

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: Reading Fun Fun Fun	Project Number: (To be assigned by the EPMS)
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Name of School: Quality Education Kindergarten

Direct Beneficiaries

(a) Sector: Kindergarten Primary Secondary Special School (Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: 60 K3; (2) Teachers: 10; (3) Parents: 100; (4) Others: not applicable

Project Period: 07/2019 -07/2020

This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.

1. Project Needs

1.1	Project Aim(s)	To enhance children's language ability and their creativity through reading picture books and drama activities in class. Parent-child co-reading will be encouraged to enhance children's interest in reading.
1.2	Innovative element(s)	School-based reading and extended learning activities will be designed and conducted by integrating the elements of drama and reading, to tie in with theme-based learning with a view to enhancing the children's language ability and creativity.
1.3	Alignment with school-based / students' needs	As shown in the assessment and self-evaluation of teachers in the 2016/17 school year, there is room for improvement in language proficiency of children. This also aligns with the school development plan and major concerns that promote creative education and language proficiency.

2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>The Kindergarten Education Curriculum Guide (2017) highlights the value and pleasure of reading in early childhood is essential to the development of a lifelong reading habit. This program focuses on promoting reading through drama activities. Reading programme will be implemented to encourage children to read different stories and enrich their experiences in language learning. Storytelling and drama activities will be added to the theme-based teaching. Children will be invited to re-tell the story through theatrical elements (such as body movements, expressions, imitation and role-playing) to enhance their creativity and interest in learning.</p> <p>The school uses the "Six W Method" as a strategy to promote story reading skills. Children read stories with their classmates and teachers in class to foster their independent thinking and affective development.</p> <p>The teachers make use of picture books in teaching to encourage the children to understand the story by looking at the pictures and words. The teacher will adopt the "Six W Method" to encourage children to express themselves to enhance their language ability.</p>
2.2	Applicant's readiness	Teachers of our school have basic understanding towards teaching with picture

	or ability/ experience/ conditions/ facilities for project implementation	books. This project aligns with the school development plan.
2.3	Principal's and teachers' involvement and their roles	<p><u>Role of the Principal:</u></p> <ol style="list-style-type: none"> 1. To evaluate the project effectiveness through reviewing the survey results and teachers' assessment of the children's performance in language learning and personal growth. 2. To work with teachers to formulate the framework and content of the project and set up a working group. 3. To meet with group members regularly and conduct lesson observations to monitor the effectiveness of the project. <p><u>Role of senior teacher:</u></p> <ol style="list-style-type: none"> 1. To formulate detailed arrangement of the project activities with working group members. 2. To report to the Principal on the progress of the activities regularly. 3. To prepare lessons with teachers and support teachers in selecting suitable reading books for children. 4. To meet with collaborating partner to plan and implement the project activities. 5. To review the effectiveness of the project activities. <p><u>Role of teachers:</u></p> <ol style="list-style-type: none"> 1. To participate in regular meetings with collaborating partners to review the effectiveness of the project activities. 2. To implement the project activities according to the project schedule and observe the performance of children's learning. 3. To assist parents in parent-child co-reading programs. 4. To review the effectiveness of the project and take up the follow-up work.
2.4	Parents' involvement / participation (if applicable)	Through the parent-child reading program, parents can borrow books and cultivate the habit of children reading at home.
2.5	Roles of collaborator(s) (if applicable)	Not applicable

2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
7-8/2019	Preparation: recruiting instructors, drafting work plan and procuring equipment and materials.
9/2019-2/2020	Conducting three parent workshops about reading to enhance parents' understanding on how reading storybooks improve communication skill of their child, nurture and develop a reading habit and develop a better parent-child relationship.
9/2019-5/2020	Conducting three teacher workshops and 24 professional consultation sessions with teachers by the professional instructor. The instructor will co-plan lessons with teachers and conduct lesson observation and post-lesson discussion to ensure the project activities and lessons can suit the learning needs of children.
10/2019-05/2020	Teachers will make use of "Six W Method" and conduct reading and drama activities in the theme-based lessons.
10/2019-6/2020	Implementing the parent-child reading scheme:

	<ol style="list-style-type: none"> 1) Parent-child library: Parents and children can borrow storybooks, picture books to help develop a reading habit. 2) Reading award scheme: the school will distribute storybooks to children regularly to promote reading.
7/2020	Project evaluation

2.7 Details of project activities *(Item (a)-(f) not applicable to this application can be deleted.)*

a. Student activity, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Teachers' involvement and/or hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Reading and drama activities	Through reading activities in class, K3 students will develop the basic reading skills. Discussion and role-play activities will be conducted.	12 sessions (30 minutes per session)	K3 teachers	<ol style="list-style-type: none"> 1. Creativity and language ability of children will be enhanced. 2. The listening and speaking skills of children will be enhanced.

b. Teacher training, if applicable

Activity name	Content <i>(Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)</i>	Number of sessions and duration	Hired personnel <i>(Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)</i>	Expected learning outcomes
Teacher workshop	<p>Workshop 1: Teaching teachers how to plan a picture books reading lesson and make use of “the “Six W Method” to encourage children to express their feeling towards the story so as to enhance their language ability.</p> <p>Workshop 2: Teaching teachers about using drama techniques and picture book in theme-based teaching.</p> <p>Workshop 3: Teaching teachers how to plan and conduct reading and drama activities for children</p>	Three workshops (Duration: 1.5 hour per session)	External instructor Qualification and experience: More than five years of teaching experience in pre-primary education and relevant experience in developing school-based reading lessons/curriculum for children	<ol style="list-style-type: none"> 1. Teachers are equipped with skills in using picture books in teaching. 2. Teachers are equipped with skills in designing a picture book reading lesson and using of the “Six W Method”. 3. Teachers will be more able to apply different questioning techniques in class. 4. Teachers are equipped with skills in incorporating

				<p>theatrical elements in teaching.</p> <p>5. Teachers are equipped with skills in designing and conducting reading and drama activities for children.</p>
Professional consultation provided by external professionals	Instructor will co-plan lessons with teachers and conduct lesson observation and post-lesson discussion so as to ensure the project activities and lessons can suit the learning needs of children.	24 consultation sessions (Duration: 1.5 hour per session)	Professional instructor Qualification and experience: More than five years of teaching experience in pre-primary education and relevant experience in developing school-based drama education and providing teaching training	Teachers are equipped with skills in planning and implementing reading activities

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Installing bookcases and bookshelves in the reading corner	To enrich the reading resources in school for the parent-child reading scheme

d. Construction works, if applicable

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
1	Not applicable	Not applicable

(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)

e. Features of the school-based curriculum to be developed, if applicable

Not applicable

f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

<p>1. 3 Parent workshops on reading</p> <p>2. Implementing the parent-child reading scheme:</p> <p>a) Parent-child library: Parents and children can borrow storybooks, picture books to help develop a reading habit.</p> <p>b) Reading award scheme: the school will distribute storybooks to children regularly to promote reading.</p>
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2.8 Budget

Total Grant Sought: HK\$254,580

Budget Categories*	Breakdown for the budget items		Justifications <i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
	Item	Amount (HK\$)	
a. Staff	Part-time Project assistant \$7200/month x 13 months x 1.05 (MPF)	\$98,280	Books management, clerical support, procurement of equipment and liaising with external instructors Qualification and experience: Degree holder and with relevant working experience
b. Service	Instructor for conducting teacher workshops (Three workshops and 1.5 hours per session) \$1,040/hour x 4.5 hours	\$4,680	Qualification and experience: More than five years of teaching experience in pre-primary education and experience in developing school-based reading lessons/curriculum for children
	Instructor for conducting professional consultations for teachers (24 sessions in total: 12 sessions of lesson co-planning, 12 sessions of lesson observation)	\$37,440	Qualification and experience: More than five years of teaching experience in pre-primary education and experience in developing school-based reading lessons/curriculum for children and in teaching training
	Instructors for conducting parent workshops (Three workshops and 1.5 hours per workshop) \$1,040/hour x 4.5 hours	\$4,680	Qualification and experience: More than five years of experience in developing school-based reading lessons/curriculum for children and in parent education
c. Equipment	Bookshelf \$2,000/each x 4	\$8,000	
	Bookcase \$5,000/set x2	\$10,000	
	Picture books (Including big picture books) Quantity : 500	\$70,000	Large varieties of picture books can enhance the reading interest of children and develop their creativity
	Mobile bookshelf \$1,500/each x 3	\$4,500	To place mobile bookshelf in classrooms to encourage children' reading
d. Works			
e. General expenses	Materials for reading corner	\$5,000	For play-related and decoration materials
	Learning and teaching materials	\$5,000	For purchasing learning and teaching materials such as reference materials about drama education
	Reading logbook	\$2,000	To be used in parent-child co-reading scheme
f. Contingency			
g. Audit fee		\$5,000	
Total Grant Sought (HK\$):		\$254,580	

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(i) Applicants should refer to the QEF Pricing Standards in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.

(ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.

(iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input checked="" type="checkbox"/> Learning and teaching materials (Lesson plan of reading lesson and notes of teacher workshops) <input type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables* (please specify) _____ <input type="checkbox"/> Others (please specify) _____ <i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	Enhance the professional capability of teachers in curriculum design and teaching

3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

(Examples: lesson observation, questionnaire survey, focus group interview, pre-test/post-test)

Lesson observation:

Teachers will observe the reaction of children's learning when the activities are implemented, focusing on whether the children's ability to listen and speak during the language activities has improved, whether the curriculum design can meet the children's language development, and regularly discuss with the instructors to adjust and fine-tune the curriculum. The suitability to achieve the desired results.

Pre & post-activity survey:

Before and after the implementation of the activity, the kindergarten teachers and parents sent out questionnaires to collect opinions and understand the teachers' and parents' knowledge and skills of story reading. Through questionnaires, they learned whether the teachers could master the skills of enhancing children's language expression skills.

Performance change of students in assessment:

Before the implementation of the activity, the teacher collects the children's ability in language expression, so that the young teacher can observe the changes in the reading, listening and speaking ability before and after the implementation of the activity, to understand the effectiveness of the activity.

For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

Parent-child co-reading activity will be promoted in K2 level and more parent education activities will be organized.

3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

(Examples: dissemination seminar, learning circle)

A teacher learning circle on promotion of reading will be set up among schools. Professional sharing and visits will be conducted to disseminate the good practices and experiences generated from this project.