

Part C Project Details

Project Number  
2009/0137 (revised)

Goals and Objectives

Long-term Goals

Develop interactive school-based English curriculum that addresses pupils' different learning needs and abilities

Short-term Goals

Improve pupils' English skills in reading, listening and speaking with assessment for learning and interactive exercises.

Objectives:

1. Develop interactive school-based curriculum to address listening, reading and speaking needs of our pupils.

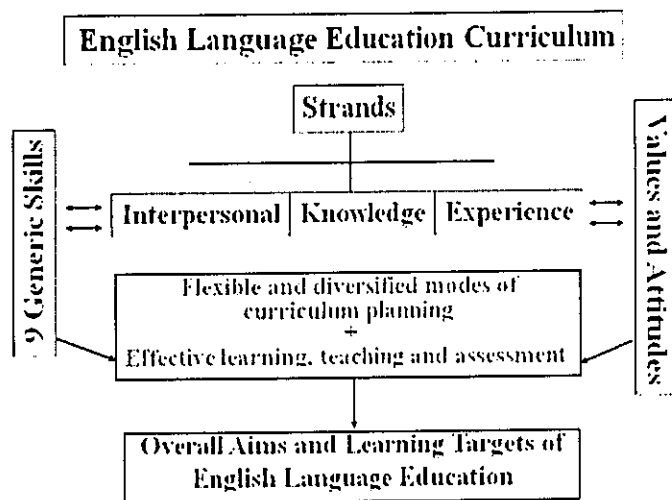
In the "Evaluation of the Native-speaking English Teacher Scheme for Primary Schools in Hong Kong 2004-2006" conducted by The University of Melbourne, it studies the English skills of P.1 to P.4 pupils in Hong Kong. In the report, it indicates that more local English teachers in P.1 level use self-produced materials in the class which they see a correlation between resources to pupil achievement. Such practice has directly linkage to higher pupil proficiency. However, the same study also indicates that less local English teachers use self-produced resources for higher levels. Apparently, school-based curriculum that emphasizes in using level suitable materials for pupils can effectively address pupils' needs, but full implementation of school-based curriculum in primary schools is rare in Hong Kong because of time and ability constraints of the teachers.

Pupils' English skills were also measured in the study. According to the reading profile, almost 30% of pupils in P1 were at the lowest levels on the reading scale –"needing extensive support from their teachers to read simple text in English". For higher level like P.4 pupils, capability of reading was improving but there were still over 30% of pupils need to "rely heavily on teacher support to establish meaning in a text".

In spoken English study, over 70% the P1 pupils described by their teachers as communicating in very simple English. For P.4, a developmental progression in proficiency was noted but there were still about 30% of pupils "can communicate in simple English only". From the findings, we can see a high demand to polish their English skills.

Similar to the general phenomenon of schools in Hong Kong, our pupils also have the problems in managing the four skills in English. Although we are currently adopting CECES approach for our school-based curriculum design, our materials are mostly paper-based and offline basis. Pupils sometimes find the lessons less engaging and the motivation in learning is not enough. We plan to immerse pupils into language rich environment through interactive online authentic English materials and provide training on listening, reading and speaking skills. Our teachers will then spend more time and attention on written skills training which are difficult to handle by programmed lessons.

Diagrammatic Representation of English Language Education KLA Curriculum Framework



Our project will focus on the nine features suggested in the English Language Curriculum Guide for Primary 1 to 6 suggested by EDB.

Feature	Content	Our Curriculum Planning
Task-based learning	To provide pupils with opportunities for the meaningful use of language for purposeful communication.	Lesson activities such as drama, discussion (Speaking and listening)
Introducing a variety of text types	To show different text types have their own format, vocabulary and language features.	Materials in 13 text types such as emails, stories, Expository compositions, poems, songs, encyclopaedias, fables, letters, reports, cases, information reports, arguments, conversations are prepared in authentic English (Listening, reading and speaking)

Developing vocabulary building skills	To provide pupils with a rich pool of vocabulary in reading and listening	Authentic English videos, songs and exercises (Listening and reading)
Learning and teaching phonics in context	To introduce the letter-sound relationships	Authentic English videos, songs and exercises so that pupils can come across naturally in the teaching materials instead of teaching it as a separate system (Listening and Speaking)
Learning to read	To conduct different teaching strategies to help pupils develop their reading skills.	Lesson activities such as storytelling, reading aloud, shared reading, supported reading and independent reading (Reading and speaking)
Reading to learn	To expose pupils to reading materials on different subject matters to enrich pupils' knowledge	Reading passages on different topics (Reading)
Cross-curricular learning	To explore a topic from different perspectives	Different topics introduced in English e.g. drawing, sports (Reading, listening and speaking)
Assessment for learning	To provide continuous assessments to place pupils to suitable level of materials	Pre- & Post assessments (Reading and Listening), regular exercises (Reading and Listening), observation (Reading, listening and speaking)

2. Address learning diversity and fine-tuning English language policy by providing different level exercises.

Since our pupils come from many different backgrounds, their English abilities can be highly different. In view of pupils' diversity, a standard curriculum hinders pupils from developing their learning efficacy to the full. Teachers also find it difficult to cater for the needs of all pupils with different abilities and potentials. There are cases that some pupils may find the tasks not challenging enough whereas some may find the work too difficult to follow.

In the "Fine-tuning of medium of instruction for secondary schools" policy enacted in May 2009, secondary schools can enrich their English learning environment by introducing different MOI arrangements to suit different needs of their pupils. Pupils' ability to learn in English will be one of the criteria to decide whether they should be assigned to lessons with MOI in English or Chinese. As such, we see the urgency of identifying pupils with different English ability and provide suitable training to them.

To address the concerns, we will categorize our pupils in P.5 and P.6 pupils through our pre-assessments in three different groups: Low achievers, mainstream and high achievers. All pupils will share the general materials on the 13 units (defined by text types) in the class to form the basic knowledge of the topics. The low achievers will then be given two homework exercises per unit which are simpler so that they can get a basic understanding on the lessons more easily. For mainstream pupils, they will be given one additional homework exercise per unit for more in-depth learning. For top achievers, more challenging exercises will be given so that they can maximize their learning ability and achieve more. These exercises will be offered as bonus exercises and will be provided to top achievers once per unit. With the implementation of different level exercises, appropriate curriculum can be provided to pupils to suit their abilities. Their learning will become more effective while their interests and confidence will be further enhanced.

Online homework

**Part I = 26 homework/form**  
**(totally 52 homework for P5 & P6)**  
**2 homework/unit/form x 13 units = 26 homework/form**

**Part I + Part II = 39 homework/form**

**Bonus Lessons = 13 homework/form**  
**(totally 26 homework for P5 & P6)**  
**1 homework/unit/form x 13 units = 13 homework/form**

Low achievers

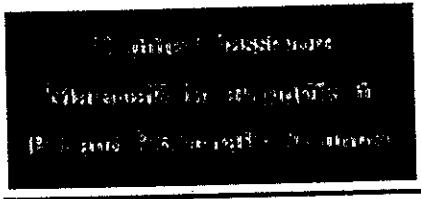
Part I = 26 homework/form

Mainstream

Part I + Part II = 39 homework/form

Top achievers

Part I + Part II + Bonus Lessons = 52 homework/form

Classroom Materials

3. Reduce teachers' workload in marking and reporting so that they can focus more on writing skill and interaction with pupils.

In "Improving Learning, Teaching and the Quality of Professional Life in Schools" issued by EDB in July 2008, there are significant implementation challenges on teachers' workload. Principals and teachers have expressed their concerns on the workloads. Chan W.D in his research paper "Stress, coping strategies and psychological distress among secondary school teachers in Hong Kong" in 1998 identified workload/time pressure as one of the five major teacher stressors. Curriculum demands, the daily teaching and other duty commitments are also stresses that come from teaching job itself. Time spent on planning and preparing lessons are significant to teachers. Teachers spending long hours sourcing and collating resources in advance of lessons. Alongside lesson preparation and planning, marking is also considered as a time-consuming element of teaching that majority of teachers would most like to reduce.

The computerised assessment by online interactive programme in this project can significantly reduce teachers' workload in marking. Apart from the pre- and post- assessments conducted before and after the project, pupils' performance on each lesson are evaluated and reported automatically through online system. Teachers can then free themselves from marking and reporting and spend more time focusing on pupils' writing skill training and planning for more class activities to arouse pupils' interest.

4. Enhance teachers' professional knowledge in using school-based curriculum in teaching

Professional development can develop the confidence of teachers as full professionals. Over reliance on textbooks may result from lacking of confidence to prepare school-based resources. With training provided to teachers, they will have better understanding on curriculum issues which will in turn enhance them with greater confidence, commitment to and interest in the teaching of English. At the beginning of this project, we will organize two professional development training to teachers on how to operate the online platform for school administration and reporting and how to make the best use of interactive online materials for classroom facilitation and pupils' motivation.

### Needs Assessment and Applicant's Capability

#### A. School Background

Our school is a government subsidised full-time primary school operated under Catholic Diocese. Founded in 1996, our school is now serving around 1,000 pupils and have around 60 teachers. In the year of 2009-2010 we have 31 normal classes and 3 remedial classes. We believe primary education should focus on developing pupils' basic skills and attitudes in life-long learning. We strive to develop our school as a happy and successful learning place that facilitates active and harmonious teaching and learning environment. Following the value of Catholic Diocese, we nurture spiritual growth to develop pupils' positive personal value, value system and belief, so that they will learn how to respect and support each other and show their concerns on other people. We also emphasize the balance development of moral, intellectual, physical, social and aesthetic of our pupils so that they will possess high personal quality. We accept individual learning differences and are willing to apply different teaching models to enhance pupils' interest in learning, communication skills, willingness to take responsibilities and innovativeness. Our school also hope to help our pupils become good citizens of the 21<sup>st</sup> Century and lead them to contribute to the Hong Kong society and the Country. They are trained to appreciate the culture and history of our Country and help protect the environment in their daily lives.

To support the missions of our school, we have established our own school-based management system so that teachers and pupils can make use of the resources flexibly. We implemented school-based curriculum to improve teaching and learning effectiveness and take care of learning diversity through educational research. We emphasize pupils' independent learning and develop their IT skills and reading habits. In order to enhance the professional level of our teachers, we implemented school-based teachers' training plan. We want to nurture their multi-dimensional intelligence development and the ability to capitalize on the advanced technology in teaching. We cherish the partnership of our parents and encourage them to take part in some school's programmes.

**B. Present Situations**

1. Unable to create electronic school-based resources due to resources limitation

In response to "Learning to Learn" consultation document, our school has started to apply CECES approach for the school-based curriculum in English subject since 2000. English teachers for P.1 to P.6 create their own teaching materials according to the pupils' needs and abilities. Due to our constraints in resources and expertise, the resources that we are using are limited to off-line and paper-based materials only. We really need to include online multimedia materials to arouse pupils' learning interest as well as develop our own online learning system to develop the pupils' self-learning ability.

2. Pupils are having different English ability which makes curriculum planning become more complicated.

Our pupils come from different backgrounds and have different learning ability. To address the learning diversity, classes are arranged with pupils with mixed ability in the morning session and streamed into 3 groups of different ability in the afternoon session. Handling learning diversity is never easy which requires careful monitoring and supervision so that pupils can be placed to the levels that are suitable for them. Our teachers have worked so hard to prepare different materials to cater for this learning difference problems but it also indicates that their workloads have been doubled as they have to prepare at least two sets of materials for different needs.

The difference in learning, especially the English language ability becomes even complicated after the enactment of the "Fine-tuning English language policy". While pupils will be placed to the classes with English as the medium of teaching (MOI) or Chinese as the MOI according to their English standard, we also need to get ourselves prepared to provide training to our pupils accordingly. To meet this purpose, different level exercises are therefore required, which becomes another challenge to our teachers. We see the need to seek for external supports to help develop our school-based curriculum in order to expedite the development process.

3. Too much time has been spent on administrative works which affect the time allowed for interaction with pupils

As mentioned earlier, most of our teaching materials are offline and paper-based, teachers need to spend much time in marking the homework and inputting scores manually. These administrative works take up our teachers a lot of time which in turn shorten the time allowed for our teachers to prepare for the teaching materials and lessons. If our teachers can utilize the computerized system to do the marking and reporting automatically, they can put more emphasis on preparing for the lessons, spending more time to polish pupils' writing skills and think more creative ways to interact with pupils to arouse their learning interest.

4. Teachers are lacking of experiences in using multimedia elements in classroom facilitation

We adopted school-based curriculum for English subject since 2000, so our teachers are generally quite experienced in adopting it in teaching. However, their experiences focus only on offline model which is relatively static and with less interaction. If we can include multimedia elements in our curriculum, our teachers will need to upgrade themselves with more dynamic and interactive teaching methods so that they can keep our pupils engaged in the classroom facilitation.

**C. How can the project become part of the school strategic development**

In our three years school development plan for 2009-2012, we have established three major plans; the first two of which have direct linkage with this project:

1. Adopting small class teaching as the core principle, improving classroom teaching, helping our pupils to learn independently and enhancing their learning performances.
2. Strengthening support to our pupils, understanding their needs and promoting positive value and culture.

In order to improve classroom teaching, we will utilise multimedia teaching materials so that more interaction within the class is allowed. The video clips, songs, games and animations used can attract pupils' attention and deepen their understanding of the subjects learnt. It also helps recall their vivid memories because of the engaging content used in the school-based curriculum.

Since pupils will submit their homework and do their revisions at home through the online platform, it helps develop the independent learning ability of our pupils. Our project will also include an assessment system that can accurately measure the English language ability of our pupils before the lessons. This system allows us to have a more thorough understanding on their individual strengths and weaknesses and then address to their needs accordingly. With the pre-assessment information on hand, we can also measure and monitor the learning progress of our pupils closely and provide immediate support to them.

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

According to CDC report in 2001, the critical factors for the accomplishment of school-based curriculum includes teacher readiness, professional development, coherence of curriculum strategies and initiatives and leadership of the principals.

##### Teacher readiness and professional development

Our school has 22 English teachers (one of them is a native English teacher), 15 of them are teaching P.5 and P.6. 95% of our English teachers finished the English elective subjects and also the professional development training for English teachers. Since we have been adopting school-based curriculum since 2000, our teachers are generally experienced in this teaching approach which enables the implementation of the project more easily.

Our teachers are equipped with basic computer knowledge which allows them to utilize online resources in teaching without problem. We have 60 teachers finished the "Advanced Level" on IT skills training in 2000-2001. Twelve of them achieved intermediate standard whereas three of them achieved distinction standard. Our school also set up our own IT group from 1997 which is responsible for planning and organizing our school's IT development and the relevant projects, such as School Administration and Management System, Multimedia Computer Scheme (ED), IT in Education Scheme (ED3) and Teacher's IT skills training.

##### Curriculum strategies and initiatives

Our school has been adopting school-based curriculum since 1998. We have implemented several different educational reforms such as curriculum adaptation, collaborative lesson preparation, classroom observation and Assessment for Teacher Education. We have long vision in educational strategies and have solid experiences in implementing school-based curriculum using CECES approach. The project that we are proposing not only aligns with our curriculum strategies, but also add-value to our existing curriculum planning.

##### Other project experiences

Our experience in handling QEF projects can be traced back since 1998. Appended below are the projects that we successfully awarded:

Awarded Year	Project Name
1998	To Enhance Children's Self-esteem through Wushu
1998	To Set Up a School Percussion Ensemble
1998	A Fish Pond in School Garden
1998	Energetic School Life 2000
1998	Leaping over the Rainbow -- The Ever Self-challenging Project
1999	Straight from the Heart: Casual Writings of Our Salad Days
1999	Parent Resource Center
1999	Handbell 2000
1999	Fun Reading with Your Parents
1999	Lion Dance
2000	Brass Band
2002	Sharing of Lesson Study
2003	RICE Project Learning
2006	SECPS Channel
2007	School Access and Go

##### Leadership of the headmistress and the project team members

Our headmistress, Ms. Ip Wan Mui, is dedicated to introducing and fine-tuning school-based curriculum in our school. With her strong support, we have been adopting school-based curriculum for over 10 years. Our project team members, Ms. Tang Mei Lin and Mr. Yip Shiu Hong also have heavy involvement in setting the strategic direction of our curriculum. They are very committed to introduce effective teaching and learning materials to classroom facilitation and provide a language-rich environment to our pupils. Other members include IT In-Charge, TSS, PSMCD, Subject Consultant, English in-charge, Subject Teachers and parents from P.5 and P.6 classes will also participate in the deployment of the project.

##### Computer Facilities

We have three computer rooms that are opened for use in the third recess for pupils who do not have computers at home. They can do their homework and revisions at school without problem. Besides, all classrooms and special rooms are equipped with computer network and multimedia projectors, some of the rooms even have been installed with wireless access, teachers can go online and conduct the lessons almost everywhere.

## Targets & Expected Number of Beneficiaries

This project will aim at pupils in P.5 and P.6. We have 336 pupils for these two forms and around 670 parents. We will have three administrators and 15 teachers to assist in the project. The total number of beneficiaries will be 1,190 people.

## Conceptual Framework

1. School-based curriculum helps achieve effective learning, teaching and assessment and establish knowledge, generic skills, values and attitudes

In "A Perspective on Education in Hong Kong" released in November 1982, it suggested that adaption of school-based curriculum has a significant change from centralized curriculum development to the development of a progressively decentralized curriculum that could cater more for the individual needs of the pupils in a certain school. Teachers are also changed from being purely deliverer to participant in the process of curriculum development.

In the CDC Report, *Learning to Learn: The Way Forward in Curriculum Development* (2001), school-based curriculum development (SBCD) is defined as the outcome of a balance between guidance from the CDC and the autonomy of the school and teachers. It is considered to be "one of the actions to take via school structure, processes and management to achieve effective learning, teaching and assessment" and an effective means "to generate useful experiences ... through developing a critical mass of curriculum leaders (school teachers, principals) to foster change". In the process, all schools and teachers need to do is "to adapt the central curriculum and develop their own SBCD to help their pupils achieve the learning targets" including knowledge, generic skills, values and attitudes and at the same time "fulfill certain CDC requirements such as learning time, learning targets and essential contents".

To facilitate SBCD in schools, a number of strategies and approaches are recommended by the CDC. The link between teachers' professional development and SBCD is considered one important strategy. The advice given by the CDC in this respect is that schools should adopt "multiple and diversified modes" to foster teachers' individual and collaborative learning both inside and outside schools on a regular and interactive basis. These modes include collaborative projects with external agents, collaborative lesson planning and action research.

2. Address learning diversity by using diversified resources and cross level subject setting. Assessment can also help design the appropriate curriculum for teaching and learning.

In the website of "Catering for Individual differences" ([http://cd1.edb.hkedcity.net/cd/id/index\\_en.html](http://cd1.edb.hkedcity.net/cd/id/index_en.html)), it mentions the uniqueness of each pupil in many different aspects such as cognitive, affective development, social maturity, ability, motivation, aspiration, learning styles, needs, interests and potentials. Apart from these, some other factors "include innate differences in intelligence, differences in social and economic background, variations in past learning experiences, and perhaps variations in the level of congruence between the learner and the curriculum" are in place. No matter what causes the differences, schools or teachers should understand why pupils are able or unable to learn well and find appropriate ways to help them better. Providing pupils with "a variety of learning opportunities for effective learning, such as using diversified resources rather than focusing only on textbooks" is important. Furthermore, by using cross level subject setting, pupils with similar academic abilities will be grouped together and appropriate learning and teaching materials will be provided so that their learning effectiveness can be further enhanced. Besides, assessment can also effectively find out "the strengths and weaknesses of pupils before deciding on the appropriate curriculum and learning and teaching strategies for them".

3. Using information technology can take care of learning diversity more effectively and spare teachers more time to handle pupils that need more attention.

In the interim report of "using information technology to take care of individual learning differences" from CDC 2004 (運用資訊科技照顧學習差異), it states that online learning programmes can effectively take care of pupils' learning differences.

"在整合式的學習環境的幫助下，教師可以採用「班內網上能力組別法」照顧小學教室的個別差異。在這方面，學生會依學習範疇內的學業成績分組。高成就學生會接受有挑戰性的內容及學習更多的網上資源，而低成就學生則會獲得和他們的能力水平相當的學習材料。"

With the help of information technology, teachers can spare more time on those pupils who need individualize learning opportunity.

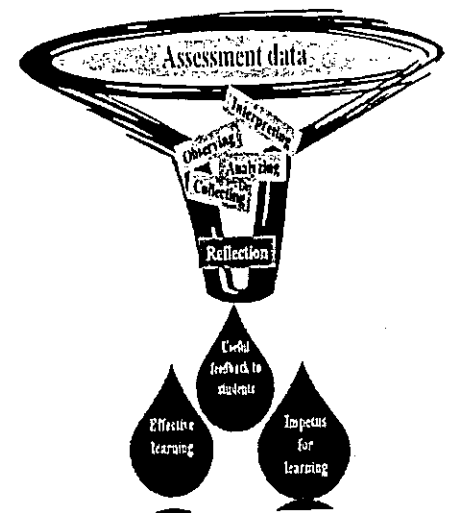
“在資訊科技建構的環境，教師會用較少時間教導高成就學生，從而騰出較多時間為低成就學生提供個別化教學機會。”

4. To ensure effective classroom teaching and learning, teacher training that is concrete and specific is imperative.

In "Instructional Policy and Classroom Performance: The Mathematics Reform in California. Teachers College Record 102(2):294-343" (2000), Cohen D, Hill believes that quality learning for pupils depends on quality learning for teachers. "Teachers' opportunities to learn are a key factor affecting classroom practice, and that such opportunities exist only when teachers are asked to respond deeply to what they are supposed to teach. They found that professional development activities that allowed teachers to learn about the curriculum had a much greater effect on altering teaching practices than those that appeared to be either generic or peripheral to subject matters.

### Innovation

Our project takes reference to the "Making use of assessment data for English Language Curriculum Planning" suggested by Curriculum Development Institute in December 2009. When designing our curriculum planning, we stress on the nine features (Task-based learning, Introducing a variety of text types, Developing vocabulary building skills, Learning and teaching phonics in context, Learning to read, Reading to learn, Cross-curricular learning, Assessment for learning) stipulated on the English Language Curriculum Guide (2004), in particular, on the assessment for learning. It is because we understand the assessment data is indeed a very good source for checking the suitability and effectiveness of teaching and learning. Unlike our projects that emphasize the curriculum and skills development only, we put assessments in an important position where we conduct pre-assessment to analysis the strengths and areas of improvements on reading and listening in English. Pupils can then allocate to different entry points of learning according to their abilities. Difficult level exercises will also be provided to fit their learning needs. Instead of a one-off assessment, we have continuous assessments through observation, results on regular exercises and post-assessment. The highlight on assessment for learning helps teachers analyze and identify pupils' weaknesses and strengths and make necessary adjustment in their teaching strategies as well as curriculum planning.



With regard to the curriculum design, we immerse the nine features for Primary education evenly in our lessons through multimedia teaching materials and online practices. Pupils not only have complete development in English language, but also are engaged in the interesting classroom activities such as video, games and songs. Their learning will also be reinforced by the follow up homework exercises and revisions at home.

Our school is experienced in conducting school-based curriculum planning. However, this is our first attempt to integrate it with online multimedia materials and adopt the online/offline teaching approach. Due to resources limitation, our previous assessments basically focused on "assessment in learning" rather than "assessment for learning". With more progressive and accurate assessments on pupils' ability, we are confident that our school-based curriculum will be more suitable for our pupils' needs and also effectively address learning diversity.

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

The project will be held by a project team consists of our Headmistress, teachers and parents. This project team will be responsible for planning, organizing and controlling the project. Other English subject teachers will provide suggestions and feedbacks before and after the project is deployed. They will also help to communicate with pupils and parents regarding the project and organize the seminars and workshops as planned. Besides, our IT-In-charge will provide professional opinions during the project production. He will also work with our TSS to provide technical support to teachers, pupils and parents to ensure the project is implemented smoothly.

Our Headmistress possesses almost 30 years teaching experiences. She is an innovator in education. She accepts new ideas that can motivate pupils and always reacts very fast for any needs perceived in teaching and learning. She gives advice and support all English activities and curriculum development in school. She will be the person-in-charge of this project and oversee

the overall implementation. She will make necessary administrative arrangements when needs perceived.

Our English Consultant is one of the teachers in-charge of this project. With professional qualification in English and 30 years teaching experiences, she is well-versed in developing curriculum according to pupils' needs in English. She will work together with the English In-Charge to coordinate the administrative works under this project. They will lay down the project plan and implementation details together and lead the project team in project execution.

Our English In-Charge will be another teacher in-charge of the project. He posses Bachelor degree in Education (Primary Education) and has 10 years teaching experiences. He will lead the project team together with the English Consultant and take care of the financial management and control of this project.

Other English Panels (4 persons) and Level Coordinators (8 persons) will also share the workload of the English Consultant and the English In-Charge in this project. Their roles and responsibilities are as follows:

Position	Roles and Responsibilities
Panel	<ul style="list-style-type: none"> <li>To search and organize teaching resources</li> <li>To provide suggestions on curriculum planning</li> <li>To provide professional advice to the project team to ensure smooth implementation</li> </ul>
Level Coordinator	<ul style="list-style-type: none"> <li>To provide information and updates about the project to our subject teachers to gain their rapport</li> <li>To provide suggestions to ensure smooth deployment of the project based on their professional knowledge and experiences</li> </ul>

Our PSMCD will be responsible for arranging inter-school collaboration and organizing sharing seminar with other teachers and parents.

We will also invite parents of our P.5 and P.6 pupils to be our working partners to ensure smooth implementation. We will need them to encourage their kids to do the exercises at home and provide us with feedback for easy follow up. The project may not be carried out successful without the parents' effort and contribution.

### Implementation Plan with Time-line

The project will start from Jun 2010 and end in May 2011. The duration will be one year.

May-10	Preparation: Pre- & Post- assessments, preparation, curriculum planning with English teachers of P.5 and P.6
Jun-10	Project approval, invite curriculum developers for quotations, quotations comparison and selection, curriculum
Jul-10	development and integration with agreed plan
Aug-10	Establish performance assessment system, develop online homework and learning reports
Sep-10	Project testing and fine-tuning, teacher training
Oct-10	[REDACTED]
Nov-10	
Dec-10	
Jan-10	
Feb-11	Project launch, pre-assessment with P.5 and P.6 pupils, placement of pupils to suitable learning levels, arrange for pupils' orientation and parents seminar, obtain teachers' feedback, conduct on-going improvements
Mar-11	[REDACTED]
Apr-11	Post-assessment with P.5 and P.6 pupils, measure project effectiveness, conduct teachers survey, sharing
May-11	sessions with other teachers and parents, sharing on the school's website

### May 2010 to Jun 2010

#### Objectives: Project preparation

To prepare for the project launch, we will start to collect and analyse the past English examination results of our P.5 and P.6 pupils. The assessment formats and questions will be discussed. All English teachers for P.5 and P.6, English Panel Chair and the Principal will join together to decide the themes, topics and activities to be included in the year of 2010 to 2011.



Expected outcome: Get the assessment criteria prepared and set direction to the curriculum for 2010 to 2011.

### Jun 2010 – Jul 2010

*Objectives: Selection of curriculum developer and curriculum development*

We will appoint suitable curriculum developer who is experienced in multimedia content production and online platform development. Invitation for tenders will be sent out in Jun 2010 to potential service providers for comparison and selection. The selected company will be involved in the discussion and development of the curriculum. The agreed plan formed in the preparation stage will serve as the blueprint of the project and will be kept fine-tuning after receiving the inputs from service providers and other advisors. The curriculum developer will then develop the multimedia content and integrate it with our existing curriculum.

Expected outcome: The interactive school-based curriculum is developed and integrated to the existing one.

### Jul 2010 - Aug 2010

*Objectives: Establish performance assessment system, and develop online homework and learning reports*

With the assessment format and questions defined in the preparation stage, the curriculum developer will establish the performance assessment system to evaluate pupils' English skills. The evaluation will focus on reading and listening while speaking and writing will need to be handled manually for more accurate result. The question types include fill-in-the-blanks, matching, and multiple-choice questions. It is expected that the assessment system will be able to provide analysis on sub-skills for both reading and listening skills so that we can have a thorough understanding on the pupils' strengths and weaknesses. The system must be user-friendly and computerized so that our teachers can implement the tests easily in the class. Evaluation reports should be able to download from the system so that teachers can access to them whenever required. These reports can be kept as the record of pupil's portfolio.

We will also establish the online platform to disseminate the online interactive lesson materials and homework. The system should be able to assign the suitable homework exercises based on the evaluation result of our pupils. The system should also be able to do the marking automatically so that our teachers will not need to spend extra time on the administration works. Periodical learning reports should be available in order that our teachers can better monitor our pupils' performance and learning progress.

Expected outcome: The evaluation system and online platform are established.

### Aug 2010 – Sep 2010

*Objectives: Test and fine-tune the project and provide professional training to our English teachers*

The basic structure of the evaluation system, the curriculum content and design, the online platform and the reporting system should have been completed by this stage. We will work with our curriculum developer to test each part of the project and keep on fine-tuning it before its launch. We will provide two professional trainings to our English teachers in Aug to Sep 2010 on how to operate the online platform for school administration and reporting, and to make the best use of interactive online materials for classroom facilitation and pupils' motivation.

Expected outcome: The project is ready to be launched and the teachers are well-trained to adopt the interactive school-based curriculum for teaching.

### Sep 2010– Apr 2011

*Objectives: Launch the project, conduct pre-assessment with P.5 and P.6 pupils, place our pupils to suitable learning levels, arrange for pupils' orientation and parent seminar, obtain teachers' feedback and conduct on-going improvements*

We will officially launch the project to P.5 and P.6 pupils after they return from the summer holiday. Pre-assessment will be done in September so that we can place our pupils to the suitable learning levels. We will conduct one pupils' orientation in Sep to Oct 2010 to get them familiarize with the operation of the online platform and the format of the interactive exercises. To get the support of our parents, we will also invite them to attend to our parent seminar in Oct to highlight the benefits this project brings to their child in English learning. Basic features of the online system will be mentioned as well so that they know how to assist their child to do the revisions and homework at home.

After deployment of the project, our teachers will keep monitoring the learning progress, pupils' interest and participation, and exercise results for on-going improvements.

Expected outcome: The project is implemented and fine-tuned, pupils and parents are trained and involved.

Apr 2011 – May 2011

*Objectives: Conduct post-assessment with P.5 and P.6 pupils, measure project effectiveness, conduct teachers survey, sharing sessions with other teachers and parents, sharing on the school's website*

After seven months implementation, we should be able to see the effectiveness of this project. Pupils in P.5 and P.6 will be arranged to do the post-assessment in April 2011. We will compare the evaluation results obtained from pre-assessment to the post-assessment to see any improvement in listening and reading is resulted. Teacher's comments will be collected through survey to get opinions on the class performance so that we can measure the effectiveness of the project in developing listening, reading and speaking skills. The survey result and the evaluation data will be summarized and shared in the sharing session for other teachers and parents in May 2011. To maximize the benefits of the sharing session, we will also invite teachers and principals of other schools so that they can learn more about the project and may consider implement it in their own schools. The theme and summary of the project, teacher's sharing and pupils' interview will be uploaded to the school's website for public viewing.

Expected outcome: The effectiveness of the project is ascertained and informed to the stakeholders.

We will take charge of the whole project with the help of the appointed curriculum developer. No other collaboration party will be involved.

**Expected Deliverables and Outcomes**

This project includes the following deliverables:

Tangible deliverables	Expected Outcome
1. Classroom instruction materials according to the 13 text types suggested by CECES (May – Jul 2010) <ul style="list-style-type: none"> <li>- No. of level: 2 (P.5 &amp; P.6)</li> <li>- Classroom instruction materials based on 13 text types: 26 sets of materials for 2 levels in total.                             <ul style="list-style-type: none"> <li>• Lesson goal</li> <li>• Lesson Plan</li> <li>• Worksheets</li> <li>• Exercises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils English skills are improved</li> <li>• Pupils' interest is enhanced by interesting and engaging classroom instruction materials</li> </ul>
2. Online homework delivered through an online platform (Jul 2010 - Aug 2010) <ul style="list-style-type: none"> <li>- No. of level: 2 (P.5 and P.6)</li> <li>- Homework: 13 units/form (based on 13 text types defined by CECES)                             <ul style="list-style-type: none"> <li>• Low achievers: 2 homework/unit/form (52 homework in total)</li> <li>• Mainstream: 3 homework/unit/form (78 homework in total)</li> <li>• Top achievers: 4 homework/unit/form (104 homework in total)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils English skills are improved</li> <li>• pupils' learning needs are suitably fit with interactive learning materials</li> <li>• Learning reinforcement is achieved through online homework</li> </ul>
3. Assessment system and tests for P.5 and P.6 pupils (Aug-Sep 2010) <ul style="list-style-type: none"> <li>- Fully computerized assessment system for reading and listening                             <ul style="list-style-type: none"> <li>• Question types: fill-in-the-blanks, matching, and multiple-choice questions etc.</li> <li>• Include measurements on sub-skills of reading and listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' strengths and weaknesses are evaluated</li> <li>• Pupils' performance can be keep track of</li> <li>• Effectiveness of the project can be measured</li> </ul>

<ul style="list-style-type: none"> <li>Downloadable computerized evaluation reports</li> </ul> - Evaluation Tests: <ul style="list-style-type: none"> <li>Pre-assessment test: 1 set per form (2 sets in total) (Sep 2010)</li> <li>Post-assessment test: 1 set per form (2 sets in total) (May 2011)</li> </ul>	
Automated marking and online report system (Jul 2010 - Aug 2010) <ul style="list-style-type: none"> <li>Online platform:               <ul style="list-style-type: none"> <li>Assign suitable materials and homework based on the evaluation result of our pupils</li> <li>Do the marking automatically</li> <li>Generate and send out periodical learning reports for better monitoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teachers' workload is reduced</li> </ul>
4. Professional training for teachers: 2 sessions (Aug to Sep 2010) <ul style="list-style-type: none"> <li>For English teachers</li> <li>How to operate the online platform for school administration and reporting</li> <li>How to make the best use of interactive online materials for classroom facilitation and pupils' motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' knowledge and skills in using interactive learning materials for classroom teaching is enhanced.</li> </ul>
5. Pupils' orientation (Sep to Oct 2010) <ul style="list-style-type: none"> <li>For P.5 &amp; P.6 pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupils familiarize with the operation of the online platform and the format of the interactive exercises</li> </ul>
6. Parents' seminar (Oct 2010) <ul style="list-style-type: none"> <li>For P.5 &amp; P.6's pupils' parents</li> <li>Highlight the benefits and the basic features of the online system</li> </ul>	<ul style="list-style-type: none"> <li>Parents can assist their child to do the revisions and homework at home</li> </ul>

The deliverables will be for our own use only and will not be sold to external parties for profit-making purpose.

### Budget Plan

The budget of the project will be HK\$450,000. The breakdown of which is stipulated as the table below:

Item	Description	Unit price (HK\$)	No. of unit	Budget (HK\$)
a	Staff Cost			
	Sub-total of (a)	0	0	0
b	Equipment			
1	Server and software license	30,000	1	30,000
	Sub-total of (b)			30,000 (Responsible by the school)
c	Services			
1	Classroom Instruction Materials (For classroom facilitation)			
	a. Lesson Plan development (worksheets, activities, exercises etc)	2,400/lesson	26 units	62,400
	b. Graphic Design	400/lesson	26 units	10,400

	c. Content Licence and copyright: photos, illustrations, reading materials, games			70,000
	d. Printing (8pages/lesson x 13 units x 400pcs)	Approx.0.7/page	41,600 pages	29,180
	e. Interactive lesson development:			
	Flash, Animation	700/lesson	26 units	18,200
	Audio clips (by native speakers) + audio editing	400/lesson	26 units	10,400
2	Online homework			
	a. Content Design (Content writing, text editing, programme conversion, animation production)	700/homework	104homework	72,800
	b. Audio clips (by native speakers) + audio editing	280/lesson	104homework	29,120
	c. System Design: Database design. Interface design, Data analysis tools			35,800
3	Assessment system			
	System design (system design, data analysis, reporting, question paper design and production)			48,600
4	Online Platform and reporting system			
	Database design, Interface design, User Profile, Data Analysis Tools, Report Generation System, Administration Control System, Data Security system			58,600
	Sub-total of (c)			445,500
d	Works			0
	Sub-total of (d)			0
e	General Expenses			
1	Sundry expenses for seminars			2,000
2	Printing cost			2,000
3	Admin. Expenses			500
	Sub-total of (e)			4,500
f	Contingency			0
	Sub-total of (f)			0
	<b>Grand Total</b>			<b>480,000</b>
	- Responsible by school			<b>30,000</b>
	- Funding by QEF			<b>450,000</b>

## Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Computer Software & Related Printed Materials	Classroom Instruction Materials		\$200,580	For use by school
	Online homework		\$137,720	
	Assessment System		\$48,600	
	Online Platform and Reporting System		\$58,600	

## 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
Progress Report 計劃進度報告 1/6/2010 - 30/11/2010	31/12/2010	Interim Financial Report 中期財政報告 1/6/2010 - 30/11/2010	31/12/2010
Final Report 計劃總結報告 1/6/2010 - 31/5/2011	31/08/2011	Final Financial Report 財政總結報告 1/6/2010 - 31/5/2011	31/8/2011

## Evaluation Parameters and Method

Project Objectives	Evaluation Parameters and Methods
1. Develop interactive school-based curriculum to address listening, reading and speaking needs of our pupils.	<b>Current situation:</b> Unable to create electronic school-based resources due to resources limitation
	<b>Performance indicators:</b> Availability of interactive school-based curriculum and online homework
	<b>Outcome measurements:</b> The interactive school-based curriculum and online homework system are in place
2. Address learning diversity and fine-tuning English language policy by providing different level exercises.	<b>Current situation:</b> Pupils are having different English ability which makes curriculum planning become more complicated.
	<b>Performance indicators:</b> Pre- and Post- English assessments, results of homework, teachers' observation
	<b>Outcome measurements:</b> Pupils' learning diversity is reduced and English skills are enhanced, the effectiveness of the programme towards different pupil abilities is measured.
3. Reduce teachers' workload in marking and reporting so that they can focus more on writing skill and interaction with pupils.	<b>Current situation:</b> Too much time has been spent on administrative works which affect the time allowed for interaction with pupils.
	<b>Performance indicator:</b> Teachers' survey result
	<b>Outcome measurements:</b> teachers' workload is reduced.
4. Enhance teachers' professional knowledge in using school-based curriculum in teaching	<b>Current situation:</b> Teachers are lacking of experiences in using multimedia elements in classroom facilitation
	<b>Performance indicator:</b> Teachers' survey result
	<b>Outcome measurements:</b> Teachers' professional knowledge and IT skills are improved

## Sustainability of the Outcomes of the Project

This project will add values to several stakeholders of the schools:

### Add values to schools

The innovativeness of this project aligns with our school's commitment in implementing education reform over the past few years. This blended learning model which combined both online and offline approaches help us move forward to another stage in the school-based curriculum development.

### Add values to pupils

The interactive school-based materials provide more engaging and interesting curriculum which attracts our pupils' learning. The online lesson replays and homework also allow our pupils to reinforce their learning and pick up the progress even they may not be able to catch up in the class. Pupils' individual weaknesses and strengths can be identified and followed through so that they know what efforts to be put for improvements. They will be placed to the suitable learning levels so that their learning enthusiasm will not be discouraged by too difficult or too simple lessons provided.

### Add values to teachers

Our teachers will have more interesting materials for classroom facilitation. With the help of the external professionals, we can produce not only paper-based and offline teaching materials. The authentic English content are useful teaching sources for training pupils' listening skills. The pre- and post- assessments by the online evaluation system helps understand the strengths and weaknesses of our pupils and allow our teachers places our pupils to the suitable learning levels. The online platform also helps our teachers to reduce their workload in marking papers and reporting so that they can pay more attention to the writing skills training and have more interaction with our pupils. Our teachers will be benefited from the professional training offered in using interactive school-based curriculum in teaching. Both the professional knowledge and their IT skills will be improved.

### Add values to parents

Our parents will understand their child's learning better by receiving the learning reports of their child. They can also assist their child in learning at home while logging in to the online platform. Our parent seminar will also provide information to them to learn about the goals of this project and have more chance to discuss about their child's learning progress with teachers.

### Add values to the education sector

We are one of the few schools that emphasize on assessment for learning when doing the curriculum planning. We want to teach our pupils with level-suitable materials while still enforce the curriculum guide suggested by EDB. The introduction of multimedia materials for classroom facilitation can be a model for other schools to follow if the project is proven to be successful.

We are confident that the project can be sustainable in the long run:

1. Interactive school-based curriculum and homework are reusable  
Since we have many years of school-based curriculum planning experiences, we understand very well the strengths and weaknesses of our current curriculum and what our pupils' needs. We are confident that the interactive materials prepared can fill the gaps that we have and make our curriculum becomes very comprehensive for use for many years. Unless there are changes in the EDB curriculum guide in the near future, the same curriculum and the online homework should be able to reuse extensively.
2. Teachers' professional knowledge and IT skills are transferrable  
Our teachers will be trained with professional knowledge in making use of multimedia teaching materials in their classroom facilitation. Both teaching techniques and IT skills will be acquired. These skills are highly valuable in their teaching and can be transferred to other teachers easily by sharing the training notes and video recorded. We will also document all information of this project carefully so that our teachers and curriculum development staff can refer to it all at time.
3. Most of the costs in this project are overhead cost or one-off basis, the only variable costs that include in this project are printing cost for the classroom instruction materials, pupils' orientation and parents' seminar. The spending on pupils' orientation and parents' seminar are relatively small which can be absorbed by our school in the future. For the printing cost of the classroom instruction materials, the estimated cost is about HK\$5.6/unit/pupil which should also be affordable by the parents if the QEF funding is finished.

## Dissemination / Promotion

Period	Purposes	Methods
Aug to Sep 2010	Enhance teachers' knowledge and skills in using interactive learning materials for classroom teaching.	<ul style="list-style-type: none"> <li>Professional training for teachers: 2 sessions               <ul style="list-style-type: none"> <li>How to operate the online platform for school administration and reporting</li> <li>How to make the best use of interactive online materials for classroom facilitation and pupils' motivation.</li> </ul> </li> </ul>
Sep to Oct 2010	Get pupils familiarize with the operation of the online platform and the format of the interactive exercises	<ul style="list-style-type: none"> <li>Pupils' orientation: 1 session               <ul style="list-style-type: none"> <li>Introduce the operation of the online platform and homework system.</li> </ul> </li> </ul>
Oct 2010	Get parents' involvement in their child's learning	<ul style="list-style-type: none"> <li>Parents' seminar: 1 session               <ul style="list-style-type: none"> <li>Highlight the benefits and the basic features of the online system</li> </ul> </li> </ul>
May 2011	Project introduction and experience sharing	<ul style="list-style-type: none"> <li>Teacher and parents sharing session: 1 session Share teacher's survey result and the pupils evaluation data</li> <li>The school website: Teacher's sharing and pupils' interview</li> </ul>