

Tips for Writing a Good Application Proposal
(For Application for Grant Sought Not Exceeding \$200,000)
(For reference only)

- The applicant should demonstrate simple and clear ideas of the project needs, project feasibility and expected project outcomes with reference to the open-ended guided questions as listed in the proposal template in Part B of the Application Form.
- Focus should be made on:
 - clear project objective(s) (student and/or teacher) which is/are connected with school development needs [i.e. Part (I)(b) of the proposal];
 - innovative idea and/or new development (including enhancement and/or adaptation of existing practices/projects) which is connected with the project objective(s) [i.e. Part (I)(c) of the proposal];
 - teacher capacity which indicates how they are ready for project implementation [i.e. Part (I)(b) of the proposal];
 - professional development among teachers and principals through project involvement [i.e. Part (II)(b) of the proposal];
 - implementation details with a realistic timeline [i.e. Part (II)(a)(ii) of the proposal];
 - detailed budget of expenditure items with justifications [i.e. Part (II)(c) of the proposal]; and
 - clearly stated criteria for evaluation with evidence-based measures for assessing the attainment of project objective(s) [i.e. Part (III)(i) of the proposal].
- Applicants should complete and submit the project proposal via the electronic form (e-form) on the Electronic Project Management System (EPMS) (<http://qef.org.hk>). Applicants should download and preview the project proposal to ensure that it does not exceed six pages.
- An example on application proposal for grant sought not exceeding \$200,000 is prepared in **Annex I**. Please note that the exemplar is for reference only and sheering copying is prohibited.
- Applicants can access the Quality Education Fund Cyber Resource Centre via this [link](#) for details of approved projects.

Example on Application Proposal for Grant Sought Not Exceeding \$200,000
(For reference only)

Quality Education Fund Priority Themes

Part B: Project Proposal (Application with Grant Sought Not Exceeding \$200,000)

Name of Applicant/Organisation: ABC Primary School	
Project Title Chinese: 透過寫作作品集培養具自我調節能力的學習者 English: Developing Self-regulated Learners through the Use of Writing Portfolios	Project Number: XXXX/XXXX

Basic Information

Beneficiary Sector: Kindergarten Primary School Secondary School Special School

Expected Number of Beneficiaries

Student: 150 (number) P.4 (class Level(s)/age)

Teacher: 6 (number)

Parent: 150 (number)

Proposal

(I) Project Needs

(a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.

- 1) To enhance students' participation and responsibility for learning by allowing them to take ownership in the learning of writing through the use of portfolios
- 2) To develop students' intrinsic motivation to write and improve themselves as writers through the use of portfolios

(b) (i) What are the areas of the needs and priorities of the school?

Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).

School development plan: The major concern of this school year is to promote self-regulated learning so as to foster independent learning and develop life-long learners. The English panel addresses the main concern of the school development plan by engaging students in taking ownership in their learning and helping them become independent, motivated, and self-regulated English writers.

Literature review summary: According to the recent literature, "Portfolios make the learning process transparent, enabling language learners to be more aware of their process, to develop a capacity for self-assessment and reflection, and to take control of their own learning." (Yilmaz & Akcan, 2012) The goals of using portfolios were to create a platform for goal-setting (Pintrich et al., 2000) to engage students in the learning process.

Assessments on students' performance: An action research project was implemented by 2 Primary 4 teachers in the 2021/22 school year. It serves as a pilot programme for this project. Results from the pilot programme showed that there was an increase in students' motivation towards English writing and students' awareness of the use of writing strategies for being a good English writer.

Relevant experiences: Our school has adopted the process writing approach in the school-based English writing programme to enhance students' writing performance since 2019. Yet, committed to the excellence in the learning and teaching of L2 writers, the school hopes to integrate portfolio assessment in the school-based writing programme to foster intrinsically motivated and self-regulated learners.

(c) Please elaborate on the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

(I) Internal V.S. External Motivation

According to Williams and Burden (1999), language learning is affected by internal and external motivational factors. External factors, evidenced in our students, include the need to please parents and teachers, the rewards and punishments, and societal expectations and norms. Internal factors, on the other hand, deal with interest and curiosity, personal relevance and a strong sense of agency, mastery and personal definitions of successes and failures. It is clear that fostering intrinsic motivation in our students is the path of refinement for the school-based writing programme.

(II) Developing Self-regulated and Life-long Learners

Self-regulated learning (SRL) is closely related to the development of intrinsic motivation as it allows students to have autonomy to take control over the learning process, regulate their goals, monitor their learning progress and reflect for self-improvement (Paris & Paris, 2001). To foster curiosity and interest, SRL requires students to set their own path of learning with self-generated thoughts, feelings and actions (Zimmerman, 2000). To cultivate a sense of mastery in writing and the ability to personally define successes and failures, the SRL cycle includes the four phases of recursive cognition: task perception, goal setting, enacting and adaptation (Schunk & Zimmerman, 2008).

For these reasons, we believe that we could further refine the school-based writing curriculum by integrating a portfolio approach. In this programme, students will be guided by the teachers to set goals on learning objectives first. They will document their writing errors in the log. Peer and teacher rubric assessment allows students to reflect on their own learning. When students are engaged in planning, editing and making improvements based on the feedback received at the different stages of process writing, they develop skills in finding out their own strengths and weaknesses in writing, practise how to correct their own mistakes, and gain confidence in writing more effectively. The self- reflection and self-assessment activities encourage students to become more aware of their performance in the learning process and develop responsibility and ownership for their learning.

(II) Project Feasibility

(a) Please describe the design of the project, including:

(i) Approach/Design/Activity

The portfolio: Inspiring self-regulated learners

a. Goals:

Students are guided by the teachers to set goals on learning objectives regarding content, grammar and text type before each writing unit. These objectives vary in level of difficulty to cater for learner diversity. One goal is collectively set by the class, which will become the target teaching objective of the writing task. Students are then given autonomy to select other writing goals.

b. Error log:

After students complete their second draft, they receive feedback about their performance in the use of grammar items and structures in the form of error symbols, indicating the type of errors they have made. These errors are tallied and documented in the error log so students are made aware of the error types and frequency. Students can make reference to this log when conducting reflections, which enables them to set clearer learning goals related to the use of grammar items and structures for the next writing unit.

c. Peer and Teacher Rubric Assessment:

Students are introduced to the assessment criteria in the rubric assessment before, during and after the 4- week writing unit so that they can have a better understanding of the expected learning outcomes. This empowers students to take the responsibility to improve their writing according to the rubric to attain better marks. The assessment criteria illustrate explicitly the expected learning outcomes for the learning objectives stated in the goals and are explained to students clearly in the writing lessons. Each rubric varies according to the text types and level of difficulty, enabling students to regulate their learning themselves.

d. Reflection (unit):

After each writing unit, students put down ticks or crosses in the boxes against the goals set at the beginning of the unit. They are required to write down their reflections in 2-3 sentences about what they think they have done well and the areas for improvement. Students are encouraged to make reference to the error log, the rubric and comments from their peer and teachers when writing their reflections.

e. Reflection (mid-year):

After the first two units, students are given time to read through their writing tasks in the portfolio. They then reflect on their learning experience in these units with respect to the effort made, enjoyment in writing, improvement made, content development, grammar accuracy and performance as an English writer.

f. Reflection (end-of-year):

After all units are completed, students are given time to read through all their writing tasks in the portfolio. They then reflect on their learning experience in all writing units with respect to the effort made, enjoyment in writing, improvement made, content development, grammar accuracy and performance as a writer.

(ii) Key Implementation Details

Project period: 10/2026 to 07/2027

Month / Year	Content / Activity / Event	Target Beneficiary / Participants
10/2026	Professional Development Workshop I conducted by experts from tertiary institutes (Introduction to Portfolios)	English Teachers, Project Coordinators & Teaching Assistant
10/2026	Parents Workshop (How can portfolio enhance student learning?)	P.4 English Teachers & P.4 Parents
11/2026	Professional Development Workshop II conducted by teachers involved in the pilot programme (Implementation of Portfolio in Primary 4 Writing Program)	P.4 English Teachers, Project Coordinators & Teaching Assistant
10/2026 to 07/2027	Develop the content of the writing portfolios (6 Writing Units)	P.4 English Teachers, Project Coordinators & Teaching Assistant
10/2026 to 07/2027	Develop the learning and teaching materials to be integrated into the writing portfolio (6 Writing Units)	P.4 English Teachers, Project Coordinators & Teaching Assistant
02/2027	Professional Development Workshop III conducted by teachers involved in the pilot programme & Evaluation Meeting (Evaluate the effectiveness in using the portfolios and experience sharing on the difficulties encountered)	All English Teachers, Project Coordinators & Teaching Assistant
07/2027	Professional Development Workshop IV conducted by teachers involved in the pilot programme & Evaluation Meeting (Evaluate the effectiveness in using the portfolios and identify good practices)	All English Teachers, Project Coordinators & Teaching Assistant
07/2027	Program Evaluation	P.4 English Teachers, Project Coordinators & Teaching Assistant

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

Four P.4 English Teachers and 2 Project Coordinators (PSM(CD) and English Panel Head) will be involved in designing the learning the teaching materials, monitoring and evaluating the effectiveness of the portfolio integration program.

(ii) Roles of teachers in the project:

- Leader Co-ordinator Developer Service recipient

(c) Please provide the budget of the project and justify the major items involved.

Type	Expenditure Detail (Including the breakdown for the budget items)					Justifications
	Item	Unit Cost (\$)	Quantity	Unit	Amount (\$)	
Staff	Teaching Assistant (\$15,600 x 1.05 MPF per month)	\$16,380	10	month	\$163,800	The teaching assistant will assist the teachers involved in the project in preparation of workshop materials, new learning and teaching resources and project evaluation.
General expenses	Audit Fee	\$5,000	1	/	\$5,000	/

Total: \$168,800

Total Amount of Funding Sought: \$168,800

(Round up to the nearest hundred)

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project. **Pre-and post-activity surveys:** Questionnaires are incorporated in the mid- and end-of-year reflections. Students would be required to indicate whether they have become better writers and give reasons to explain how intrinsically motivated they are as L2 writers.

Performance change of students in assessment: Samples of high and low ability students' written work will be compared to samples of their previous work. Written work of students before and after participating in the programme will be compared to reveal their overall improvement in writing skills.

(ii) Please state the project deliverables or outcomes.

Learning and teaching materials: Six P.4 Units of learning and teaching materials to be integrated with the writing portfolios.

Others: Workshop materials for teachers' professional development and parents' information about how they can support their children in becoming self-directed learners