

## Part C

### Project Details

#### 10 a. Background

The overall aims of education as set out by the Education Commissions in the consultation document presented by the Curriculum Development Council in November 2000, namely to “enable every person to attain all-round development...so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and team spirit...” are whole-heartedly shared by the staff of St. Francis’ and ones which we endeavour to achieve. Towards such ends, however, the existing school curriculum, which is considered “overlapping and overloading”, as well as the conventional mode of teaching and learning, which is still examination-oriented, classroom-based and teacher-centered, poses as great obstacles. A major restructuring of the curriculum and a paradigm shift in teaching and learning are therefore deemed necessary.

Curriculum integration in the mode of complementary disciplines is believed to be an effective means to such ends. By this mode, students are to investigate a theme or issue in the light of certain related disciplines. Through the process of project learning, students will realize the links between allied fields of knowledge. Hence, curriculum materials of such related disciplines can be pulled together and applied. It is hoped that this experience will facilitate teachers’, as well as students’ reconsideration of their traditional view of knowledge which has been alleged to be segmented into independent disciplines. In fact, these related disciplines can be integrated to shed light on and complement one another. We believe this paradigm shift is paramount to the aforesaid goal in the education reform.

In accordance with the education reform proposed by the Education Commission in 1999, our school set up an ad hoc committee in the same academic year to make suggestions for future curriculum reform. After consulting all the departments, we agreed at the end of the year to start with project learning on a cross-curricular basis as the first step towards curriculum integration. In the next academic year (2000-2001), a whole-school cross-curricular project-learning programme was launched at Forms 1 to 4 and 6 (Appendix I). The positive and encouraging response from both teachers and students in the evaluation confirmed the effectiveness of project learning in fostering the self-learning ability and other study skills of students. Based on the opinions collected, we planned a three-year progressive schedule, starting from this academic year, to implement project learning from Form 1 onwards to foster the acquisition of the nine generic skills through three themes, namely “Scientific Investigation” for Form 1, “Social Research” for Form 2 and “Appreciation of Arts” for Form 3 (Appendix I).

Project learning is thus the first step towards curriculum restructuring. Through project learning, it is envisaged that both teachers and students can acquaint themselves with the new mode of teaching and learning in necessary for curriculum integration. Concurrently, we are working on curriculum integration in Form 1 Science and IT subjects which will be implemented in the next academic year. The same will be done for Humanities subjects, Civic Education, and Sex and Health Education in the coming academic year. By 2005-2006, the curriculum integration for junior form science subjects and that for humanities subjects will be completed.

## 10 b. Objectives

Project learning is incorporated in curriculum integration to achieve the following aims.

1. To enable students:
  - To develop a more active, independent and self-reflective learning attitude
  - To acquire various generic skills and develop various abilities to facilitate learning

Level	Topic	Skills	Related Key Learning Areas
One	Scientific Investigation	Problem-solving, critical thinking, presentation and information technology	Core: Science Education Others: English Language Education, Technology Education, Mathematics Education
Two	Social Issues	Problem-solving, critical thinking, research methodology, presentation and information technology	Core: PSHE Others: English Language Education, Mathematics Education, Technology Education
Three	Aesthetic appreciation	Creativity, critical thinking, problem-solving, appreciation of art, presentation and information technology	Core: Arts and Physical Education Others: English and Chinese Language Education, Mathematics Education, Technology Education

- To communicate and cooperate with others
  - To develop a life-long learning interest as they become independent learners taking responsibilities for their own learning
2. To create a fundamental shift in focus from teacher-centered learning to student-centered learning

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  3. To create room for developing multiple intelligences among students.
  4. To provide life-wide learning experiences for students.

#### **10 c. Targets and Beneficiaries**

The beneficiaries of such a project are primarily the junior form students of St. Francis'. In the long run, the acquired skills and abilities would facilitate students to cope better with future academic pursuits and the demand of the knowledge-based society.

Specially, some students who have the potential, and need, to be exposed to higher level activities and self-directed tasks and therefore can pursue their own areas of extension and interest through project learning under the guidance of mentors / teachers and with individual initiative.

Another group of beneficiaries is composed of those who are greatly challenged by the demands of the curriculum. They can explore and enquire into areas of their own interests at their own pace through project learning.

Teachers of St. Francis' will also benefit from the valuable experiences from this new mode of teaching and learning so as to better equip themselves for the forthcoming education reform. Through the more personal and frequent interactions with the students, teachers will understand better their needs in order to design a school-based curriculum that could effectively satisfy the demands of our students.

In addition, we see the benefits as being more widespread. Beyond the community of St. Francis', we see the potential to share our experiences with other schools. This could lead other local community schools towards re-evaluating the traditional mode of teaching and learning.

#### **10 d. Activities to be organized**

#### **10 e. Action Plan with timeline**

Stage	Colleagues / Parties involved	Goals / Outcomes	Time Frame
Preparation for F.3 project learning (03-04)	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Work out the overall schedule</li> <li>• Prepare teaching package and worksheets / tasks</li> <li>• Prepare duty list of teachers concerned</li> </ul>	January to August 2003
Implementation of F.1 and F.2 project learning	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Sessions to introduce the theme</li> <li>• Sessions on the skills required for doing the project</li> <li>• Students to decide on a topic to investigate</li> <li>• Students to work on the topic, under guidance of mentors</li> <li>• Continuous assessment by mentors</li> <li>• Oral presentation by individual groups</li> <li>• Submission of projects by students</li> </ul>	September to June 2002
Preparation for F. 1 Integrated Humanities (IH) curriculum (03-04)	<ul style="list-style-type: none"> <li>• Geog, EPA, Hist Departments</li> <li>• Civic Education Team</li> </ul>	<ul style="list-style-type: none"> <li>• Study current scheme of work of subjects concerned and work out an integrated curriculum, with the assistance of CUSP</li> <li>• Prepare teaching package and worksheets / tasks</li> <li>• Prepare duty list of teachers concerned</li> </ul>	September 2002 to July 2003
Revision of F.1 Integrated Science (IS) curriculum (03-04)	<ul style="list-style-type: none"> <li>• IS Department</li> <li>• Sex &amp; Health Education Team</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers concerned review and revise the F.1 IS curriculum, with the assistance of CUSP</li> <li>• Prepare teaching package and worksheets / tasks</li> <li>• Prepare duty list of teachers concerned</li> </ul>	September 2002 to July 2003
Seminars / Workshops	<ul style="list-style-type: none"> <li>• Staff Development Team</li> <li>• Parent Teacher Association (PTA)</li> <li>• Centre for University &amp; School Partnership of the Chinese University of Hong Kong (CUSP) (Appendix IV)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange seminars or workshops for teachers, students and parents about project learning and curriculum integration</li> </ul>	
Evaluation of F.1 and 2 project learning	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> <li>• F.1 and 2 students</li> </ul>	<ul style="list-style-type: none"> <li>• Design and distribute questionnaires to collect feedbacks from teachers and students concerned</li> <li>• Analyze data collected</li> </ul>	June 2003

Implementation of F.1 IH curriculum	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers concerned collaborate in the teaching of the F.1 IH curriculum</li> <li>• Students acquire inter-disciplinary perspective and the necessary skills in studying issues pertaining to PSHE</li> <li>• Students become more civic-minded and aware of their national identity</li> </ul>	September 2003 to June 2004
Implementation of revised F.1 IS curriculum and project learning	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers concerned collaborate in the teaching of the F.1 IS curriculum</li> <li>• Students develop an interest in scientific investigation</li> <li>• Students acquire basic scientific knowledge, creativity, communication and problem-solving skills through project learning</li> </ul>	September 2003 to June 2004
Implementation of F. 2 and 3 project learning	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Sessions to introduce the theme</li> <li>• Sessions on the skills required for doing the project</li> <li>• Students to decide on a topic to investigate</li> <li>• Students to work on the topic, under guidance of mentors</li> <li>• Continuous assessment by mentors</li> <li>• Oral presentation by individual groups</li> <li>• Submission of projects by students</li> </ul>	September 2003 to June 2004
Preparation for F. 2 IH curriculum (04-05)	<ul style="list-style-type: none"> <li>• Geog, EPA and Hist Department</li> <li>• Civic Education Team</li> </ul>	<ul style="list-style-type: none"> <li>• Study current scheme of work of subjects concerned and work out an integrated curriculum, with the assistance of CUSP</li> <li>• Prepare teaching package and worksheets / tasks</li> <li>• Prepare duty list of teachers concerned</li> </ul>	September 2003 to July 2004
Revision of F.2 IS curriculum (04-05)	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers concerned review and revise the F.2 IS curriculum, with the assistance of CUSP</li> <li>• Prepare teaching package and worksheets / tasks</li> <li>• Prepare duty list of teachers concerned</li> </ul>	September 2003 to July 2004
Evaluation of F.1 and 2 project learning	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• Design and distribute questionnaires to collect feedbacks from teachers and students concerned</li> <li>• Analyze data collected</li> </ul>	June 2004

Evaluation of F.1 IH curriculum	<ul style="list-style-type: none"> <li>• PLCT</li> <li>• Teachers involved</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the effectiveness of the IH curriculum based on students' performance in tasks / assignments, tests and examinations as well as feedback from teachers</li> <li>• Teachers concerned to evaluate the problems encountered in implementing the curriculum</li> </ul>	June & July 2004
Evaluation of revised F.1 IS curriculum	<ul style="list-style-type: none"> <li>• IS Department</li> <li>• Sex &amp; Health Education Team</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the effectiveness of the revised IS curriculum based on students' performance in tasks / assignments, tests and examinations as well as feedback from teachers</li> <li>• Teachers concerned to evaluate the problems encountered in implementing the curriculum</li> </ul>	June & July 2004

## **10 f. Expected Outcomes and Deliverables**

1. A shift from teacher-centered to student-centered teaching and learning.
2. A more independent, self-motivated and self-reflective learning attitude among the students in preparation for life-long learning.
3. A stronger sense of national identity among the students.
4. An interest in, and appreciation of, aesthetic activities.
5. Implementation of school-based Integrated Humanities and Integrated Science in the junior levels.
6. Through project learning, students are expected to display the following skills:
  - Leadership skills
  - Organization skills
  - Collaboration skills
  - Communication skills
  - Critical and thinking skills
  - IT skills
  - Language skills
  - Creativity
  - Problem-solving skills
  - Presentation skills
  - Time management
7. The professional development of staff in adapting to the current paradigm shift in teaching and learning.

**10 g. Evaluation of the product or the effectiveness of the project in achieving the set goals**

1. Evaluation of project learning
  - a. Continual coaching and assessment of students' progress in the project by mentors per cycle.
  - b. Self-reflection by students kept in their logbook, to be submitted to mentors monthly.
  - c. Overall assessment after the completion of the project. (Appendix II)
  - d. Completion of questionnaires by participants and teachers concerned at the end of the project.
  - e. Analysis of data collected by teachers concerned and CUSP.
  - f. Evaluation among teachers concerned and CUSP every 4 months.
2. Evaluation of Curriculum Integration
  - a. Regular meetings (once every month) among teachers concerned to assess the progress and discuss problems encountered in implementing the integrated curriculum in the first year.
  - b. Half-yearly evaluation by students concerned in form of questionnaires and interviews with repeaters.
  - c. Evaluation among teachers concerned and CUSP every 4 months.

#### **10 h. Budget items including salaries and equipment**

The budget is based on a two-year implementation period. One replacement teacher (Graduate Master or Mistress) is needed to release the teachers involved in curriculum integration of Humanities and that of Science subjects. Subsidies will also be offered to students for project learning. Professional support to this project will be sought from the Center for University and School Partnership of the Chinese University of Hong Kong, the cost of which is also included in the budget.

Items	Expenses
<b>A. School</b>	
<u>Staffing</u> Salary for one replacement teacher (GM grade) – employed for 2 years (See Appendix III for detailed job description) \$17,100.00 + 5%(MPF) per month x 11 months x 2 years	\$395,010.00
<u>Subsidies to students</u> Students' activities Transportation fee (students to contribute half)	32,000.00
<u>Subsidies to projects</u> Stationery Certificates and prizes Printing	\$25,690.00
<b>B. Professional Support from CUSP</b>	
<u>Workshops</u> Workshops for teachers 3 persons x 10 hours x 2 times x 1 year  Workshops for parents 2 persons x 5 hours x 1 year  Workshops for students in project learning (a session of 3 for 4 classes) 5 hours x 4 persons x 3 times x 1 year	50,000.00
<i>Sub-total</i>	
<b>Total</b>	<b>\$502,700.00</b>

### **11 a Professional development of Teachers**

Teacher involvement in this project is extensive. It will require the ongoing input of all teachers, in preparing, implementing and evaluating the project learning and/or curriculum integration. It will facilitate the paradigm shift from teacher-centered to student-centered mode of learning and teaching. Through the professional support from the CUSP in conducting staff seminar and training, teachers will be able to master the nine generic skills emphasized in the latest educational reform. This will also enable our teachers to gain a better insight, and reflect upon their roles in the upcoming educational changes. Ultimately, we will be able to actualize the goals spelled out in the Document, “Learning to Learn – Life-long Learning and Whole-person Development” published by Curriculum Development Council in June 2001.

### **11 b. Value-addedness of project**

We believe that the value of such a project is far-reaching and limitless. We see this project as a direct response to the demands of the students and teachers as well as a pragmatic response to the directives of the Education Department. It can create a dynamic and collaborative environment for learning and teaching. In addition, it will facilitate a change in attitude towards education. The skills acquired and the experience earned will be conducive to the development of a positive aptitude towards life-long learning. Students realize that equal emphasis should be put on both the processes ( e.g. inquiring, independent learning, use of generic skills, reflections), and the products of learning ( e.g. knowledge, concepts, problem-solving capacities). Through curriculum restructuring, the school can provide a broader and more balanced curriculum for our students at junior levels.

### **11 c. Readiness for project**

An examination of our timeline and a review of the appendices serve to show just how ready we are. The invaluable experience and the encouraging outcomes from the project learning which involved the whole school last year (Appendix I) further strengthened our determination and confidence in carrying out this project. Certainly, our readiness and enthusiasm need practical support in order to be nurtured. To date we have:

- Set our objectives
- Formed working teams for project learning and curriculum integration at all three junior levels
- Conducted seminars and workshops for teachers on project learning
- Held briefing sessions for parents on project learning and curriculum integration
- Approached the CUSP for professional support in this project
- Started the first phase of the three-year project learning in Form One (Appendix V)
- Staff and students (Form 2 and above) with experience in cross-curricular project learning
- Commenced the preparation for project learning in Form Two next year

### **11 d. Other favourable factors**

We have a highly professional and dedicated team of teachers who support this project and its aims. Our students are generally of great academic potentials and interested in the pursuit of knowledge. Most parents also share our views and are ready to render any assistance we require.

## **11 e. Future of the project**

With the skills and experiences acquired during the three-year period of the project, students and teachers will proceed to the future school-based curriculum development. Once the teaching materials of the integrated curriculum for humanities and that for science at the junior levels are prepared, and teachers and students are adapted to the new teaching and learning mode, an on-going development of students for life-long learning can be achieved. In addition, we hope to see the project as an experience that can be shared with other schools, one which may assist them in the processes involved in such an endeavour.

## **12. Introduction of school and team members**

St. Francis' Canossian College is a Catholic Secondary school run for girls by the Canossian Daughters of Charity. It has been established for over 130 years and presently caters to the needs of approximately 1000 students. It offers both Science and Art streams as well as a mixed course of study at Certificate Level since 1998. The mission of the School emphasizes a commitment to Christian values as we instill in our students a love for learning so that they learn to be responsible, contributing members of the society.

The project leader, Miss W.Y. Lee, is currently the Vice-Principal of our school. As head of the Academic Section, she is also in charge of the Curriculum Reform and Project Learning Coordinating Team which, since 1999, has been directing the school towards curriculum reform.

The team comprises the panel head of the EPA, Geography, History, Integrated Science Departments, the coordinator of the Civic Education Team, Sex and Health Education Team as well as representatives of the Academic Section, making a total of 8 members. The team has gained valuable experience from organizing the whole-

school project learning function in the last academic year. This year, we focus on organizing a 3-year project learning program starting from Form 1.

#### **PART D**

14. Our school is currently implementing 2 QEF projects on Multi-media Learning Centre and Independent Learning Centre. The former project was completed last year and the latter is due for completion this academic year.

15. Our school is currently participating in the following QEF projects:

Title	Applicant
Improvement Program on Emotion Communication and Education	Caritas, Chai Wan
關心校園計劃 (CARE)	Centre of Architectural Research for Education, Elderly, Environment and Excellence Limited

17. In carrying out this project, we are seeking professional support from the Centre for University & School Partnership of the Chinese University of Hong Kong.