

Quality Education Fund (QEF)
Application – Part C Project Details

Revised
Project Number 2009/0410



Title: Pre-school Teachers Professional Development in English Language Drama and Stage Performance

The Project is related to the following Project Theme:

Project Theme 1: Effective Learning and Teaching of English Language

1. Text-type: drama playscript
2. Providing a language-rich environment through drama for purposeful learning
3. enlisting parents' help and support in language learning at home
4. collaboration among teachers from different pre-schools
5. collaboration with different pre-schools

Project Theme 2: Creative Arts and Culture Education

1. exploring effective and interactive learning and teaching strategies for creativity and critical thinking
2. promoting creative arts education through school-based, artist in residence programme
3. developing learning programmes and materials for arts appreciation

A. Goals & Objective

1. Short-term Goal during project period: for teachers to acquire drama strategies and English language teaching skills for the scripting, rehearsing and production of a drama production in a real theatre venue

2. Long-term Goal for post-project period: teachers are able to implement learning acquired for sustainable development in their kindergartens

3. Objectives:

- (a) Develop teachers' skills and knowledge in devising lessons for adapting a story into a performance script in English with young learners
- (b) Develop teachers' abilities in using drama techniques to enhance student learning
- (c) Improve kindergarten learners' communicative ability and English language proficiency
- (d) Provide teachers with an opportunity to practice running a show from beginning to end, through role-play
- (e) Provide teachers with practical advice on how to plan for a stage performance
- (f) Provide teachers with knowledge of basic technical equipment and advice on the use of lighting in a production
- (g) Encourage teachers to build knowledge on the principles of basic drama production design
- (h) Provide teachers with basic stage management techniques, including but not limited to managing groups of people and communicating effectively with technical and production staff

The project will be divided into 4 stages:

Stage 1 Professional Development Workshop: (a) Workshop & Project Overview; (b) Drama Teaching Strategies (Theory); (c) Devising & Adapting a Story into a Performance Script; (d) Drama Techniques



Training & Use

Stage 2 Group Rehearsal with Teachers and Students - Practicum: (a) Group Rehearsal Practicum with Step-by-step Guide; (b) Drama Techniques Execution - Demonstration

Stage 3 Supervised Rehearsals with Participating Schools – Consultation: (a) Staff Trainer to observe Teachers in Rehearsals at their schools and to provide Feedback; (b) Provide consultation on Production Issues, e.g. Sets, Props, Costumes, Sound

Stage 4 Rehearsal & Performance in a Public Venue: (a) Guided tour of a Theatre, specifically Backstage; (b) Communication of Technical Information, e.g. Lighting/Sound Requirements to Theatre Technicians; (c) Stage Management Skills Training with a Step-by-step Walkthrough to Organize a Stage Performance, focusing on Communication, Scheduling, Time Management and Crowd Control of the Backstage Area; (c) Health & Safety Awareness Training for the Theatre

B1. Needs Assessment

The *Guide to the Pre-primary Curriculum (2006)* emphasizes that early childhood education lays the foundation for life-long learning and whole person development. The core value of early childhood education lies in “child-centredness”. Pre-primary institutions should formulate their curriculum according to the basic principles of children’s development and learning. Children’s learning interest, needs and abilities should also be taken into consideration. A diversified learning environment that provides sufficient learning opportunities will facilitate children to develop their multiple intelligences.¹

For this reason, 10 kindergartens have sought to collaborate with Eduarts Limited in this project, aimed specifically to enhance their students learning through the use of drama as an instrument of cognitive as well as language ability development for meaningful communication from a pre-primary age. The four language macro skills: listening, speaking, reading and writing are catered to in compliments with the learners’ cognitive development. Teachers from the participating kindergartens will develop skills and knowledge of drama integration into the classroom. Throughout the project period, meaningful educational experiences through sensory and exploratory activities that are engaging to the target learners will be demonstrated and practiced, whereby children’s holistic development can be fostered. The project further provides training on stage production in a public venue, thus allowing teachers a firsthand opportunity to lead their students through a performance in a professional venue setting.

B2. Applicant’s Capability

(a) Eduarts Limited

Eduarts Limited is a professional arts and education company established in 2000. It has 10 years’ experience in teaching local primary and secondary school students as well as providing professional development workshops for teachers. For details, please refer to www.eduarts.com.hk. Eduarts is also a partner at the

¹ Education Bureau - Pre-primary Education, <http://www.edb.gov.hk/index.aspx?nodeID=2374&langno=1>



LCSD's Venue Partnership Scheme at Sai Wan Ho Civic Centre under AFTEC (www.aftec.hk). We are unique in both our arts and education expertise, teaching both in schools and running theatre-in-education programmes in a professional theatre venue.

(b) Dr. Vicki Ooi, Founder and Chief Curriculum Developer

Dr. Ooi began teaching Theatre and English in the English Department of the University of Hong Kong in 1971 and retired after almost 30 years. Her theatre work had been given endorsement and recognition by the USA, UK, Australia and Germany. She has won many theatre awards, has served on the Hong Kong Arts Development Council and has published widely on theatre and cultural policy research. She is likewise a well-known educator who has the special ability to teach a wide range of students and teachers of different ages. She is particularly renowned in the teaching of gifted students. She was the Education Department's Consultant for the Primary School PSED NET Scheme in 2000-2002; the Chief Curriculum developer for the ED's *Let's Enjoy and Appreciate Drama*; for SCOLAR's Drama-in-Education English Alliance (2008-2010) and most recently, for the Hong Kong Academy for Gifted Education.

(c) Lynn Yau, Director

As co-founder of Eduarts, Lynn is a well-known artist and educator. She has a BA in English Studies and Comparative Literature and a Master of Education (Distinction) in Curriculum Studies from The University of Hong Kong. She is currently a doctoral student with the University of Bristol. She is an Examiner for the Hong Kong Arts Development Council and an Advisor for Radio Television Hong Kong.

C. Targets and Expected Number of Beneficiaries

1. Direct Beneficiaries

Targets: 10 participating kindergartens (see chart below); 6 teachers and 15-20 students from 9 kindergartens; 6 teachers and 35 students from 1 kindergarten. Estimated total: 66 teachers from 10 kindergartens, and 215 students who will benefit directly from this project.

2. Indirect Beneficiaries

The 10 participating kindergartens aim to leverage the skills and knowledge gained from this project for their subsequent integration of drama inside the classroom to benefit other students and their parents. Teachers who do not participate in the workshops and rehearsals may also develop the same skills subject to their involvement in the project through in-school teaching and rehearsals with students.

Kindergartens	Students*	Teachers#	Parents*
Anchors Kindergarten 安基斯幼稚園暨國際幼兒園	230	13	460
The Endeavourers Chan Cheng Kit Wan Kindergarten 勵志會資陳鄭潔雲幼稚園	100	8	200
Spring View Kindergarten 欣苗幼稚園	165	12	330
Pegasus Sau Wah Christian Kindergarten 基督教臻美秀華幼稚園	120	10	240
Christian Youth Centre Kindergarten & Nursery	200	16	400

基督教中心幼稚園暨幼兒園			
Alliance Kindergarten 宣道幼稚園	375	17	750
Christian Alliance Sau Mau Ping Chen Lee Wing Tsing Kindergarten 宣道會秀茂坪陳李詠貞幼稚園	140	11	280
Christian Alliance Louey Choy Kwan Lok Kindergarten 宣道會雷蔡群樂幼稚園	285	23	570
Christian Alliance Chen Lee Wing Tsing Memorial Kindergarten 宣道會天水圍陳李詠貞紀念幼稚園	273	22	546
St.Barnabas' Church Kindergarten 聖巴拿巴堂幼稚園	195	17	390
TOTAL: 6398	2083	149	4166

* Figures are based on a per-school-year basis

Figures include current teachers only, and do not account for future intake of new teachers at the schools

D. Conceptual Framework

According to a study conducted by Policy 21, the following were cited in support of the benefits of drama-in-education:

As many surveys has shown that drama had a beneficial effect in education, we are concerned that there are insufficient teachers and non-familiarity with using drama as a mean for teaching English to the students. Therefore, the programme provides an opportunity for local kindergarten teachers to develop and reinforce skills and knowledge in using drama to enhance English language learning for students. Based on a meta-analysis of 80 studies, it was found that classroom drama had a beneficial effect on a range of verbal skills of children, including story understanding, reading readiness and writing outcomes, and to a lesser extent reading achievement, oral language development and vocabulary outcomes.²

Getting pre-primary learners to learn English through drama is useful to promote enthusiasm for improving English language learning. Researchers believed that by asking children to repeatedly read the same materials, reading fluency could be achieved. By attaching word meanings to experience in enacting, children's vocabulary knowledge would be improved. Furthermore, as the significance of word ordering, phrasing and punctuation was explained to children to help them act and talk in different manners, they would acquire better understanding of syntactic structure.³

One experiment (Chow & McBride-Chang, 2003) focused on the effects on dialogic reading technique on Hong Kong Chinese children. The researchers discovered that dialogic reading technique promoted both language and early literacy skills in K3 children compared to others whose teachers or parents were not trained in dialogic technique. These research findings illustrate the significance of dialogic reading in

² Podlozny, A. 2000. Strengthening verbal skills through use of classroom drama: a clear link. *Journal of Aesthetic Education*. 34(3/4), p.239 – 307.

³ McMaster, J.C. 1998. Doing literature: using drama to build literacy. *The Reading Teacher*. 51(7), p.574 – 584.



English.⁴

E. Innovation

Whilst there are some programmes in Chinese supporting kindergarten teachers to enhance student learning through drama, there are very few in place to help them in English learning at a level of expertise that spans both language arts AND professional theatre. In addition, to plan and actually experience first-hand technical/dress rehearsals and performance in a public venue. This project provides a learning and teaching environment to this end, resulting in a drama framework and knowhow to plan a stage performance from its inception into final execution.

The project will result in the development of useful materials to infuse language education with a new approach through drama. It breaks typical classroom boundaries by engaging pre-primary learners with a stimulating educational environment. The project is expected to significantly further the quality of kindergarten education to fulfill learning objectives in both cognitive development and language learning. Furthermore, it is the aim of this project to instill an open-ended approach to learning whereby the far reaches of the learners' exploration process is not limited by generic text. Instead, the performance process is imbued with dialogue that is contextualized and meaningful to learners at an appropriate level. It is therefore a viable and valuable approach for the promotion of English language development through drama-in-education for pre-primary educators.

F. Extent of Teachers' and Principals' Involvement in the Project

1. Project Leader: (a) Planning and execution of the projects; (b) Co-ordinate with different parties to ensure the smooth running of the project from the planning stage through to final evaluation; (c) Provide guidance and supervision to staff trainers and principals/teachers of the participating kindergartens.
2. Trainers: (a) Train kindergarten teachers in using drama skills, knowledge and techniques for English language learning; (b) To conduct workshops (theory), observe and advise on group rehearsal (practicum), supervision of school rehearsal (consultation); (c) To train teachers in various aspects of their production, including script adaptation, rehearsal procedure, lights, sound, props, sets, costumes, and stage management

G. Involvement of the Principals and Teachers:

1. Principal: Advise and coordinate with the project leaders to ensure a smooth implementation of the project;
2. Teachers: Practice the skills, knowledge and techniques demonstrated in the workshop, followed by story adaptation, lessons and rehearsals with their respective learners; practice running a stage production from the beginning to performance;
3. Principals and Teachers: Impart the project outcomes and its purpose to other in-service teachers and to help disseminate and integrate into whole-school practice.

⁴ Chow, B.W.Y. & Mcbridge-Chang, C. 2003. Promoting language and literacy development through parent-child reading in Hong Kong preschoolers. *Early Education and Development* 14 (2), p. 233-248.



H. Implementation Plan with Time-line

The following outlines the 4 main stages of the implementation plan with direct participation of teachers and/or students in the 10 listed kindergartens. This is followed by an outline of the Continuous Evaluation and Publication details section.

Stage 1: Professional Development Workshop (12 Hours) – Theory (October 2010)		
Participants – Staff Trainers / Participating Teachers from the 10 Kindergartens		
Activities	Relevance to Project Objectives	Expected Deliverables and Outcomes
a) Workshop/Project Overview	<ul style="list-style-type: none"> Establish aims/objectives of workshop/project 	<ul style="list-style-type: none"> Establish participating teachers' understanding of workshop/project objectives and learning outcomes; benefits for their students
b) Drama Teaching Strategies (Theory)	<ul style="list-style-type: none"> Expose teachers to drama teaching strategies/ theories Highlight its similarities/differences to language teaching theories 	<ul style="list-style-type: none"> Help teachers explore, develop and strengthen a more comprehensive view of effective English language learning for pre-primary students using a drama-integrated approach
c) Devising & Adapting a Story into a Performance Script	<ul style="list-style-type: none"> Train teachers to adapt a fairy tale, story or nursery rhyme into a short performance script Encourage student participation and subsequent sense of ownership/achievement through the above 	<ul style="list-style-type: none"> Teachers to gain knowledge/skills in understanding/establishing plot, imaginative storytelling, character development, and dialogue writing Teachers to apply the same skills for adapting plays into abridged forms Teachers are able to guide their students in laying a foundation of the above
d) Drama Techniques Training & Use	<ul style="list-style-type: none"> Introduce techniques to enhance student participation/enthusiasm for English learning through drama activities/games Enable English language integration (4 macro skills) and practice for students 	<ul style="list-style-type: none"> Teachers to gain an understanding of the use of drama activities/games and its relation to English language (adaptable to Chinese language) development Teachers to learn how to sequence instructions concisely for student comprehension/involvement

Stage 2: Group Rehearsals with Teachers and Students (9-Hours) - Practicum (December 2010)

Participants – Staff Trainers / Participating Teachers and Students from the 10 Kindergartens

Activities	Relevance to Project Objectives	Expected Deliverables and Outcomes
<p>e) Step-by-step Demonstration</p> <ul style="list-style-type: none"> - Warm-up Games - Storytelling Activities - Developing a Storyboard - Basic Story Composition Activities - Character Development Activities - Dialogue Writing through Improvisation Activities - Word Wrap™ Chorus 	<p>Provide a practical demonstration to...</p> <ul style="list-style-type: none"> • Promote playful atmosphere, enable student concentration/collaboration • Show language rhythm, develop literacy, stimulate imagination and encourage students to communicate ideas • Allow students to visualize story pictures in order to understand events • Help students understand main conflict/action of a story; for students to develop their story structure • Encourage students to visualize characters in a variety of situations • Promote a sense of the story/encourage process writing • Integrate verse/prose speaking to music; enhance linguistic, musical, bodily-kinesthetic and interpersonal intelligences 	<ul style="list-style-type: none"> • Teachers to observe and participate in a guided practicum for integrating drama techniques/games for devising and adapting a story into a performance script by the students • The activities are sequenced in order of practical execution, laying the respective layers of the foundation from story adaptation to performance of lines (excluding the production process); thereby providing a methodical and systematic guide for teachers to adopt for their own use and subsequent sharing with other teachers in their school • Teachers can observe how the activities work in practice with portions of the activities conducted by Staff Trainers directly with their students followed by practice time conducted by the teachers themselves • Teachers will be able to observe any differences in the results between Staff Trainer-led and Teacher-led activities in order to gain further insight on techniques/instruction-giving/overall English integration

* The 9-hours scheduled for Stage 2 will be divided into 3 sessions of 3-hour duration between the 10 participating kindergartens. Each 3-hour session will comprise of those kindergartens that have been assigned selected parts from the same story.



Stage 3: Supervised Rehearsals with Participating Schools (20 Hours) - Consultation (January/February 2011)

Participants – Staff Trainers / Participating Teachers and Students from the 10 Kindergartens

Activities	Relevance to Project Objectives	Expected Deliverables and Outcomes
<p>Staff Trainer to...</p> <p>f) Observe Teachers in Rehearsal with the Students</p> <p>g) Staff Trainer to Advise on Stage Production Issues, e.g. Sets, Props, Costumes, Lighting and Sound</p> <p>h) Staff Trainer to Teach Health & Safety Precautions to Teachers and Students for Theatre and Stage Performance</p> <p>i) Resolve any Outstanding Issues with Teachers</p>	<ul style="list-style-type: none"> • Assess progress of rehearsal; for Staff Trainer to provide further advice to teachers • Advise on deployment of resources for maximum gain in terms of feasibility and practicality • Ensure both teachers and students are aware of the health & safety issues that exists in a public theatre; how to prevent accidents from occurring and what to do if one does occur • Provide general advice and answer any remaining questions teachers may have 	<ul style="list-style-type: none"> • Teachers are able to lead their own rehearsals with students • Teachers have gained a solid grasp of the techniques introduced previously and are able to build on them for further improvement through future practice • Teachers have gained a clear understanding of what to prepare in time for the stage performance, i.e. sets, props, costumes, lighting and sound • Both teachers and students have gained a clear understanding of the health and safety precaution issues relevant to the theatre; teachers are able to remind students of the above for their internalization in time for the Final Rehearsal/Performance Day at the Public Venue • Teachers are able to proceed independently with all aspects of the pre-performance preparations

* The 20-hours scheduled for Stage 3 will be divided evenly into 10 sessions of 2-hour duration between the 10 participating schools.



Stage 4: Rehearsal & Performance in a Public Venue (8 Hours) - Production (March 2010)

Participants – Staff Trainers / Participating Teachers and Students from the 10 Kindergartens

Activities	Relevance to Project Objectives	Expected Deliverables and Outcomes
<p>j) Theatre</p> <p>k) Training on the Understanding & Communication of Technical Information</p> <p>l) Training in Groups on:</p> <ul style="list-style-type: none"> - Lighting - Sound - Stage Management 	<ul style="list-style-type: none"> • Introduce the standard areas of a public theatre, enabling independent navigation for teachers in the future • Enable teachers' understanding the basic technical knowhow/jargon that are relevant to theatre technical staff and how to communicate it • Selected teachers from each school will be invited to train specifically on the areas of lighting, sound and stage management to enable their independent handling in the future 	<ul style="list-style-type: none"> • Teachers to become familiar with the areas of a public theatre, specifically, the backstage area • To refresh health & safety precautions for all and to settle any misunderstandings teachers/students may still have • Teachers are able to communicate effectively with each other and with the theatre technical staff to fulfill the production requirements • Teachers trained in lighting have gained a basic understanding of the lighting equipment generally provided as part of the basic rental fee by a public theatre; the primary colors and its combined effects on the sets, costumes and textual qualities of a production • Teachers trained in sound will learn how to co-ordinate sound cues with theatre technicians in advance, including volume manipulation, sound duration and timing • Teachers trained in stage management will learn to communicate with other teachers in charge of lighting/sound to appropriate a practical schedule for rehearsals/performance; they will learn to time manage and maintain effective crowd control whilst assigning locations for sets/props storage and access during rehearsals/performance



m) Technical/Dress Rehearsal n) Performance	<ul style="list-style-type: none"> • Teachers gain valuable experience in running a technical/dress rehearsal • Students and teachers to demonstrate the results of their work in a public performance 	<ul style="list-style-type: none"> • Teachers are able to effectively run a technical/dress rehearsal with students under the guidance of staff trainers • Teachers are able to assess their skills acquired in contribution to the success of the performance, and can objectively reflect on how adjustments could have been made for further improvement
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* The 8-hours will be divided into 2 parts: 6-hours for training & rehearsal; 2-hours for performance.

Continuous Evaluation and Dissemination (September 2010 - June 2011)		
Participants – Project Leader, Staff Trainers, Project Assistant, Clerk / Principals, Participating Teachers, Students and Parents of the 10 Kindergartens		
Activities	Relevance to Project Objectives	Expected Deliverables and Outcomes
o) Project Overview & Timeline to all 10 Kindergartens (Sept 2010) p) Post-Workshop Evaluation q) Post-Performance Evaluation through Questionnaires/ and One Post-Performance Meeting with Stakeholder Representatives	<ul style="list-style-type: none"> • Ensure project scope and coverage meet needs of participating kindergartens • Questionnaires to participating teachers will enable refinement (if needed) to the Stage 2-Practicum • Questionnaires to principals, teachers, students and parents, along with post-performance meeting with representatives from all stakeholders will result in useful data and insight for its subsequent analysis and dissemination, including participating kindergartens 	<ul style="list-style-type: none"> • All parties, including project leader, staff trainers, principals, teachers, and parents are in agreement on the objectives, content and schedule of project • Participating teachers to provide the project leader assessment of the overall applicability of the workshop to their needs; to enable refinement of Stage 2 content/focus and/or beyond • To collect data representative of all stakeholder groups • Applicant to analyze the data and compile into a report for its dissemination



I. Budget

	Unit (HK\$)	Quantity	Months	Hours	Amount (HK\$)	Subtotal (HK\$)	Remarks
Staff Costs							
Clerk	6,000/month		10		64,100		MPF Contribution & insurance included
Project Assistant	12,400/month		4		53,180		MPF Contribution & insurance included
						117,280	
Equipment							
Standard Desktop Computer Set	6,000	1			6,000		For New staff
						6,000	
Services							
Staff Trainer 1	600/hr	1		10	6,000		Preparation for the teachers workshop
	600/hr			12	7,200		Teachers Workshop
	600/hr			9	5,400		Group Rehearsal
	600/hr			8	4,800	23,400	Tech/ Dress Rehearsal & Performance
Staff Trainer 2	500/hr	1		10	5,000		Preparation for the teachers workshop
	500/hr			12	6,000		Teachers Workshop
	500/hr			9	4,500		Group Rehearsal
	500/hr			20	10,000		Individual school visits
Other Staff Trainers	500/hr			8	4,000	29,500	Tech/ Dress Rehearsal & Performance
Deputy Stage Manager	500/hr	7		8	28,000		Performance (backstage and onstage)
Crew					12,000		Performance Day
					4,000		Performance Day
Video recording					13,890		Group Rehearsal & Performance Day
						110,790	



<u>General Expenses</u>						
Sets					10,000	\$1,000 per school
Costume					5,000	\$500 per school
Props					5,000	\$500 per school
Venue Rental	491.50			12	5,898	Teachers Workshop
	591.33			9	5,322	Group Rehearsal (3 hrs session each)
Theatre Rental	3,150.00				3,150.00	Rehearsal (per 4 hours session)
	7,000.00				7,000.00	Performance (per 4 hours session)
Sound feed facility	1,200				1,200	
Insurance for public liability	3,000				3,000	
Insurance for group personal accident	2,300				2,300	
Photocopy	3,000				3,000	
Transportation	7,000				7,000	
Stationery	1,000				1,000	
Postage	1,000				1,000	
Souvenir for schools	1,000				1,000	
DVD	100	10			1,000	
Advertisement for employment	1,000				1,000	
						62,870
Total						\$297,000

Remarks: Round up to the nearest 100



Budget Justification

Staff Costs

Staff 1: Project Assistant

1. Assist the project leader in organizing project details and activities, such as preparing for the workshops, formatting and editing project related documents
2. Design and update the project information on the website
3. Responsible for the progress of project activities and related issues with other members of the project team such as administrative, financial and other logistic matters
4. Monitor the administration of the project, coordinate with the clerk and help familiarize with the project and tasks assigned
5. Oversee the progression of the project in accordance with the prescribed time-line
6. Data Processing and analysis

The Project assistant should preferably hold a bachelor degree in language studies or related fields, and should have working experience in undertaking research projects.

Staff2: Clerk

1. Assist the Project Assistant on their tasks
2. Perform data entry and analysis for the project, workshop materials and research materials
3. Preparing materials for compilation of research report
4. Assist in administrative, financial, logistic matters
5. Contacting schools and parents, maintain contact with these parties

The qualification of Clerk should be at certificate level with 5 subjects passed including English (Syllabus B) and Chinese in Hong Kong Certificate of Education Examination

Services

Staff Trainer 1:

1. Prepare teaching and reference materials for teacher training workshops (Project Stage-1)
2. Conduct teacher training workshops for participating kindergarten teachers (Project Stage-1)
 - a) Introduce practical drama theories / strategies applicable to the target age group
 - b) Demonstrate drama activities to enhance English proficiency and generic skills
 - c) Guide teachers through the scripting process based on an existing story/fairy tale
 - d) Advise on the stage performance production process and highlight the stages involved
3. Lead group rehearsals with students and teachers (Project Stage-2) and advise on directing and rehearsing an onstage performance for kindergarten students
4. Oversee the technical / dress rehearsals and performance (Project Stage-4) as director
5. Liaise with the project leader and other team members across different stages of the project

Staff Trainer 2:

1. Assist in preparation of teaching and reference materials for teacher training workshop (Project Stage-1)
2. Help conduct teacher training workshops for participating kindergarten teachers (Project Stage-1)
3. Assist Staff Trainer-1 in group rehearsals with students and teachers (Project Stage-2) on rehearsing an onstage performance for kindergarten students
4. Conduct individual school visits (Project Stage-3) to further guide teachers/students through the rehearsal process in line with the project schedule and performance goals
5. Provide support to Staff Trainer-1 during the technical / dress rehearsal and performance (Project Stage-4) and liaise with other team members and/or service providers prior to / on the performance day

Staff Trainers x 7:

1. To provide on-site training (Project Stage-4) to students/teachers on specific stage



- performance elements, including; 1) sets/props, 2) music/sound, 3) costume, 4) make-up, 5) lighting, 6) safety precautions, 7) backstage crew
- To liaise with Staff Trainer-1 and 2 plus theatre staff on the needs of individual performing groups and rehearse with performing students and their teachers for the above

Deputy Stage Manager:

- Set up and run rehearsals
- Procure and arrange all sets, props, costumes
- Run the backstage and onstage areas during performances
- Supervise before and after shows
- Liaise with theatre staff, designers, directors, front of house and other freelance staff to provide the necessary support when required

J. Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
computer hardware	Standard Computer Set	1	6,000	The computer will be kept in Eduarts office for use of other projects after this project is completed

K. Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/10/2010 - 31/3/2011	30/4/2011	Interim Financial Report 1/10/2010 - 31/3/2011	30/4/2011
Final Report 1/10/2010 - 31/7/2011	31/10/2011	Final Financial Report 1/4/2011 - 31/7/2011	31/10/2011

L. Evaluation Parameters and Methods

- The self-evaluation model approximates the 5 components in the Project Assessment, Monitoring and Review Guidelines including 1. Review programme and assessment needs 2. Plan project and identify resource needs 3. Monitoring and Formative Assessment 4. Evaluate input of project and 5. Report cycle of evaluation and development



2. Evaluation for Teachers

Goals	Indicators	Measures	Methodology	Nature
Stage 1				
Theory: Understanding drama teaching strategies	Teachers recognize drama teaching components	Able to adapt a story to an English script with drama strategies	Semi-structured Questionnaire, Observation, Post-workshop sharing	Qualitative
Stage 2				
Practicum: theatre games, plot writing and speaking activities	Teachers are able to interactively work with required elements	Able to carry out activities that meet teaching objectives	Observation Post-workshop sharing	Qualitative
Stage 3				
Understanding and implementing theatre activities	Teachers are able to rehearse students with washback from trainers	Able to plan and rehears a play and to modify appropriately	Observation, Video recording	Qualitative
Stage 4				
Understanding and implementing theatre activities	Teachers are able to work through a drama production	Able to produce a small production with some technical know-how	Video recording, Post production sharing, Semi structured questionnaire, Programme evaluation, Interviews with stakeholders	Qualitative

M. Sustainability of the Outcomes of the Project

7. Learning through drama in Chinese is popular in schools. There are fewer agencies able to undertake it in English. What's more, an agency like Eduarts who has expertise both in language arts education and professional theatre is very rare. We also are a partner of the LCSD's Venue Partnership Scheme. The value-addedness of the above cannot be further emphasized.
8. From our professional theatre expertise over the past decade at least, there is a pool of under developed talent in Hong Kong in which the arts have a large role to play in critical thinking and intellectual development. The earlier we are able to nurture talent the more competitive Hong Kong will be.
9. For teachers involved in this project, we expect their adoption of the acquired skills and knowledge to help improve English language teaching to pre-primary learners and other teachers
10. The sample of teaching materials will be provided to other schools or education sector to extend the benefits.

N. Dissemination/Promotion

1. The Eduarts website will provide information of the project to different parties such as parents, educators and students, they could make use of the website for educational and research purposes
2. Project details, workshop highlights and sample materials used will be shared and disseminated in a DVD format