich environment and stimulate language learning motivation.

## 2. Teacher's Guides

The guides include a wealth of teaching materials, tools, lesson plans and classroom activities including games and exercises, etc., that promote teaching-learning interaction in the classroom. When more experiences of teaching the curriculum are accumulated over time, the guides will expand and provide constant enhancement and suggestions for effective teaching.

## 3. Teacher Training Workshops

Teachers' confidence and facilitation is the key for the success of this project. Training workshops will be held to equip teachers with the ICT know how and strategy in facilitating the cross-domain curriculum. Major focus will be sharing good teaching practice and helping our teachers to extend their capability and contribution to the continuous development of teaching and learning effectiveness.

## 4. Interactive Lessons

12 interactive lessons are designed for pupils' self learning at home or at school. Each lesson will cover exercises of listening, vocabulary, reading and written structures. The lessons highly involve pupils, they need take the proactive role to participate and manage their study at their own pace. It is expected that the pupils will develop a sense of ownership and responsibility of study. Their performance will also be checked automatically and saved for record.

## 5. Student's Workbooks

As a supplement to the online learning, 6 print-based student's workbooks will contain learning materials such as games, activities, worksheets and exercises, etc., to reinforce our pupils' learning and provide them an easy access to review after class.

## 6. Assessments

Formative Assessments that cover listening, reading, written language structures will measure pupils' performances with concrete results. While these results can be saved and documented, the pupils' performance trend will be displayed gradually, providing the teachers more clear and scientific reference on our pupils strengths and weaknesses, so that accordingly we can adjust teaching strategies and resources for the most desirable outcomes.

## Outcomes

Domains	Learning Targets To develop pupils ability to:	Learning Activities The pupils are introduced to:	Expected Outcomes The pupils will be able to:
Social Issues	<ul style="list-style-type: none"> <li>understand a variety of written and spoken texts on social issues</li> </ul>	<ul style="list-style-type: none"> <li>develop and consolidate their language skills through exploring and researching</li> </ul>	<ul style="list-style-type: none"> <li>understand and interpret ideas, information, facts, opinions, intentions and</li> </ul>



Domains	Learning Targets To develop pupils ability to:	Learning Activities The pupils are introduced to:	Expected Outcomes The pupils will be able to:
	<ul style="list-style-type: none"> <li>• understand how a social issue may be defined, analysed, perceived, researched and presented in a spoken or written text</li> <li>• analyse texts on social issues in order to understand their structural and linguistic features</li> <li>• identify and define problems from gathered information, consider related factors, draw conclusions, explore options or solutions, and justify views or arguments</li> <li>• develop and refine ideas, plan, organise and carry out presentations on particular issues</li> </ul>	<ul style="list-style-type: none"> <li>social issues they are interested in</li> <li>• exposures to a variety of resources through which they will learn to define issues/problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through speaking or writing</li> <li>• opportunities to reflect and express their views or arguments on a selected social issue through various oral and/or written means</li> </ul>	<ul style="list-style-type: none"> <li>arguments presented in written and spoken texts on social issues</li> <li>• build their social awareness by understanding and evaluating local and global social issues from various perspectives</li> <li>• develop and master their skills to evaluate information from various sources and carry out research</li> <li>• demonstrate their abilities to plan, produce and present coherent and structured texts</li> </ul>
Popular Culture	<ul style="list-style-type: none"> <li>• understand a variety of written and spoken texts related to popular culture</li> <li>• analyse popular culture texts to understand the typical features, language and structures</li> <li>• respond and give expression to experiences, events, ideas, characters or issues through creative writing, performance and personal reflections</li> <li>• understand how English works in different texts in popular culture and apply this understanding to their</li> </ul>	<ul style="list-style-type: none"> <li>• opportunities that extend their range of English abilities through exploring popular culture.</li> <li>• an array of popular culture texts covering a range of text-types, such as reviews, newspaper/ magazine columns, photo captions, advertisements and commercials.</li> <li>• activities that they can actively engage to foster their critical thinking, creativity and cultural awareness.</li> <li>• guidance that acquire them with the skills to present a</li> </ul>	<ul style="list-style-type: none"> <li>• learn with greater interest</li> <li>• interpret ideas, information, facts, opinions and intentions presented in written and spoken texts related to popular culture</li> <li>• develop the vocabulary, language, format and styles used in various texts of popular culture, and revise text for desired effects</li> <li>• apply the knowledge and understanding of language and characteristic features of</li> </ul>

Domains	Learning Targets To develop pupils ability to:	Learning Activities The pupils are introduced to:	Expected Outcomes The pupils will be able to:
	learning and use of the language	selection of their work after each module such as short reviews of films, captions of cartoons or photos and column contributions	popular culture texts in their own creative production and appreciation
Songs	<ul style="list-style-type: none"> <li>understand and appreciate a range of songs and musicals</li> <li>respond and give expression to the imaginative ideas, moods and feelings expressed in songs through oral, written and performative means</li> <li>understand how English works to convey themes and evoke feelings in songs, and apply this understanding to their learning and use of the language</li> </ul>	<ul style="list-style-type: none"> <li>a variety of songs and musicals with themes that are of interest to them</li> <li>activities that aim to develop their appreciation of the themes and emotions expressed in songs</li> <li>exercises of writing/rewriting lyrics and presenting or performing through various means</li> <li>discussion and reflection that enhance their cultural awareness, stimulate their imagination, and inspire their creative use of English</li> <li>a journal that contains their own reflections on lyrics</li> </ul>	<ul style="list-style-type: none"> <li>identify the themes, structure, features and language in various songs</li> <li>understand how moods and feelings are conveyed in songs</li> <li>apply the knowledge and techniques they have learned in their own creative production or appreciation of songs</li> <li>build the language skills and proficiency with lyrics that they have learned from songs and musicals</li> </ul>

### Dissemination and time allocation

We plan to allocate a total of 72 sessions to the teaching of this curriculum based on that our school is running 35-minute sessions. The breakdown of sessions for the three domains is as follows:

Forms	Pop Culture	Songs	Social Issues
P5	12	12	12
P6	12	12	12

### Budget Plan

This project makes the best use of existing facilities in our school and resources in developing the necessary deliverables to achieve maximum cost effectiveness.

Budget Items and description	Expenditure details	Amount (HK\$)
(a). Staff cost	TAs, teachers, web admin	Current manpower support by school
(b). Equipment	PCs, internet connection, server	Reuse existing equipment
(c). Services		Subtotal: \$187,400
Interactive Lessons (3 themes in 8 lessons), each includes:	\$1,400 x 8 (Content production*)	25,600

<ul style="list-style-type: none"> <li>- Video / Audio</li> <li>- Listening exercises</li> <li>- Vocabulary (definitions, pronunciation and exercises)</li> <li>- Reading passage</li> <li>- Reading comprehension questions</li> <li>- Written Language Structures</li> </ul>	<ul style="list-style-type: none"> <li>\$400 x 8 (Audio)</li> <li>\$600 x 8 (Text editing)</li> <li>\$400 x 8 (Graphics)</li> <li>\$400 x 8 (HTML)</li> </ul>	
Multimedia Teacher's Resources (3 themes in 14 lessons) <ul style="list-style-type: none"> <li>- Social Issues x 2 lessons x 2 forms</li> <li>- Popular Culture x 2 lessons x 2 forms</li> <li>- Songs x 3 lessons x 2 forms</li> </ul>	<ul style="list-style-type: none"> <li>\$1,040 x 14 (Content production*)</li> <li>\$6,640 (Text editing for 14 pages)</li> <li>\$400 x 14 (Graphics)</li> <li>\$400 x 14 (HTML)</li> </ul>	32,400
Student Workbooks x 6 <ul style="list-style-type: none"> <li>- Examples and graphic illustration</li> <li>- Keywords, worksheets</li> <li>- Learning summary</li> <li>- Reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>\$2,000 x 6 modules (Content production*)</li> <li>\$400 / page x 14 x 6 modules (Print formatting)</li> </ul>	45,600
Teacher's Guides (18 pages, ready online, downloadable for hard copies) <ul style="list-style-type: none"> <li>- Curriculum plan</li> <li>- Teaching tips</li> <li>- Vocabulary lists</li> <li>- Instructional Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>\$800 x 3 themes x 3 lessons x 2 forms (Content production*)</li> <li>\$600 x 18 (Text editing)</li> </ul>	25,200
Assessment Kit <ul style="list-style-type: none"> <li>- Social Issues x 2 lessons x 2 forms</li> <li>- Popular Culture x 2 lessons x 2 forms</li> <li>- Songs x 2 lessons x 2 forms</li> </ul>	<ul style="list-style-type: none"> <li>\$800 x 3 themes x 2 lessons x 2 forms (Content production*)</li> <li>\$600 x 12 (text editing)</li> <li>\$400 x 12 (HTML)</li> </ul>	21,600
Research, Report and Recommendations**		36,000
Teacher Training	\$500 / hr x 2hrs	1,000
(d). General Expenses		Subtotal: \$12,600
Printing: Student Workbooks	\$25 x 320 copies	8,000
Printing: Surveys	\$0.3 x 4 x 1,000 copies	1,200
Printing: Independent Research and Report	\$25 x 120	3,000
PTA seminars and receptions		400
<b>Total:</b>		<b>\$200,000</b>

**\*Content Production:** Involve the process throughout creative, planning, outlining, drafting to publishing the appropriate content which includes the texts, illustrations and their presentation in print and web formats as required

**\*\* Research, Report and Recommendations:** We will measure the learning effectiveness of the programme with pupil surveys, and pre- and post- assessments for each skill in vocabulary, reading and writing. The report will include such findings, analysis and recommendations for future reference.

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
computer hardware	PC, Internet connection, server  (Reuse existing equipment)		/	
computer software	N/A		/	
musical instrument	N/A		/	
office equipment	Reuse existing equipment		/	
office furniture	Reuse existing furniture		/	
sports equipment	N/A		/	
Others	1. Multimedia Resources (Online version & downloadable copies) Teacher's (Online & hard)	3 themes in 14 lessons for P.5 & 6	\$ 32,400	To be used by school after the project completed
	2. Students' workbooks (Online version & downloadable hard copies)	14 pages x 6 modules	\$ 45,600	To be used by school after the project completed
	3. Teacher's Guides (Online version & downloadable hard copies)	3 themes, 18 pages	\$ 25,200	To be used by school after the project completed
	4. Assessment Kits (Online version & downloadable hard copies)	3 themes, 6 lessons for P.5 & 6 respectively	\$21,600	To be used by school after the project completed
	5. Videos and audios materials are provided by service provider and copyrights have been obtained from different sources of providers.	3 themes in 8 lessons for P.5 & 6	\$ 25,600	To be used by school after the project completed

*Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).*

## Report Submission Schedule

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

Project Management 計劃管理		Financial Management 財政管理	
Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日	Type of Report and covering period 報告類別及涵蓋時間	Report due day 報告到期日
Final Report 計劃總結報告 1/5/2010 - 31/10/2010	31/1/2011	Final Financial Report 財政總結報告 1/5/2010 - 31/10/2010	31/1/2011

## Evaluation Parameters and Method

An independent consultant to review the overall deliverables will conduct a research report. The expected outcomes, the parameters and methods will be demonstrated in the table below:

Current Situation	Objectives	Expected Outcome
Mainstream and regular courseware does not satisfy the school's needs to bridge P5-6 students to junior secondary education	To develop a school-based curriculum that incorporates components of junior secondary education	<ul style="list-style-type: none"> <li>A tailor-made curriculum for bridging purpose is in place.</li> <li>Pupils can be able to advance their study with junior secondary components.</li> </ul>
Room for improvement of our pupils' social awareness and generic skills to connect across fields of knowledge	To cover social issues in the curriculum that encourages pupils ability and attitude to enquire, explore and extend	<ul style="list-style-type: none"> <li>Pupils are able to acquire knowledge of significant social issues.</li> <li>Pupils become aware of social issues.</li> <li>Pupils are improved in their ability to make connections across subjects.</li> </ul>
Intensive pupils learning diversity in their English ability, learning interest and motivation	To develop a scalable curriculum with diverse authentic English contents that: <ul style="list-style-type: none"> <li>Address language need</li> <li>Engage learning interest</li> <li>Extend learning exposure</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are more engaged in learning English.</li> <li>Positive result in perception and attitude of the curriculum from surveys of pupils, parents and teachers.</li> </ul>

School strategy to foster pupils' language development and learning independence for self- and life-long learning and teaching efficiency and effectiveness through ICT	To develop a systematic platform resourceful of multimedia contents and lessons that enhances pupils' language proficiency. And that can be self-accessed as well as applicable in classroom teaching	<ul style="list-style-type: none"> <li>• A platform developed with different interesting learning topics and contents.</li> <li>• Pupils are motivated to complete a good number of lessons.</li> <li>• Positive progress reflected from Pre-, on-going and Post- assessments.</li> </ul>
Lack of English curriculum development in cross-domain and broad base of knowledge	To cover knowledge of cross-domains in the English curriculum	<ul style="list-style-type: none"> <li>• A new English curriculum covering Social Issues, Popular Culture and Songs is in place.</li> </ul>
Teachers are in need of resources support, practical experience and professional development in curriculum enhancement	To develop a platform rich of teaching resources and conduct a teacher workshop to assist our teachers to learn to develop and implement the curriculum effectively	<ul style="list-style-type: none"> <li>• Well-structured platform developed with handy and ready-to-go teaching resources.</li> <li>• Teachers make use of the platform</li> <li>• Successful launching of teacher workshop</li> <li>• High participation and sharing among teachers</li> </ul>

Sustainability of the Outcomes of the Project

1. This project will be the corner stone to achieving one of our long term goals with a whole-school approach to cater for students' diverse learning needs and has its sustainable effect. Experiences will be carried forward to enhance teaching and learning quality in the succeeding years. School culture will be even more fun and motivating.
2. The school-based curriculum and resource bank for P5-6 are ready for long-term use. Our school will enhance the curriculum after hearing feedback and recommendations from all stakeholders, and will continue to roll out the curriculum in subsequent years.
3. All the existing materials of the project will be reused. The interactive lessons content and the student's workbooks need no re-design if the format proves effective, thus can sustain its effect in the future.
4. The knowledge and experience gained will be shared, documented and thus sustain the project continuation. Our teachers will continue to expand and develop more interactive lessons to enrich our learning and teaching and prepare our pupils for future challenges.
5. Pupils who undertake this programme will be equipped with lifelong skills and learning autonomy. We believe that they can also serve as models for other students and apply this habit in other subjects. As a result, they can better attain a well-rounded perspective in life.

Dissemination and Promotion

1. Newsletter  
We will interview teachers, students and parents to share their opinions on this curriculum. Report will be published in our school newsletter. A total of 2,000 copies will be distributed internally to all parents, teachers and externally to our alliance schools.
2. Website dissemination  
We will upload all Teachers' Resources online for our teachers' access. Implementation and procedure guidelines will be shared. Pictures of pupils' performances and outputs, video-taped interviews will be uploaded online. And the research report will also be updated online to share good practice with all HK teachers.
3. PTA Sharing Session  
Parents are the key stakeholders in this curriculum reform in providing the most direct observing, supporting and encouraging pupils in their ongoing study. A parent seminar will be conducted to obtain feedback, provide channel for parents to exchange their views towards pupil's learning.
4. Sharing among schools  
Our school holds regular principals meeting and school visits, so we will share this innovative learning and teaching practice and how we create a language-rich environment to learn English through popular culture, songs and social issues.