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].

- The project proposal should not exceed six pages of A4 size at font size no smaller than 11 points and single line spacing.

- An exemplar 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.

Quality Education Fund Secretariat
April 2017

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

Quality Education Fund

Application for Grant Sought Not Exceeding $200,000

Part B: Project Proposal

Project Title	Project Number
Developing Self-regulated Learners through the Use of Writing Portfolios	**XXXX/XXXX** (To be assigned by the EPMS)

Basic Information

Name of School / Organisation / Individual

ABC Primary School

Beneficiaries

(a) Sector: ☐ Kindergarten ☑ Primary ☐ Secondary ☐ Special *(Please tick)*

(b) Students: <u>150</u> (in number)* and <u>P.4</u> (class level/age)*

(c) Teachers: <u>6</u> (in number)*

(d) Parents: <u>150</u> (in number)*

(e) Participating Schools (excluding applicant school): _____(in number and types)*

(f) Others (please specify): _____
* Please specify where appropriate

Proposal

(I) Project Needs

(a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.
(*Example: To enhance students' interests in reading through story-telling, singing, and drama.*)
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?

(*Please tick the appropriate box(es).*)

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

☐ Promote students' social and emotional development

☐ Enhance school management / leadership and teachers' professional development / wellness

☐ Others (please specify) _____

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
(*Please tick the appropriate box(es).*)

☑ School development plan: <u>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.</u>

☐ Survey findings: _____
_____

☑ Literature review summary: <u>According to the recent literature,</u>

<u>"[Portfolios] make the learning process transparent, enabling language</u>

<u>learners to be more aware of their process, to develop a capacity for</u>

<u>self-assessment and reflection, and to take control of their own learning"</u>

<u>(Yilmaz & Akcan, 2012)</u>

<u>The goals of using portfolios were to create a platform for goal-setting</u>

<u>(Pintrich et al., 2000) to engage students in the learning process.</u>

☑ Assessments on students' performance: <u>An action research project was implemented by 2 Primary 4 teachers in the 2015/16 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.</u>

☑ Relevant experiences: <u>Our school has adopted the process writing approach in the school-based English writing programme to enhance students' writing performance since 2005. By 2010, the school was awarded the Chief Executive's Award for Teaching Excellence with regard to the programme. 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.</u>

☐ Others (please specify) _____

(c) Please elaborate 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.
(*Example: Drama and music are effective means to stimulate students' interest in reading and help develop their multi-intelligences.*)

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.

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 (Applicants are advised to provide details on project activities as well as learning and teaching arrangements.)
   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: October 2017 to July 2018

Month / Year	Content / Activity / Event	Target Beneficiary / Participants
Oct 2017	Professional Development Workshop I conducted by experts from tertiary institutes (Introduction to Portfolios)	English Teachers & Project Coordinators
Oct 2017	Parents Workshop (How can portfolio enhance student learning?)	P.4 English Teachers & P.4 Parents
Nov 2017	Professional Development Workshop II conducted by teachers involved in the pilot programme (Implementation of Portfolio in Primary 4	P.4 English Teachers & Project Coordinators

	Writing Program)	
Oct 2017 – Jul 2018	Develop the content of the writing portfolios (6 Writing Units)	P.4 English Teachers & the Project Coordinators
Oct 2017 – Jul 2018	Develop the learning and teaching materials to be integrated into the writing portfolio (6 Writing Units)	P.4 English Teachers & the Project Coordinators
Feb 2018	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
Jul 2018	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
Jul 2018	Program Evaluation	P.4 English Teachers & the Project Coordinators

(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: (*Please tick the appropriate box(es).*)

      ☑ Leader   ☑ Co-ordinator

      ☑ Developer   ☑ Service recipient

      ☐ Others (please specify) _____

(c) Please provide the budget of the project and justify the major items involved.
Grant Sought: HK$ 200,000

Budget item*	Expenditure Detail (Including the breakdown for the budget items)		Justification
	Item	**Amount ($)**	
i) Staff	The substitute teacher will take some regular classes off the P.4 English teachers and the	$26,700 x 1.05 x 12 months = $336,420 Grant sought from QEF : $16,250 x 12 months =	The teachers involved in the project need to be released for attending workshops and participating in

	Project Coordinators (30 – 32 lessons)	$195,000 ($141,420 will be paid by school)	collaborative lesson planning, the development of new learning and teaching resources and the project evaluation process. A CM teacher would be hired to alleviate their workload.
ii) General expenses	Audit Fee	$5,000	

Total Grant Sought ($):	$ 200,000	

* Please cross out as appropriate

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;
(*Please tick the appropriate box(es).*)

☐ Observation: _____
_____

☐ Focused group interviews: _____
_____

☑ 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.

☑ Others (please specify)

(ii) Please state the project deliverables or outcomes.
(*Please tick the appropriate box(es).*)

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

☐ Resource package
☐ DVD

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