

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

<b>Project Title:</b> School-based Cultural and Natural Heritage Curriculum	<b>Project Number:</b> (To be assigned by the EPMS)
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**Name of School:** Quality Education Secondary School

**Direct Beneficiaries**

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

(b) Beneficiaries: (1) Students: 1,000 (S1 – S6); (2) Teachers: (100); (3) Parents: (100);  
 (4) Others: 2,500

**Project Period:** 9/2018 to 8/2019

**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)	Enhancing students' knowledge of culture and natural heritage as well as their interests in learning, initiative, self-confidence and related abilities such as inquiry-learning ability, communication skills and information literacy through exposure to the traditional customs of the walled villages.
1.2	Innovative element(s)	By adopting the inquiry-based learning approach to the study on the ecological and cultural development of Yuen Long district, our school has integrated the subject knowledge of Science, Geography, and Integrated Humanities to develop the junior high school curriculum during the past ten years. The project aims at increasing students' understanding of cultural and natural heritage as well as exploring cross-disciplinary learning platforms through various means like oral history, video, visits, etc. to display and witness the traditional customs of the walled villages.
1.3	Alignment with school-based / students' needs	The project will enable students to deepen their understanding of the cultural and natural heritage of Yuen Long district through a school-based curriculum of Integrated Humanities, Science and Liberal Studies, etc. as well as outdoor learning programme. Students' skills in mastering Information Technology, comprehensive ability as well as their competency to apply knowledge and skills, which align with the social trends and students' needs, will also be enhanced.

**2. Project Feasibility**

2.1	Key concept (s) / rationale(s) of the project	By exploring the nearby walled villages, the project will help students to strengthen their (1) knowledge (cultural and natural heritage), (2) skills (information literacy and critical thinking) and (3) appreciation to the cultural and humanities of the walled villages as well as a positive attitude towards historical heritage and cultural conservation through (i) school-based curriculum design, (ii) e-learning and outdoor learning and (iii) scientific experiments.
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2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	Since inception, the school has been promoting education for sustainable development and a school-based inter-disciplinary curriculum has been developed since 2000. Based on such experiences, our school now plans to provide opportunities for students to participate in various community services actively and improve their science literacy.
2.3	Principal's and teachers' involvement and their roles	An inter-disciplinary project team including panel members of Liberal Studies, Integrated Humanities of Junior High School, Biology, Geography, and Chinese Language will be formed to design the curriculum.
2.4	Parents' involvement / participation (if applicable)	Parent will take part in the visit to the walled villages to promote home-school co-operation.
2.5	Roles of collaborator(s) (if applicable)	Not applicable

## 2.6 Implementation timeline

Implementation period (MM/YYYY)	Project activities
9/2018 – 6/2019	Implementation of a school-based learning curriculum: S1 (Geography and Science), S2 (Geography and Biology), S3 (Integrated Humanities), S4 – S6 (Chinese Language, Liberal and Studies and Biology), etc.
10 – 12/2018	Teacher training
10/2018 – 4/2019	Interview
11 – 12/2018	Visit to the nearby walled villages
7 – 8/2019	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 (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Teachers' involvement and/or hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
1. Fieldwork to Wetlands and Walled Villages	Wetlands and Culture (S1 students)	1 session (1 hour and 30 mins each)	Geography teacher Science teacher	Recognize the biometrics and taxonomy as well as the ecological value of wetlands and the culture of walled villages
	Trees and Culture (S2 students)			Understand the relationship between 'Fengshui Forest' (風水林), Native Trees and the Culture of walled villages
2. Quality of Life of	Urban and walled villages Culture in Hong Kong (S3 students)		Integrated Humanities	Understand the development of

Cities and Walled Villages			teacher	urban culture in Hong Kong, reflect on and compare the quality of life in cities and villages
3. Challenges to the Conservation of Cultural and Ecological Heritage	The Damage of Acid Rain to Cultural Heritage (S2 students)		Science teacher Biology teacher Geography teacher	Understand the damage caused by acid rain to the conservation of the cultural heritage in walled villages
	Oyster Culture (S6 students majoring in Biology)			Master the ecological theory and its application as well as deepen their understanding of ecology through oyster culture and fishpond culture
	Fishpond Culture (S6 students majoring in Biology )			
4. Inheritance of the Conservation of Heritage and Traditional Festivals	Quality of Life - Balance between conservation and development (S4 students)		Liberal Studies teacher Chinese Language teacher	Understand the past and present of heritage conservation and analyse its gains and losses, and propose how to embody the inheritance of traditional festivals
	Globalization of culture – way forward of traditional festivals (S4 students)			
5. Interview	Visiting the villagers of walled villages about the customs and habits of rural villages (S4 students)	5 sessions (2 hours each)	Chinese Language teacher	Through the sharing of villagers in the walled villages, students will be able to enhance their cognitive knowledge and appreciation of the cultural connotation of walled villages. It also increases their awareness of the historical and cultural heritage of the walled villages and embodying the cultural inheritance of traditional customs.

6. Interviewing a traditional 'Jiao Festival' (打醮)	Interviewing a traditional 'Jiao Festival' (打醮) (S1 students)	1 session (4 hours each)	Integrated Humanities teacher	Master the necessary skills in interviewing the 'Jiao Festival' as well as applying GPS Tracking Apps for project learning
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b. Teacher training, if applicable

Activity name	Content (Including the topics, implementation strategies/modes, target beneficiaries, selection criteria, etc.)	Number of sessions and duration	Hired personnel (Including the roles, qualifications and experiences required of the speaker(s)/ instructor(s), etc.)	Expected learning outcomes
Teacher training	By understanding the culture of the traditional walled villages, teachers will be guided to understand the underlying pattern and architectural features as well as the cultural background of the walled villages. They will be equipped to introduce the structural elements and the details of the auspicious designs, connotation as well as the humanistic value of the walled villages.  Organise workshops related to traditional skills to deepen teachers' interests in traditional culture	2 sessions (3 hours each)	Instructor with a minimum of 5 years professional knowledge and relevant experiences in cultural and environmental conservation	Participating teachers can increase their awareness and develop a positive perception of walled villages as well as deepen their interests in traditional culture and enhance their capacity in leading students in historical, cultural field studies.

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
Not applicable	

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

Not applicable
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2.8 Budget

**Total Grant Sought: HK\$524,999**

Budget	Breakdown for the budget items	Justifications
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<b>Categories*</b>	<b>Item</b>	<b>Amount (HK\$)</b>	<i>(Please provide justification for each budget item, including the qualifications and experiences required of the hired personnel.)</i>
a. Staff	1 Substitute Teacher (MPF inclusive) \$28,865 x 12 months x 1.05	\$363,699	Applicants must hold a bachelor's degree in the relevant subjects in Hong Kong. He/she is mainly responsible for teaching Integrated Humanities to release the responsible teacher to coordinate curriculum development
	1 half-time Project Assistant (MPF inclusive) \$7,500 x 12 months x 1.05	\$94,500	Applicants must attain solid experiences in leading students' activities and handling administrative work. He/she is mainly responsible for liaison, design, typesetting, resources management, event scheduling, as well as leading students to take part in activities, and writing web pages or software, etc.
b. Service	1 Instructor (teacher training) \$800 x 6 hours	\$4,800	Applicants must attain a minimum of 5 years professional knowledge and relevant experiences in cultural and environmental conservation. He/she is mainly responsible for preparing cultural workshops and field studies to enhance teachers' professional development in related topics.
	Mobile Application Software/Website Development	\$25,000	Develop mobile application software/website for students to record first-hand information during research-related field trips, and conduct analysis with the data in project learning.
c. Equipment			Not applicable
d. Works			Not applicable
e. General expenses	Transportation Fee \$1,500 x 10 times	\$15,000	Expenses of visits and field trips for teachers and students
	Production for exhibition	\$10,000	Produce photo albums and exhibits for exhibitions/lectures
	Production of a booklet/student and teacher's handbook	\$6,000	The booklet will be distributed to participating students as a pre-lesson for field trips; teachers may also use them to guide students during on-site visits and to reinforce students' learning /facilitate students' reflections during field trips.
	Miscellaneous (e.g.: coping; stationery, etc.)	\$1,000	/

f. Contingency			Not applicable
g. Audit Fee		\$5,000	/
<b>Total Grant Sought (HK\$):</b>		<b>\$524,999</b>	

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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 <input type="checkbox"/> Resource package Project learning report <input checked="" type="checkbox"/> e-deliverables*(please specify) <u>A publication of Cultural Heritage</u> <input checked="" type="checkbox"/> Others (please specify) <u>Students' works</u>
		<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	Participating teachers will formulate a curriculum map of cultural heritage education and facilitate collaboration among teachers of different subjects.

#### 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)

Item(s) for Evaluation	Methodologies and Success Criteria
1. Students' understanding of cultural and natural heritage, students' interests in learning, initiative, self-confidence, and related abilities such as inquiry-learning ability, communication skills, information literacy, etc.	1. By comparing the results of the pre-test and post-test, more than 80% of the participating students can effectively enhance their knowledge of the history and culture of walled villages as well as their awareness of conservation.  2. The results collected from the questionnaires and focus group interviews by students and teachers reveal that more than 80% of the participating students can improve their interests in learning, self-initiative, self-confidence, and related abilities (e.g., inquiry-learning skills, communication skills, and information literacy, etc.).
2. Teacher's awareness and positive perception of walled villages, interests in traditional culture and capacity in leading students in historical, cultural field studies.	3. The results collected from the questionnaires and focus group interviews by teachers reveal that more than 80% of the participating teachers can increase their awareness and positive perceptions of the culture of walled villages and increase their confidence and capacity in leading students in historical, cultural field studies.

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

#### 3.4 Sustainability of the project

The project will increase the awareness of the education sector and the general public on sustainable development through various activities such as lectures, sharing session, training and exhibitions. The activities are as follows:

Activity	Frequency	Beneficiaries	Number of beneficiaries
1. Talk	Once per school year	Secondary and primary students, teachers within the district	1000
2. Training	Twice per school year	Teachers within the district	100
3. Exhibition	Once per school year	Secondary and primary students, teachers and general public within the district	2500

Responsible teachers may also arrange sharing sessions or lesson observations through the professional development programmes and teacher sharing activities of the Education Bureau to disseminate the successful experiences of the project.

### 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)*

The project outcomes will be further promoted in the following ways:

- through TV video, school news, teacher training, student portfolios, morning assembly, etc.
- through displaying excellent student works including experimental reports, research reports, oral presentation, reflections in exhibitions, etc.
- through sharing successful experiences through teacher training activities, brochures, exhibitions and sharing sessions
- through promoting cultural heritage to the public in webpages/mobile applications and social media