The primary objective of this action research was to shift the teaching method used by preschool teachers in Hong Kong from a teacher-directed mode by training them to use the project approach. The secondary objective was to measure children's achievement while using the project approach, focusing on their language ability, social development, and self-initiated learning. Teacher supervisors received training on the project approach, including training in brainstorming, questioning techniques, drama and learning, and emergent curriculum. Participating in the action research were 12 children from 3 experimental centers. Data were collected by videotaping classroom activities and reviewing teachers' journals, children's portfolios, and project books. Findings suggest that children became more capable in language comprehension and expression as they carried out their own project work. By the end of the classroom project, 87 percent of the class showed interest in the project and 35 percent were able to generate solutions to problems. Over half the children were able to cooperate with classmates at the end of the project, and 86 percent were eager to participate in group activities. Examination of the project books showed that teachers were moving from a teacher-directed mode to a more children-directed paradigm. Teachers' journals noted that teachers became more aware of giving children ample opportunities to explore and to learn from their own mistakes. (Contains 18 references.) (KB)
Implementing

PROJECT APPROACH IN HONG KONG

Sponsored by The Quality Education Fund

The Salvation Army Child Care Services
PRESCHOOL

IMPLEMENTING

PROJECT APPROACH

IN HONG KONG

Rose Ho
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Cover: Project “Emotions” drawings by five-year-old children at The Salvation Army Nurseries
http://ccs.salvation.org.hk
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FOREWORD

The teachers and Child Care Services staff welcome the Quality Education Fund project 1789. It is a Quality Circle Project in action.

With the project, some new areas and ideas for exploration have been found and need more in-depth study. The research has reaffirmed that Project Approach teaching definitely has positive effect on teaching and learning, for both students and teachers. Exhibition-on-Wheels also gained support from parents. Although there is quite a number of staff changes in the QEF project, they are immediately recruited at the right time for the right type of work and the staff turn-over is a blessing in disguise.

This book has two parts. The English part is mainly a report of the project on Training, the Action Research, the On-line materials etc.. Interested party may find the training notes useful. Action Research has been a favourite subject in schools and many are floundering in how it could be carried out. The statistical results may be a proof but the most important result is how it can help the teachers to teach better.

The part of the book in Chinese is not exactly a translation of the English section. It has its own titles and contents. It has incorporated some of the other unpublished articles written by me. It has also included notes that could be useful to teachers and parents. It also focuses on the actual implementation of the Projects in our classrooms. However, the Action Research Report has been translated in full. I hope readers will find the projects and guidelines valuable.

Rose Ho
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We thank the Quality Education Fund and The Salvation Army for the financial support of the project.

Heartfelt thanks to the participating staff and children of The Salvation Army Nurseries to make this colossal project possible and completed on time.

I also thank Miss Winnie Koo for translating the research into Chinese and compiling the report in a book-form for publication. Miss Emmy Chung and Peggy Chung have helped also.

Special thanks to Dr. Nirmala Rao who served as consultant to our research. The monitoring team has also given advice and support for the project of Implementing Project Group Work, a project funded by the Quality Education Fund from 1998 to 2001. Thanks are also given to our nursery supervisors, especially Miss Leung Yuen Shan, Miss Ada Cheung Suk Lin, Miss Ivy Lai Kar Man.

We also appreciate the stimulating talks of Professor Lilian Katz and Dr. Sylvia Chard on Project Approach in the seminars held specifically for our staff in The Salvation Army.

Dr. Raymond Lam of the University of Hong Kong, Dr. Sylvia Opper and Dr. Lorna Chan of the Institute of Education, are people we would like to thank too for their support to our Project.

Dr. Raymond Lam - The University of Hong Kong & Mr. Fung Man-Wai - Promotion and monitoring Sub-committee of the QEF.

Dr. Loran Chan - The Institute of Education.

Lt. Colonel Ian Southwell - Officer Commanding of The Salvation Army.
Intensive Training on Project Approach

Professor Lilian Katz talking on Art of Questioning

Dr. Sylvia Chard after a day's seminar on "Emergent Curriculum" with staff of Child Care Services
Initiation of Project at Overnight Camp in Stanley
Training Workshop (1) --
Listening to Children

Training Workshop (2) --
Emergent Curriculum
and Creative Drama
Action Research on Project Approach
THE SALVATION ARMY CHILD CARE SERVICES
Implementing Project Group Work Project Report

Project Objectives

I. The primary objective of this project was to shift teaching from a teacher-directed mode to a less teacher-directed mode. In order to achieve this, a training programme was provided to upgrade the skills of teachers in implementing project work. An Action Research was also carried out to validate the effectiveness by measuring both the performance of teachers and children. The support team had reported that teachers became increasingly aware that they should not give the answers too fast and more time and opportunities should be given to children to initiate their own learning. The projects that they completed also proved that teachers were moving from a teacher-directed mode to a more children-directed paradigm, in a continuum. As reflected in the Research and the latest project books, the children were greatly interested in their learning and engrossed in the projects. The teachers pointed out in their journals and reflections that they became more aware of giving children ample opportunities to explore and for children to learn from their own mistakes. The primary objective has been achieved to a great extent due to intensive training and support-team’s continuous monitoring and discussions.

II. The secondary objective of this project was to measure the achievement of children under the Project Approach. The Action Research focuses on children’s attainment in language ability, social development and self-initiative learning. The results did show favourably
in these aspects.

a) From the projects, children are seen to take charge of their learning and made impressive presentation to parents and visitors. These are recorded in the Action Research projects and more fully documented in the projects in 2001.

b) The curriculum has been an emergent one and this reflects the flexibility of the teachers. Unusual topics like the “Football Team” are included. Creative teaching and learning are more easily seen as teachers could not follow their usual pattern of organizing how to teach such a topic. There is no such topic before. This is relevant to Edward De Bono’s lateral thinking.

Even with the usual topic of “Shoes”, children have unusual findings as they revisited the topic and asked questions of real interest to themselves and then tried to find the answers in many different ways. By exploring the sub-topics, an emergent curriculum has arisen. However, the core values of learning to express themselves,
to communicate with others, to be co-operative, and to persevere with problem-solving were still upheld. The knowledge has deepened and widened tremendously through the project approach as seen in the various projects accomplished.

c) The teachers have been displaying their teaching of the projects to the parents as adults in most of the projects. They have also seen the various displays of the “Exhibition-on-Wheels” and learned to display more photographs with less words and more children’s work. They were told to emphasize work-display with mirrors, raised dais, flow of sequence and the use of colours and shelves. Teachers still have to learn to write synopsis and not just words spoken by children without much screening and analysis of its implications. The three Quality Education Fund Expositions have helped teachers to communicate with the public what teaching and learning is about. It is another level of display for mass communication.

Indeed, the Project Approach is not just for demonstration but for practical use in our classrooms throughout the three years in all our fifteen nurseries.

d) A lot of documentation has been made, both in the notes taken in the Training Sessions and in the Project Recordings and Research documentation.

The Salvation Army Child Care Services tried not to burden the teachers with the additional clerical work and co-ordination. It is when their specific professional help is needed then teachers are seconded to participate in the research in helping to lead the students in project work and we provide the support
in taping. The QEF staff did the data-input and compilation. Only two volunteer raters from the teachers' group were seconded in the afternoons to help in the inter-rating. From our experience, teachers appreciated the intensive training in year I and early year II and asked for more in-service training. Teachers in the Research Group were eager to participate and wanted us to involve them and feedback was taken seriously. Teachers' journals were kept as regular practice and they appreciated our feedback to improve their skills and to reaffirm their approach being in the right direction.

In subsequent months, more feedback would be given to the teachers and supervisors not only in the research group but also all our other operating nurseries. We wait till the Final Report is in print and teachers would have a text to refer to when we continue to train them.

The Salvation Army Child Care Services are assisted by the selected nursery supervisors who are the Curriculum Subject Group Leaders so that involvement is maximized.

The Quality Circle Concept has been practised in The Salvation Army Child Care Services since the 1980's. The co-ordinator is very interested in improving the Curriculum for the Pre-primaries. Such enthusiasm is shared by the nursery supervisors/principals. The group has led a mass of teachers in our employ. They take pride in leading the field in pedagogical improvement.

Training Programmes

1. Overnight Camp

It was the first time that the supervisors have had the experience of going through the process of conducting a project on site themselves. They were divided into groups and did their brainstorming, resulting
in a web. Then they explored the Maryknoll House according to their selected topic and had a good sharing session with comments from the Project Leader as mentor.

The supervisors and assistant supervisors found the first-hand experience useful. Upon their return to their nurseries, they led the teachers through the same experience.

The camp was held to explain to all supervisors and assistant supervisors of the three-year project and the objectives so that all staff are involved and have ownership.

The supervisors learned the process of Project Approach, viewed the Reggio Emilia project “Lion” video in 1998. This video was shown again in 2001 at City Hall at the Reflections on Reggio Emilia Exhibition.

A teacher from the Hong Kong International School, Mrs. Jane Elliot, who had been doing projects and guided by Professor Lilian Katz, shared her classroom experience with children on “Shoes” and she elaborated on nurturing the dispositions of children.

Supervisors and teachers were involved in the project. Supervisors then carried out similar minicamps with the centre teachers during the Chinese New Year break in early 1999.

2. Listening to Children
A guest lecturer, Mrs. Yau Ng Li Tuen was invited to speak to all 200 of our teachers. The seminar was activity-oriented. The teachers played the role of a speaker and a listener in turn. They were asked to share a memorable experience with their colleagues. In the afternoon,
it was devoted to train teachers in Divergent Thinking as this is an important element in carrying out Project Approach. Teachers underwent brainstorming for as many questions as possible on a selected topic of their groups. There were 14 groups and 26 questions, it was the highest recorded number of questions raised by a single group of teachers within a short-time on one topic alone. It was quite an achievement.

3. **Art of Questioning**

Professor Lilian Katz talked on principles of good teaching and the Art of Questioning by teachers as one. We need to teach children how to tell adults of what they are thinking. “Would you give me an example?”, “Can you repeat that?”, “Could you tell me about this in other words?” These are opening questions that Professor Lilian Katz showed us:

- How things work?
- Where do things come from?
- What is involved?
- Who does what in our project?
- What are the tools?
- How do things happen?
- What are things made of?
- Why do things happen?
- Why do things not happen?
- How do things change?
- What caused them to change?

Teachers should refrain from asking a child just “What is it?” but invite him to “Tell me more about it.”

4. **Workshop on Drama as Emergent Curriculum II**

Since the cumulative activity of Project Approach very often ends up in having children dramatising their learning
besides making the 3-D models, Ms. Maria Lee of IVE, was invited to conduct a workshop on Drama and Learning by the Dorothy Heathcote Method.

The teachers were led through the process of dramatization of crisis-intervention systematically. Making-decisions and recalling past experiences made the participants more involved in their roles. For this case, empathy for the disabled was the outcome desired. The facilitator summarized the experience with the participants, helped them to focus and to analyze what happened. It worked very well with the group. With the young children, teachers have to adjust and make selections. It was a very good experience for the teachers, particularly in the well-organized process of conducting the activity. It may go well with the training “Listening to Children” for the teachers too.

5. **Emergent Curriculum I**

Dr. Sylvia Chard and Professor Lilian Katz spoke on the above topic in related ways. Professor Katz said that a theme could easily be converted into an interesting project. One should allow one’s imagination to roam. Teachers should give children the chance to choose the topic. It can be the interest of a class, a small group or even an individual project, at first. An individual’s project may get the whole class interested later at times. If the teacher does not know much about the topic, it is a good opportunity to explore together with the children needs and not to be afraid of it and drop it instead.

For emergent curriculum, it is important to know how to choose a good topic for in-depth study.

- Study something real for exploration and animated discussions.
- It gives opportunities for children to interact directly, to have cooperation, a debate, or to argue and negotiate, make suggestions, explain, or encourage others.
- The project work must be purposeful and meaningful to the children.
- It is not too broad that it does not give any direction for pursuing the topic.
- It gives opportunities to find out information, making predictions and theories, checking predictions.
- It nurtures dispositions and empathy skills etc..
- It offers writing skills, applying mathematical skills.
- It can help children to represent ideas in different ways.
- Teachers can analyze their work with the children and document them.

On the other hand, Dr. Sylvia Chard showed slides for the projects of the “Rain in the city”, “The changing colours of leaves, dried leaves and green leaves, the differing yellow tones”, and “The changing of light and shadows from morning to evening”. These are examples of Emergent Curriculum of studies that children chose and are interested in exploring with immense learning occurring naturally in the process.

Upon our requests for basic skills as foundation for children, she did a brainstorming exercise and we recorded: expressing oneself, problem-solving, self-care, mathematical concepts, independent thinking, cooperative and socializing skills, aesthetic skills, leadership skills etc.

The Emergent Curriculum is a result of the self-learning initiative of children and topics and learning emerge from the various activities. It becomes consolidated by revisiting the findings, by dialogue with the children, discussions with the group, systematic documentation and presentations and explaining to others.

We have emphasized on the process of learning and focused on helping children to sharpen their skills in learning to learn.
Outcomes

Product <1> — Training Package
The most beneficial part was the Comprehensive Staff Development Program that had been achieved. Professor Lilian Katz and Dr. Sylvia Chard were invited to lecture to our staff through a joint venture and their notes have been documented.

Product <2> — Project Books Set
14 of the Project Books are submitted.

Product <3> — Action Research Paper Summary
The experience of the Action Research is valuable in showing us how to do it systematically and in future to avoid the traps. The findings, to a certain extent, support our beliefs that children’s language, social development and self-learning become prominent in Project Approach. It also shows that the Project Approach can be applicable to Hong Kong by being carried out in small-group-teaching as a combined programme.

Product <4> — On-line Hard-copy
On-line information disseminating the details of the projects such as documentation of training seminars and workshops, action research method and results and descriptions of projects are available.

Staffing
Clerical support (10/1998) is needed in the beginning to start the project. Then an opportunity arose (10-12/1998) to hire a temporary research officer to design a pilot-project to test the original research design in the proposal. It resulted in a change in the design for 2000. Then the clerical support is combined with the project assistance/co-ordination done by one Project Officer. Much training is organized from 11/1998 to 12/1999 with the “Exhibition-on-Wheels”. As the Project Officer who is a clerk cum Project Assistant has not done Research work, she decided to...
resign for further study in 2000 after two years with our project. Then we were able to recruit another Project Officer and Project Assistant to help with the research and data-analysis. The data have been entered by another timely summer worker.

We were able to complete the whole project in 2001.
Action Research on Project Approach

1. INTRODUCTION

The research was a sub-project of a three-year project supported by the HKSAR Quality Education Fund. The first year was for the further training of teachers in the Project Approach\(^1\). The second year was for the research of effectiveness of the Project Approach in selected areas. The third year was for putting results of the three-year project on-line.

The reasons for carrying out such research were mainly prompted by the prevailing pressures from parents and teachers to have academic results no matter what teaching method one adopted.

And yet, the Project Leader had her pangs of doubt because the urge to implement the Project Approach was due to its spontaneous responses to children's learning and the Approach focuses much on the images of the child and their capacity to learn. This approach differed much from the conventional teaching by detailed lesson plans with the educational objectives set by the teachers. The Project Leader was first drawn to the Project Approach by reading about Vygotsky in "Engaging Children's Minds" in which he was against standardized tests for young children. The Project Leader agreed with him. However, the Project Leader was still tempted to try using conventional research methods to measure Reading and Writing within the realm of Project Approach.

This Action Research aims to:
1. find out children's attainment in a) language ability, b) self-initiative learning, c) social and cooperative skills.
2. find out the change of teaching styles in teachers from being teacher-directed to less teacher-directed.

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\(^1\) The Project Approach is translated by The Salvation Army Child Care Services as "計劃活動教學" and the Education Department as "設計活動", Project Approach is for children to do an in-depth study of a project, emphasizing self-initiated learning. It was termed by the Education Commission as "專題研習".
2. METHODOLOGY

2.1 Subjects

Only 4 children were selected randomly from N4 (age 5) from each of the three experimental centres. The sample size was only 12. Dr. Nirmala Rao of the University of Hong Kong who assisted much in the design of the research, said that projection would be appropriate and we needed to control the quantity of data. In future, we can apply the Revised Action Research Method to all our 16 centres for pre-primary aged children. The 3 centres were selected to represent levels of Project Approach teaching based on the output of their project books in February 1999 and past performances rated by The Salvation Army supervisors. Centre 3 was graded A for best performance, Centre 1 was B for average performance and Centre 2, graded C was of lower than average performance in carrying out Project Approach.

2.2 Checklist Design

The checklist was designed by The Salvation Army Child Care Services following the advice of Dr. Nirmala Rao of the University of Hong Kong. It was designed to measure three particular aspects in child development, namely, language ability, self-initiatives and social development.

2.3 Data Collection

In the research, data were collected by different methods. The main method was videotaping classroom activities during which Project Approach was carried out. Then group work recordings, teachers’ journals, children’s individual portfolios and project books were documented to serve the purpose of quantitative and qualitative analysis.

2.4 Data Analysis

Quantitative analysis was used to analyze the data collected from the checklist. The checklist was comprised of numerous items with each item describing the performance of the children in different aspects. Based on the videotapes, raters had to first measure the frequency of
occurrence in a particular item. According to the frequency of occurrence, they had to determine the marks each child scored in each aspect using a 5-point scale. On the other hand, qualitative analysis was used to reflect changes in teachers' attitude.

2.5 Research Process

2.5.1 Videotaping

Systematic videotaping observations in the classrooms were made of the subjects. Teachers reflected on the behaviours of the child's learning and their own teaching in their journals.

The videotaping was made at the beginning stage, in the middle and near the end of the project. The subject was videotaped. The taping was done in rotation. First at Centre 3, then 1, then 2, according to the schedule of the centres. Each class was videotaped 5 times, 15 observations in all. Two video-cameras were used. Camera 1 focused on the whole classroom atmosphere and the teacher, Camera 2 on the subject child.

Sequential time sampling was used to focus on the child for 10 minutes at a time. Videotaping in the order of child A, B, C, D and then A, B, C, D.

The original design was to focus on each child for one minute at a time but the teachers said that it was too frantic and too short an interval.
The Project Leader wanted to desensitize the subjects to the video-cameras and also for the team to try out the method. So a proto-type videotaping was made; focusing first on the children, not on the teacher. The taping lasted for 15 minutes for each child since one minute was too short.

The second dry-run was for 10 minutes and the team started to tape the teacher, and the child. The third taping focused on the child for 5 minutes, repeating twice in the sequence of A, B, C, D; A, B, C, D.

The fourth taping was at random and so was the fifth. After the third taping, a review meeting was held and it was decided that the 10 minute-taping was optimal. The fourth and fifth taping interval was then changed to 10 minutes in the sequential time sampling.

Then there was a second version for the third time videotaping. Since we could mobilize our own staff besides the QEF contract staff, we asked one experienced child care worker to tape the teaching in leading the group project and discussion. Another experienced teacher was to tape the classroom situation as they carried out the Project Approach teaching. If there were special activities, the supervisor, who had been trained more in depth in the Project Approach would tape the activities. The Project Officer just taped the subject child at intervals of 10 minutes in the sequence of A, B, C, D; A, B, C, D. There were usually 2 cameras in the room with a third when the supervisor also videotaped.

Even at the risk of over-documentation, as we rarely do research formally, we had asked the centres to select 4 more children as subjects, 2 males and 2 females, naming them Child 1, 2, 3, 4. The added data collected would be used to supplement the first research data analysis if necessary. The subjects were selected at random this time. The first research aimed to have random sampling but ended up with matched subjects for their age maturity.
There was still a third version for the fourth time videotaping, with 3 cameras at one time in the classroom. Each subject child was taped for 10 minutes in A, B, C, D; A, B, C, D. Another Camera 2 tape 1, 2, 3, 4; 1, 2, 3, 4, Camera 3 taped the class. Teachers had reflected that when the tape just showed the interaction of the teacher and one child, the rest of the group were also engaged in the meaningful activities and should be taped too.

The taping method of the teachers was completed in two sessions as designed by Emma Jones, a Ph. D. recent graduate under Dr. Rao and supposedly there were adequate data collected for analysis of teaching styles appropriate for the Project Approach. The tapes of the teachers were not for comparison of before-and-after effect, since there were only taping of the going-ons during the project and not prior or after the Project Approach was adopted for comparisons. At any rate, it was not efficacious to tape the “before” and “after”. It is also not ethical to teach some students with Project Approach and learn some out even for experimentation in our own centers. All our children have been exposed to the Project Approach for over four years. In my opinion, the George Foreman’s method of analyzing the “present ordinary moments” in the Project Approach could be more effective.
There is a lot of learning in the methodology in carrying out this Action Research. There are also the teaching and training of teacher aspects which are to be dealt with in-depth in other papers. The way to carry out such a research is new, at least to many pre-primary teachers. It is opportune that the management is interested in the research and for the Quality Education Fund to provide the financial support. The timing is also right for the teachers and supervisors who are at a stage ready to be involved in research of this nature.

The following is a summary of our learning:

1. The videotaping was quite a hassle with lots of adjustment in the process as expounded in previous paragraphs.
   1.1. In taping
   The original design was for one of the teachers to videotape the teaching sessions since there were two teachers in the room. However, this would differ from the usual teaching pattern with two teachers in partnership. It was decided to have another person to do the taping.
   From the second taping, an experienced teacher from other classes was seconded to do the videotaping as she would know how to catch the moments of children in their attempts in learning.

1.2. Taping environment
For the first time taping at Centre 3 and Centre 1, when the Project Leader viewed the tapes, it was too noisy to hear the children's responses and that of the teachers.
So when the third time taping was made, the group doing the Project work was transferred to another empty classroom to continue with the discussions and work.

1.3. What we need to heed in videotaping:
   a. Mark the time and date in the videotape.

   b. Make sure that the background is clear and not cluttered so that what will be shown on the screen is clear. This is the technique of photography and getting the right angle.
c. Do not just focus on the child or the teacher. The viewers need to know what is happening too. If a child is talking to the teacher or to another child, include the two in the frame. The viewer will know whom he is talking to and the reaction thereof.

d. Note the date, time, interviewer, interviewee, the activity that is being taped, at what point of the project it is and record it for future research references.

e. When the small reel is changed to a big reel of films, do not edit any part. Edit only a dubbed tape since the original tape need to be maintained for the research analysis or future use.

2.5.2 Inter-rating Training
Two experienced child care workers from two centres not involved in the research were nominated by their supervisors to be the raters. Then a 3rd teacher was added from a centre involved in the research, to see the differences and just to train one more teacher for rating the videotapes. Eventually, as the first two teachers were more comparable in their rating. It was decided to keep to the first two raters only for the purpose of the research.

1. At first when a difference occurred in the rating, it was mainly due to the different interpretation of the tapes by the two teachers and it was solved after discussions between the raters.

2. There were more differences in rating of teachers because the teachers spoke and expressed themselves a lot in the short intervals and one had to be very fast to capture it within the 15 seconds and then to rate for the next 15 seconds. The raters had to understand the situation and select a number of items to check simultaneously. After training, they could cope with it quite well.

2.5.3 Rating Schedule
The original design was to rate together in a week, full-day viewing and
rating the videotapes.

To avoid the factor of tiredness and boredom of the raters, it was changed to half-day rating and extended it to 2 weeks.

The rating by the two teachers took one week in the beginning to rate one centre together. After the rating of Centre 1 which showed inter-rating reliability, each was given a centre’s tape to rate on their own.

2.5.4 The Checklist
This was crucial. In the beginning of the research, much time was spent on finding a Standardized Tool, which had been tested, for validity and reliability. Finally, it gave way to a self-constructed Checklist with the help of Dr. Emma Jones and Dr. Nirmala Rao.

In completing the Checklist, one need to remember:

a. Give a code to each centre, child, teacher and class and not to fill in the real name.

b. In future rating, teachers teaching the same age group from another centre will be the raters and this will be more suitable.

c. Changes in the Checklist
A number of items need to be added such as “Responds to contributions of other children”, “Child is eager to raise questions on topic”.

Description of Activity was added to every page. Language ability
was scored to cross-check with the ones used by The Salvation Army teachers, the Project Approach Assessment I (PAAI).

2.5.5 Reflections on the Research after the Field Work

1. In taping
   a. The total taping sessions were 5. Each of the centre had a schedule when to do the taping as the Project Officer had to be there. The teachers found it difficult to hold the progress of the project till the videotaping team was in the centre to tape the progress.
   b. To fit the spatial arrangement of the taping, adjustment in the classroom needed to be made to provide a quiet environment in order to catch the words of the child and the teacher.

2. In filling out the Checklist, 30 seconds to fill each column was adequate. There were 15 seconds to view the tape and 15 seconds to fill the checklist.
   a. Children observation: it is better to add the use of verbal language and writing ability to have a more detailed assessment, another research may need to focus on normalizing the scores.
   b. Teacher observation: Page 2 and Page 3 are to be filled but Page 3 is to be completed only after viewing all the tapes.
   c. Assessing children: Page 4 and Page 9 are to be filled as the raters viewed the tapes and Page 5 is to be filled after viewing all the tapes.

After rating Centre 1 and Centre 3, the raters found that the children were engrossed and enthusiastic in their learning in the project. The projects had progressed more smoothly and "more naturally, emerging from one activity to another". When the raters returned to their teaching post, they still had the rating checklist in mind and tend to improve their own teaching. They reminded themselves to raise open-ended questions more and to give encouragement to children at an appropriate time and to give more opportunities to children to initiate their own learning. Teachers had to remember to allow enough time for children to make responses,
before asking the next question or prompt them too fast.

It was not enough to train teachers how to raise stimulating questions at one time. They needed to be trained as good listeners and not bombard child with too many questions at one time.

3. Interviews for multiple data
   Two raters went to interview teachers and children at the respective centres. They recorded the interviews pending further analysis for future training of teachers by the Project Team.
   3.1. The Questionnaires were based on the guideline by Dr. Emma Jones and could be reviewed in future.
   3.2. Generally speaking, the five-year-old could express themselves clearly and recalled the process of the project. Children might be shy in front of the unfamiliar researcher asking them so many questions and might not speak as much. The inhibition factor was seen in group or in individual interviews when compared with their responses in ordinary days.

4. Teacher’s journal for multiple data
   4.1. The journals showed some reflections and served as anecdotal evidence for children’s learning. The journals could be improved as a learning process for the teachers. Comments by the mentor or supervisors were helpful. Centre 3 recorded in the journal some of the difficulties encountered in the project and this showed thinking of the teachers. They reported children tried to overcome these hurdles themselves and initiated own learning most of the time. They needed not wait for any adult’s help until it was absolutely necessary to ask for help. Children also knew at that point, help was available. This was one important element that teachers wanting the children to learn to ask for help when necessary so that they needed not be frustrated but felt support was available. This learning would be useful in their adult life too.

   Teachers wrote that many a time they were still too quick to give the
answers to children and should give enough time for children to learn and to think of the solutions themselves. Teachers found that it was not easy to hold back but they were learning. Teachers also acknowledged learning to ask suitable questions to encourage children to think. They also reviewed the quality of the immediate responses that they made to children and learned to improve.

Teachers also thought of what was missing in their own projects, and critically looked at one’s own work. They learned to improve themselves and not necessarily to be pointed out by their supervisors.

At Centre 2, teachers usually marked down the conversations of the children and reflected on how they led the group and how they had improved too.

At Centre 1, teachers recorded special events of the day and also recorded what they appreciated in the children’s work and behaviour and they also reflected on how to improve their teaching techniques as they recalled the problems encountered in the process and raised many questions themselves.

5. Portfolios
At Centre 3: Teachers put in mostly individual child’s work during the research for the project under study: “Learning about Electrical Fans”. There were some analysis made by the teachers and some descriptions. At Centre 2: Children’s work were collected but not classified nor commented on.

The portfolio collected the child’s work from different projects. The teachers recorded children’s dialogue in transcription but did not analyze their learning before and after the project.

At Centre 1: In the beginning of the portfolio, the teacher made a description of the learning ability of the child and a description of the characteristic of the child for the reader to have an idea of the ability of the child.
The portfolio has sections on Language ability, Maths, Social and Learning ability.

The portfolio also included works of the child for different projects for comparison of learning.

There were fewer individual work or drawings. The teacher wrote a brief analysis on the work of the child. In general, teachers need to learn more on purposeful collection for the Portfolios and make apt comments for future teaching of the child or the group as a whole.

For Pre-primary education, the portfolios should be kept simple. The first type: Best-Work Portfolios serving the targeted purpose of showing the best work of the child/group. The second type is "working portfolio", showing representative work of the child in his learning progress, with milestones. The teacher uses it as a plan for his future learning objectives.

3. RESULTS OF THE ACTION RESEARCH
3.1 Introduction
The results suggest that children in general attain a higher achievement level in three major aspects, namely I) Language Ability, II) Self-initiative Learning, and III) Social and Cooperative skills. These provide empirical evidence to support the belief that Project Approach is a special gift to children for their all-round development. The following discussion will focus on examining the three aspects of the children by using Project Approach.

3.2 Results
The findings present the performance of the subject children on three aspects mentioned above. The performance of each subject child is determined by the scores, based on the frequency of participation in activities related to each specific aspect. A 5-point scale ranging from 1 to 5 is adopted to indicate the level of performance. The higher is the score, the better is the achievement. The performance of children in the three stages of the project is analyzed. The following presentation only
shows the average achievement of all the subject children, expressed in percentage of children for each score.

3.2.1 Language Achievement

In measuring the language ability of the children, for limitation of space here, we tend to concentrate on selected items such as their capacity in Comprehension and Expression. Among the items on the evaluation checklist, the capacity in comprehension is best shown by the item "Child is able to follow teacher's guidance and work independently".

The following figures (Fig. 1 - Fig. 3) show children's standard in Comprehension at different implementation phases of the project.

As shown in Figure 1, 62% of the children achieved satisfactory performance in Comprehension above score 3. 20% of these children had already developed a comprehension skill at high achievement level for preschoolers.

As the project went on, the children became more capable in language comprehension as they carried out their own project work. Figure 2
showed that the percentage of children who had high achievement in comprehension skill rose to 25%, 5% more than the beginning stage.

At the later stage of investigation, more and more children were capable of developing a comprehension skill at high achievement level. Figure 3 showed that the proportion of children having above average comprehension skill had reached 35%, a 15% and 10% increase when compared with the first and second phases respectively.

When it came to **Verbal Expression**, the item studied was “Child is able to express himself/herself clearly”. To be specific, what we meant by the statement was that children were able to talk about something meaningful in a logical and organized way. In the brainstorming stage, as shown in Figure 4, 63% of the children were able to express themselves clearly. 13% of the total had been able to express themselves quite clearly at score 4 level. Later it could be seen that there was an increase in the number of children who were able to express themselves in a highly clear way.

The percentage rose from 13% to 31% (Fig. 5), more than double of the previous figure. More importantly, 2% of the children were able to
Improvement in both comprehension and expression supports the statement that children develop their language ability through being active participants in interactions with others (Opper, 1996). Interacting with others and eagerly participating in the activities were key elements in the Project Approach. This can be reinforced by the item "Child is eager to participate in group activities". As the percentage of children who were eager to participate at a higher degree increased, there would also be an increase in the percentage of children achieving corresponding levels of language development. At the brainstorming stage, 81% (Fig. 7) of the children was interested in taking part in the activities. In the same period, 62% and 63% of the children achieved an above average standard in both Comprehension and Expression respectively (Fig. 1 & 4).

During the period of preliminary investigation as shown in Figure 8, 96% of the children were eager to participate in the project. This time, express themselves in a well-organized manner. The figure reached 6% later in the mature stage (Fig. 6).
the percentage with language ability at an average and above standard had slightly risen from 62\% & 63\% to over 67\% & 64\% (Fig 2 & 5). Although at the later stage of investigation, 86\% was keen to involve themselves persistently in the activities (Fig 9), the proportion of children who had an above average standard in comprehension rose to 75\% (Fig 3).

The results in correlation between greater degree of participation and higher levels of language development are significant. During the initial stage of brainstorming, only 42\% of the children were eager to participate in the activities. The percentage of children who attained a high standard in comprehension and expression were 20\% and 13\% respectively. By the time it got to preliminary stage of investigation, the enthusiasm of the children increased slightly, leading to an increase in the percentage of children who were eager to participate. 67\% (Fig 8) of the children were very eager to participate. The percentages of children having high comprehension and expression skill were 25\% and 33\% (Fig 2\&5) respectively. At the later stage of investigation, the percentage of those who became very eager to participate was 57\% (Fig 9). The percentage of those with high comprehension skill had seen to rise further to 35\% (Fig 3) whereas the percentage for those with high expression skill had a mild decrease, from 33\% to 20\% (Fig 6). This could be explained by the fact that children were engrossed in the mental and physical work of model-construction and they would tend to talk less.

After the analysis of I) Language achievement of children in the Project Approach, we also studied the II) Self-initiated Learning and III) Social Development of the children in the research.
3.2.2 Self-Initiated Learning

Besides the process recording of the Project Research which was to be a qualitative research more than a quantitative research, only three significant variants were discussed for Self-initiated Learning viz. whether children were able to stay focussed on a task (perseverance and curiosity), whether children were able to generate solutions to problems (problem-solving), and whether children make contributions to group work (participation and co-operation).

During the Initial stage of the project, 19% scored a high 4 and nil for very high score in staying focussed on the task (Fig. 10). In the second stage, 46% scored high and 4% scored very high, children were self-motivated in the Investigation Stage (Fig. 11).

However, in the Final Presentation Stage, it dropped to 33% scoring a high 4 with 54% having an average score of 3 at the same time. It showed an increase in the interest of the class as the project developed (Fig. 12). At first, 25% of the children had only a little interest in the project but at the end of the project, there
was 87% of the class was interested and only 13% were not really excited by the project. On the other hand, this could be explained that children had completed their project construction and it remained to be explained to others.

At the same time, we might need to think about what to do with the 13% in the class who were not really excited about the project. It was also a common phenomenon that children’s interest could grow with the other children in the class project. Their ownership grew as they started to participate more in the activities. There were always children who might not be interested in this project but interested in other individual projects.

For Problem-Solving, in the Initial stage, it was more on raising questions and expressing oneself. Children could demonstrate their language skills more appropriately than their problem-solving skills in this phase. Therefore, it was not surprising that they scored a low 1-3 points in the beginning, with 17% at the average score of 3 (Fig. 13). It rose to score 4 with 8% and 8% at score 3 in the second stage (Fig. 14) and then at the construction and final investigation stage, there were more opportunities to solve problems arising naturally from the events. It rose to 35% with children being able to generate solutions to problems (Fig. 15).
In the Problem-Solving, besides frequency, one has to look at the quality of the problem solved too. It can be seen in the projects: Fans and Jade Market. Children had a high order quality in problem-solving. In the design of this research, it was a measure of frequency of occurrence which was commonly used in psychological research. The occurrence of problem-solving can be one or two or three in a particular project. The quality of problem solved was vital to the interpretation of the data collected.

The project book which records the process is more reflective of the children making the various contributions in the group work. They cooperate well in achieving a common goal, helping each other out and also contributing to each other's efforts and are indicative of their motivation in self-initiated learning.

3.2.3 Social Development
On Social Development, we focus on two major factors: i) Children are able to cooperate with classmates and ii) Children are eager to participate in group activities. In the Initial Stage, children tended to score low in the cooperation with others as it is mainly in the brainstorming stage and each child raised questions of interest to himself mostly. All are between the scores of 1-3 (Fig. 16).

In the preliminary investigation stage, a higher occurrence was seen as 30% was between score 3-4 (Fig. 17). In the final presentation and consolidation stage, a still higher percentage of 58%
scored between 3-4 (Fig. 18).

For the factor of ii) Children being eager to participate in group activities, 42% (Fig. 7) scored a high 4-5 as they joined in the discussion. However, in the preliminary investigation stage, it was 33% (Fig. 8) in the frequency of occurrence at average 3-4 level. The process showed that at this time they were engrossed in their mental or non-physical participation, and close co-operation was not reflected in the scores then. The raters agreed to this observation. In the final stage, children had a lot of findings from individual or small group investigation and were engaged in the presentation of their projects so it rose to 86% (Fig. 9) with the scores of 3-5, a high level of attainment.

An overall score of 39% was also shown by children showing “their understanding of the importance of other children’s participation”. They learned to listen to others and accept ideas of others besides their own.

3.3 Conclusion of the Research

One could conclude that in the Project Approach, children’s interest was sustained at a higher percentage than conventional teaching. In measuring their participation, an overall 87.6% scored the average 3 and above to 5. It could be interpreted that the children were interested in the project. Their interest also grew with the progress of the project, as the low scorer decreased from 19% to 2% in the final stage. This had been observed to be a common phenomena in Project Approach. The interest of the peers and the atmosphere of the classroom using the Project Approach had a positive influence on the learners.

In fact, cooperative efforts had been much stressed in the Project Approach, both in the class presentation and small group presentation.
The Salvation Army Nurseries staff also tried to steer the interest of the parents in appreciating group effort and not just interested in their individual child's work. At the same time, the Assessment Tool devised by the Child Care Services also provides assessment of group and individual child's achievement for further planning of teaching. Nevertheless, the tool, SA/PAAI needed further validation. The teachers in The Salvation Army were familiar with it when we introduced it in 1997. To familiarize teachers with it and not to over-burden them, it was adapted from an individualized tool to a class-profile tool. In 2001, it could be used as an individualized tool again with further adaptations to meet local needs. We could carry out more action research.

In the research report, the items were grouped into 9 major areas as shown in the bar-charts. The 5 sessions of taping had been grouped into 3 stages, the Initial Stage includes the Brainstorming, Preparatory Discussion and Listing of questions. The Investigation Stage included the finding of answers by interviews, by excursions etc. The Final Stage was usually used in constructions showing the children's learning and presentation to parents and visitors etc. Such groupings of items had already been designed in the research design and the data were compiled accordingly.

The different stages had a direct influence on the different responses of the children. Each stage had some key areas which were characteristic of that stage. Therefore, we had to interpret the data with this in mind. In future, when other Action Researches in Project Approach were to be carried out, this would be an important factor to be considered.

All in all, it had been a good learning experience for the teachers to do the Action Research as they reflected in the meetings that they had to learn how to think and to think faster and in many ways in lateral thinking. As there were two or three cameras facing them and they knew this was recorded, teachers took a more serious attitude in their teaching in the Project Approach way as they tried to remember the basic philosophy and principles and applied them in teaching.
It was extra work but within their ability. The teachers said that they valued the experience and met the challenges without grumbles.

It was a good training. The teachers and raters had a good understanding of the system and could return to their centers to train others.

It may not be necessary to prove beyond reproach that the children in the Project Approach Programme excel better in language ability. It does have documentary proof that they did well in language. They have also shown positive results in Self-initiated Learning attitude and Thinking skills. This leads us to repeat: Never Underestimate Children. The Language Learning can be more readily assessed if the teachers can pay more attention to transcribing and interpreting the words of the children as children tell them about their drawings. Teachers then analyzed the words and behaviour to see the thinking of the children, their concepts and understanding of the world. Also, teachers then think of how to help the children develop further, children’s subsequent reading of their own handwriting and that of the teachers as dictated by children are in line with the Language Experience Approach. More reading of stories that are related to the topic can be reinforced. Besides stories written by children, episodes in their journals can be read with the writer, a child or with a small group or whole class at school and at home. Children are given opportunities and encouraged to share their learning and their joy of learning with others.

We were satisfied with the results, particularly we had learned how to carry out an Action Research for Project Approach and this might be an example for many schools to follow and they would do a better research, using the experience we had started out and in future we could reconstruct other checklist questionnaires for other purposes using the same videotapes. We could collect other data using similar research method of checking the frequency of occurrences within a stated period.

The scores of data could prove to a certain extent that the average scores of children in Centre 3 assumed to be more adapted in Project Approach
for this period did show the best scores in table 2.4, as were “Listens to contributions of other children”, in table 2.7 and “Talking to the group” in table 3.3. Children actively exploring materials and staying focussed on task also support the strength of the Project Approach.

The occurrences were within short intervals and were deemed to be high. This proved the value of the Project Approach. Teachers had also shown to move from a teacher-directed to a less teacher-directed teaching paradigm, in a continuum, making progress month by month.

The teacher’s style was seen to be less teacher-directed in the graphs and supported in the accompanying Anecdotal Notes by the teachers as they reflected. They were more aware of giving children ample opportunities to explore. This was also true in the Teacher’s Interviews and teachers felt their own growth.

We are positive in the implementation of the Project Approach. For the purpose of this research, we have excluded the Mathematical Concepts because The Salvation Army had adopted the Montessori method in the teaching of Mathematics separately. The Project Approach, however, gave opportunities for children to apply their learning in mathematical concepts.

Teachers could add word-charts to be more systematic in their language learning. To further prove that Project Approach teaching can enable children to cope with the academic requirement in the primary schools, we had collected their report cards in the primary schools and they showed good grades.

The Project Approach is an application of sound learning theories and we would like to see it being adopted in the mainstream learning and not just as an interest-group after-school activity in the primary schools. Wider application of this teaching method is envisaged to be in line with encouraging lateral thinking to meet the challenges of the 21st century. This research also gives rise to room for other researches such amenable qualities by different phases of the Project Approach.
Insights: Implementing Project Group Work by The Salvation Army Child Care Services

The teachers and Child Care Services staff welcome the Quality Education Fund project 1789. It is a Quality Circle Project in action. With the project, some new areas and ideas for exploration have been found and need more in-depth study. The research has reaffirmed that Project Approach teaching definitely has positive effect in teaching both for students and teachers. “Exhibition-on-Wheels” also reaffirmed support from parents.

The primary objective of this project was to shift teaching from a teacher-directed mode to a less teacher-directed mode. In order to achieve this, a training programme was provided to upgrade the skills of teachers in implementing project work. An Action Research was also carried out to validate the effectiveness by measuring both the performance of teachers and children. The projects that they completed also proved that teachers were moving from a teacher-directed mode to a more children-directed paradigm, in a continuum. As reflected in the Research and the latest project books, the children were greatly interested in their learning and
engrossed in the projects. The teachers pointed out in their journals and reflections that they became more aware of giving children ample opportunities to explore and for children to learn from their own mistakes.

The secondary objective of this project was to measure the achievement of children under the Project Approach. The Action Research focused on children’s attainment in language ability, social development and self-initiative learning. The results did show favourably in those aspects. The knowledge has deepened and widened tremendously through the project approach as seen in the various projects accomplished.

Besides the learning boards for children, the teachers have been displaying their teaching of the projects to the parents as adults in most of the projects. They have also seen the various displays of the “Exhibition-on-Wheels” and the three Quality Education Fund Expositions have helped teachers to communicate with the public what teaching and learning is about. It is another level of display for mass communication.

Indeed, the Project Approach is not just for demonstration but for practical use in our classrooms throughout the three years in all our fifteen nurseries. A lot of documentation has been made, both in the notes taken in the Training Sessions and in the Project Recordings and Research documentation. The Quality Education Fund grant has given us the impetus to focus on in-depth training, the collaboration with the University of Hong Kong researcher to do the Action Research. It also enables us to put our experience on-line. Most of all, it helps us to have a sound foundation to continue with the Project Approach in teaching.
The Salvation Army Child Care Services have tried not to burden the teachers with the additional clerical work and co-ordination. It is when their specific professional help is needed, then teachers are seconded to participate in the research in helping to lead the students in project work and we provide the support in taping. The QEF staff did the data-input and compilation. Only two volunteer raters from the teachers’ group were seconded in the afternoons to help in the inter-rating.

From our experience, teachers appreciated the intensive training in year I and early year II and asked for more in-service training. The teachers in the Research Group were eager to participate and wanted us to involve them and feedback was taken seriously. In subsequent months, more feedback would be given to the teachers and supervisors not only in the research group but also all our other operating nurseries. We would wait till the Final Report is in print and teachers would have a text to refer to when we continue to train them.

As a whole, we feel an excitement in completing the QEF projects, especially for No. 1789. We anticipate to continue with the experimentation and follow-ups and documentation of the Project Approach - The Salvation Army Child Care Services way. We believe this is one of the best teaching approaches and in line with the Education Reform.
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推行计划活动教学

专题研习实录

何少梅

优质教育基金赞助

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序

教師和幼兒服務部的職員欣然接受優質教育基金贊助的「計劃工程活動」，這
個計劃亦實踐了優質圈的理念。

在這次計劃中，我們發現了好些新領域和創新的意念有待深入探討。行動研究
再次證明「計劃活動」教學法對教師和學生皆有莫大裨益。巡迴展覽亦再次肯定了
家長對教學法的支持。雖然人力資源幾經變動，幸而每一階段的研究員都能勝任職
責所需，所以人手變動實為一種祝福。

這本書分為中英兩部份，英文的部份主要報告了教師培訓，行動研究和把計劃
上網的詳情。教師培訓的筆記可供有興趣的人仕參考。行動研究是個熱門的課題，
許多學校都在摸索進行研究的方法。統計數據給我們一點驗証，但研究的過程和怎
樣幫助教師去改善教學才是最重要的。

大家要知的是中文部份並非英文版的翻譯本，各擁特色，中英部份亦宜閱讀，
當中輯錄了部份作者撰寫而未經出版的文章，也加入了一些筆記迴響意見，可供教
師和家長參考。這部份集中記述了進行「計劃活動」實録指有討論價值，可電郵至
有全文中譯本，若讀者覺得書中的「計劃活動」實録指有討論價值，可電郵至
cerc@netvigator.com

衷心感謝優質教育基金和救世軍資助「計劃工程活動」的進行。同時感謝救世
軍幼兒園的園長、師生、家長積極的參與，使這項計劃得以順利完成。

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項目研究員工古詠欣小姐亦將部份文章翻譯成中文，協助編整計劃活動報告印
刷版等事宜，再由救世軍幼兒服務的羅雪儀小姐跟進成書。連同其他參與這項計劃
的前研究員包括鍾潔榆小姐和鍾凱雯小姐，本部亦道聲謝謝。

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見。「計劃工程活動」獲得優質教育基金資助進行為期三年的計劃，特別成立的監
察小組曾給予寶貴的意見及支持，實在感謝。更要多謝的是梁婉珊園長、黃嘉敏園
長和黎嘉敏園長及各位曾參予的救世軍同事們。

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香港大學 - 林裕康教授
香港教育學院 - 陳鉦笙教授

林裕康教授及優質教育基金推廣及監察專責委員會會員馮敏威校長
足球隊  5 歲
幼兒熱烈討論踢足球的規則
參考書籍
討論分工、分責
女孩子也積極參與足球隊的組成及出賽，家長功勞很大，是家校協作成功的一個例子。
風扇 5 歲
幼兒興趣勃勃地討論風扇

幼兒拆開風扇
研究內裡的摩打

到電器零售店參觀，加深了幼兒的經驗，並豐富了討論的內容
家長是我們的資源

不要低估幼兒的潛能

只要幼兒對所學深感興趣，學習自然突飛猛進
在香港推行計劃活動設計活動教學

選擇主題

究竟孩子對那類題材最感興趣呢？我們可以不斷重覆提問孩子。不要打斷他們的思潮，讓他們幻想及作出假設。但教師切勿將這個理論視為計畫活動的必要元素，因為並沒有一定的配方或法則，去激發孩子的興趣。教師必須要明白怎樣才是在建築中的課室精神，這是一種專業精神。有沒有良好的師生關係？有沒有尊重孩子？他們的想法？教師的個性？他們的努力？

往往教師的問題是在同一時間內完成過多的事情，我完全同意凱茨教授的說法。往往教師的問題在於同一時間內完成過多的事情，我完全同意凱茨教授的說法。明白這一點，是解決老師長期負擔過重的主要關鍵。我們從不要求教師按特定的配方或法則來考慮活動。於經驗較淺、訓練不足的教師，他們可以理解及接受這一點。可是我們不能為新教師而停下來，雖然他們有經驗和充滿歡樂的學習經驗。在現今知識的發達的年代，每個人都需有敏銳的觸覺，在短時間內作出正確的決定，成為一名精明的人。教師即使錯過一至兩個步驟也不要緊，重要的是孩子能夠學到有意義的知識，達到部份我們所定的教育目的，那也算是個不錯的計劃活動了。這樣對教師計

劃發展其他技能及豐富往後的學習經驗，編排其他活動及小組學習也有幫助。在認識我們的社區計畫活動中，願意教師沒有嘗試探討所有分題如玉器市場、果欄、榕樹頭等。教師利用網絡進行討論，還有实地觀察。那他們有做訪問嗎？他們曾到玉器市場實地觀察，製作了一個玉器市場的模型。是在討論時決定製造模型
整段記錄方法

做記錄是一個十分普遍的活動，最重要的是我們需要知道記錄的內容。因此我們需要一個精明的老師剔除一些沒有代表性的資料。我提議一類文件夾才能達成目的。
學習進度、練習作業（Work Sample）及分析幼兒所學，以便計劃日後的學習。

雖然孩子在以上計劃活動教學中，有參與玉器市場的記錄工作，但是否已是最大的參與呢？我們需要檢視文件夾，看看孩子有沒有翻看他們自己的記錄？對自己所做的事有甚麼評價？有值得加以學習的地方？計劃活動的記錄報告中，教師要經常提及孩子的姓名，以突出他們的個性及成績作為一種鼓勵。相信家長會喜歡這種做法，但我們更希望將家長的著眼點轉向小組及整體成績之上。家長在九七年自美國研習回來後，曾經提倡小組合作的學習成效，而我們的家長工作小組更將試推行班際檔案及成績表。雖然我最後還是打消了這個念頭，但我們並沒有放棄把這個想法逐步實踐。當時的時機尚未成熟，家長也未能接受只是小組學習的整體成就，而非個別的成績。無疑家長欣賞足球隊員的合作精神，倘若將同樣的情況套用在他們子女的學業上，家長還是比較喜歡看到那張成績表而非一個活動中的整體表現。我們需要將家長的注意力從孩子的身上轉向小組及團隊的成績上，先從小組的成果著眼，再細看孩子個人的成績。這就能發現孩子從群體中可以吸收比個別學習更多的人的學習，這樣才能摒除自私、培養建設社會、國家的高尚情操。

不管怎樣，直接記錄孩子姓名最簡單的做法，教師也能做到這一點。選取重點作記錄實在不容易，只有專業的教師才能做到。教師每天都需要預留時間寫日誌，我們的教師也在寫日誌，但不是每天都能做到。事實上，在學習進行中，計劃活動計教學時，他們是需要多寫日誌以便反思。此外，教師還要經常問自己一位孩子從活動中學到了甚麼？——我應該怎樣做才能令工
成人必須緊記不要低估孩子的智慧—這個基本原則。教師向孩子發出的提問和提示反映出我們很少時都忘記了這個基本原則。我建議教師應給予孩子充足的時間去重複思考和作出回應，不要向孩子發問連串的問題，扼殺孩子思想空間。教師會在沒有必要時幫助孩子，使孩子失去從嘗試和探索中學習的機會。然而家長和教師又高估了幼兒讀、寫、算的程度，往往做出「揠苗助長」的事情。教師需要學習一個全新而又十分重要的技巧，就是在教導孩子先試着自行解決問題，但在必要時不要氣餒，懂得尋求別人的幫助。在－－風扇－－計劃活動中，孩子學會用溫和及有禮的態度向別人求助，而不是去干預自己的生活以求解脫。孩子需要學會用溫和及有禮的態度向別人求助，需要學習有禮貌地表達自己的意見。教師亦要以身作則，教導孩子以禮待人，懂得和人溝通。
凱茨教授指出：

（二）千萬不要將「教育」和「驚喜」混淆

我完全同意她的見解。因為有有趣的經驗並不一定是良好的學習經驗。因
此教師不應只重視安排有趣的活動。當計劃的探索逐步深入，孩子會有無
窮的發現。這時教師需要學習不要只求貿易樂
趣，有些教師仍然以為每個活動要制訂宏偉
計畫，但我看重的是學習的過程及教學的成
效，而非製成品。事實上，我所要求的不單是趣
味，深入切實的教學與學習才可貴。

（三）教師應該提出不同的問題去激勵孩子思考

在接受了發問開放式問題的密集式訓練後，教
師明白到需要認真地回應孩子的問題並與孩子一起找
出答案。千萬不要只是準備問題和期望得到既定的答
案。這
是不尊重孩子智慧的行徑，也低估了孩子的能力。
無怪乎教師經常說計劃活動需要很多的準備工夫，這是錯
誤的做法！教師需要磨練自己的敏感度，發掘與給予
一併學習的樂趣。教師只需在孩子提出要求時才給予
協助，像進行「風扇」計劃活動時那樣；在適當的時
候介入以鼓励孩子。教授的角色是确保孩子的安全，教授一些新知识和技巧，例如怎样的使用铅笔、铁线等。教授又要挑战孩子是否已经做到最好，或例如帮助孩子配错和谐的色调，到可接受为最好的颜色配色时才停下。

教师其实可以重複地探讨同一主题，即使是同一年同一年级的学生也可以这样做的。虽然这是需要同一位教授带领，才能够在过往的经验上植根，使往后每次探讨都可以更上一层楼。若孩子希望重做同一模型，大家便决定进行第二次的实地观察。这样做才可以帮助孩子自我反省，追求卓越，引發自我改善的主动性。假如孩子和教师都可以再次探讨同一主题，我認為可以在学期稍後的时间再行探索。同时教师也可以讓下一学年不同组别的学生，再做一元的活动。此时可以想像到社会的心态的转变，该年对自我要保留的零碎爱惜有加。到了第三年再做时，卻可以将剩余交由别人。教员可说是社会环境的影射。反映著人的本质和思想。在这样的环境中，重新再做相同的人，对大家也有很大的啟示。如我來說，计划活动没有特定的常規法則。在孩子有興趣而环境又有許可的情况下，我们都会投上时间和精神。常規和法則只供參考，並不是计划活动的一規。
根據一項調查，有時在幼兒園內也能夠掌握到第一手的資料，並進行探索。教師的腦內常記著能安排孩子有「實地觀察」，但實地觀察不一定出外的。有時在幼兒園內能夠掌握到第一手的資料，並進行探索。教師的腦內常記著能安排孩子有「實地觀察」，但實地觀察不一定出外的。有時在幼兒園內也能夠掌握到第一手的資料，並進行探索。
一件重要的目的，她们不但要给圈长一个理由，也要给自己的理由。
手鑑式的撰寫

以前有培訓教師的導師問我，「計劃活動」教學的手鑑是怎樣的？也有許多教
育界人士也許會如此提問，訓練教師進行這思考式的教學是怎樣的？我一向的答覆
是：「計劃活動」要寫成手鑑便不是「計劃活動」教學了，這令問者沒趣，而這様
的答覆也幫不了誰去進一步了解。後來，我也想過這一點，對一新學習者，有步驟
地一步一步跟着是比較容易的，有層次地學習才能帶出一個計劃活動的形式來，過
程中幼兒也是學到許多以前未有機會嘗試的學習技巧和知識。

教師除了參閱有關該教學法的理念文章，亦要「讓幼兒主導學習」、「給予充
分的自我解疑難」、「讓幼兒學習怎樣去學習」。還要
形式化的遊戲和學生做一次，便算是從遊戲中學習，說自己已教了學生這課題，那
課題。從「計劃活動」教學中，大家體驗到教師和孩子是有對話的，不只是教
問，孩子答。幼兒也有許多東西告訴成人的，幼兒不是空洞的小不點，他們的觀察
力頗強，他們的思考往往是有許多成人也要探討的，所以成人要聆聽，這不是口中說
的一回事。

教師、家長聽了這許多道理，要實踐出來可不容易，難怪優質教育基金傑出學
校選舉中，實踐式的「教與學」未有傑出獲獎者。所以，我也改變初衷，也來寫一
課差不多手鑑式的「計劃活動」教學，並以幼兒園高班曾做過的「食物」專題探索
為例子，展一個「計劃活動」推行時各種基本原素。我也明白光是說要有「計劃活動
他們擬定問題去做採訪，預備記錄售賣食物的種類、數目、名稱等。可惜幼兒的問題往往已被教師慣例所限，只是搜集一般的數字、名稱回來報告，究竟幼兒他真正想知道是否這些資料。找到了這些資料又有何用處？在凱茨教授談論提問的藝術時，她提醒我們可引導幼兒去尋找事物的過程，思考如果少了這些東西又如何？多了這些東西又如何？最重要的事是孩子從課室中的討論、參考書的翻閱，引發到他們尋找真的想知的答案，這才是學習怎樣去學，不只是先教教師給他們的題目。在眾多的問題中，大家想想那些才是幼兒要探索的主題，那些題目可反映到幼兒原本有的概念，可能初時的假設是錯誤的，後來又如何自我糾正、確定。

第二組幼兒追擊訪問在香江酒樓工作的叔叔，他們知道有乳鴿、雞、叉燒和點心售賣，幼兒也發現還有炒飯賣呢！但教師有沒有引導幼兒盡量利用實地觀察的機會，使幼兒印象深刻，引發更多的質問，發掘更多對他們有意義的知識呢？這樣學習才更吸引，而不只是簡單的名稱、數字。
教員也實在不應處位只是任幼兒自己說。她可以在旁向幼兒提問：「你們認為這商場還需要加上甚麼的設施呢？」

就像在旁向幼兒提問：「你們認為這商場還需要加上甚麼的設施呢？」外教員也實在不應處位只是任幼兒自己說。她可以在旁向幼兒提問：「你們認為這商場還需要加上甚麼的設施呢？」
計劃活動報告

為比較各園表現及受密集培訓後的效果，世軍幼兒服務部及幼兒園
呈交兩份計劃活動的報告書，首次在二九九年，第二次在二零零零年，幼兒園
以提交任何兩份在假期前六個月內完成的活動報告。

在九九年二月份的報告中，幼兒園在帶領活動時與幼兒園
暫時未能將所學的活動成果原則出來。以世軍幼兒園為例，五歲幼兒在二月進行
的活動—食物—跟同年六月所做的活動—足球隊—已有很大分別。雖然
別的幼兒，相同的教師和相同的園長、明顯地—足球隊—這個題目更能引起幼兒廣
大的興趣，深入探討。以下是這個活動—足球隊—的摘要:

(一) 幼兒有興趣學習的主題比原本課程的

這是在世軍幼兒園的五次探討足球隊這個題目。幼兒在九九年的時候對九
八年世界杯的熱潮仍未減退，他們希望再次舉行班際足球比賽。於是教師決定放棄
原本既定的主題，改為幼兒有興趣學習的—組

(二) 幼兒有興趣學習的主題比原本課程的

活動內容更為重要，因為學習去—足球隊—新
數學模式變得太難幼兒主導。幼兒在九九年的時候對九

(三) 教師又給幼兒翻看幼兒去年舉行的足
球比賽錄影帶。凱茨教授和夏克博士皆提出重溫學習的重要意義，瑞吉歐的嘉德麗也強調這點。我們的教師也漸明白到重溫學習的重要。

（三）翻看錄影帶時，幼兒能指出自己的錯處，有幼兒更著另一名幼兒的球衣，有幼兒在球証不能犯規。有幼兒懂得當球出了界，這也是白費心機的。幼兒這種自我改正的态度實在值得欣賞。

（四）教師能讓幼兒充分自由分享感受，也是值得讚賞的。我們千萬不要掉進一催趕幼兒的陷阱內。

（五）幼兒又主動提出了幾個疑問：

1. 那裡有足球場呢？
2. 足球隊有那些球員呢？
3. 一場球賽需時多久呢？幼兒明顯地更懂得問「有說」的問題，除了解決實際問題外，也有些更層次的預計式（factual questions）及全面性（anticipatory questions）的方式。幼兒宣傳他們的足球賽事時能應用過往的經驗，教師鼓勵幼兒重整他們的知識。他們知

（六）幼兒宣傳他們的足球賽事時能應用過往的經驗，教師鼓勵幼兒重整他們的知識。他們知
道平時學校旅行時家長是需要交回條以確定出席的人數，他們便引用下來。他們草擬了一張回條，又製作了邀請卡及橫額。

有一個有趣的現象，就是不但負責宣傳的幼兒落力非常，連負責操選球員的幼兒在這期間也加入了製作邀請卡，群策群力。

家長也受到孩子的感染，所有家長都迅速地交回條，簡直是有史以來最快的一次。幼兒立即點算人數，來自一班的家長竟有三十四位會出席，差不多是全班家長支持。他們很清楚分工合作及團隊合作的道理。他們知道一隊球隊有一名守門員、前鋒、中鋒和後衛。他們知道守門員是負責射門的，一名守門員在中場位置，後衛是要防守著龍門的。守門員要站在中場的幾位。傳球時，他們都把位置，後衛是要防守著龍門的。對五歲的幼兒來說，是一個很複雜的制度。他們都把

他們又得知球賽是有球證和四名保証，站在球場的四周。兩名保証負責判斷足球有沒有出界，一名負責更換球員，另一名負責計時。可以肯定，幼兒和教師在這次活動中學習到很多。我們認為『足球隊』這個活動實在做。
相片中可見，幼兒甚至沒有帶備寫字畫板，所以他們寫起字或畫圖時也很吃力。幼兒回圈後整理資料，一名幼兒站在一張大工作紙前停了下來，想記起在展場內有……

後來教師讓幼兒去幻想，他們便想開設一間壽司店。他們用泥脙來做壽司，又在一名家長義工的協助下用食物製作真正的壽司。在籌備的過程，幼兒也是做了不少活動。最後，幼兒說也享受學習過程。這便只是一個基本的設計活動模式。

教員又有另一符鍊是怕重覆去探討一個主題。然而給同一組幼兒重覆做以往曾經做過的主題是很有教育意義的。幼兒能吸取過去經驗，重新研習該主題當會有更層次的學習。幼兒和教員也不用常強迫他們狀況的自發及自然發展的。

在未來的一個學年我們將預備進行三至四個大活動教學，以便有充份時間發揮，教師能集中反省。無論如何，教師已掌握了帶領活動的一般技巧。在支援小組
的指導下，教師也能運用所學到的技巧。相比九九年時進行的「計劃活動－食物」，教師和幼兒進行的「足球隊－計劃活動」有很大改進，看到教師是有更深入的反思及得著。
...
值得學習的事物多不勝數，一個計劃活動未如理想，還有許多其他活動可以補足。如果這個計劃活動比前一次那個有進步，這表示教師和幼兒也有得著一些預備，這樣才能在幼兒進行探索時作出正確的引導。可是這並不等於教師要超時工作去找出所有的答
案。我相信教師會自發思考問題，而自發地去探索，這樣便創立了幼兒自我主學習的機會。這也正
是教師應負起，只提供一些資源的角式，以創新的手
法，讓幼兒找到答案，幫助幼兒怎樣去自學。在
三年的時間中，我們發現一些圈內的教師常委
違的數目等等待幼兒發問，又或是教師全不給予提示，以
為這才是「幼兒主導」。教
師實施應多花精神培育幼兒性格的
發展，尤其是學習的態度，其堅持探索，好奇心，不
怕艱苦，包容和合作
精神，互相欣賞等態度，尤其重要。如
提議、解說和商討等溝通技巧，這
也是幼兒社會化的一
部份。
計劃活動中教師其中的一個角色是發問的技巧去刺激幼兒學習的興趣。教師應避免發問：「你最喜歡哪一種食物？」這類問題，因為在未經篩選的情況下幼兒是很容易跟隨別人的答案而回答的。為什麼呢？

可以這樣提問幼兒：「你喜歡哪一種食物多一些呢？」「你想認識那種食物多一些呢？」

教師應引導幼兒去完成工作，並在需要時提示幼兒去思考怎樣解決問題和匯報他們的發現。在實地觀察前，幼兒會先列出一連串他們有興趣知道的問題，教師要看他們是否在參觀後找到答案，問題是要跟進的，不是為問而問。幼兒學會分工合作，觀察完畢後他們又會向其他幼兒匯報自己的記錄。幼兒學會了接納他人的意見，這是合作中很重要的要素。

教師會將幼兒的說話記錄下來，但不必記錄幼兒的每一句說話，有發人深省的才記下。教師初學計劃活動時常會把當時精彩部份記下來，實為可惜。教師真的要學習選取幼兒一些好主意，教師可以覆述或請他覆述，再請他解釋一下自己的意見，幫助幼兒反思及進一步思考自己的提議。
許多人在教學上，仍是活動與活動間沒有連貫的學習焦點，而敗於串燒－好

玩－活動，實有失於－計劃活動－的精神。

教師能讓幼兒取得更多第一手的經驗，自行去觀察、記錄、整理、實踐活
動教學的原則，而且把幼教提昇，不只是－托兒－服務。

教師在展覽活動的技巧也有些提昇。

教師學會要兼顧培養幼兒性格或學習態度的發展，不會只著眼在活動內容。

想想在－計劃活動－中分開評核幼兒所學到的－知
識技巧及－學習態度。

現時教師選取計劃活動的主題也來得比較生活化，擺
脫了傳統課程的主題，更貼切幼兒本身的生活體驗及
興趣所在，所教不再是紙上文章，或離題萬丈，不
知所謂。

教－－這概念。

教師更要做何時參與，何時抽身作觀察，何時給予什
麼的支援才是恰當。這許多都涉及深層的思考能力，教師
是否在這方面有所裝備？另外如何引導幼兒作深入思考，發展向思維？教師更需
不斷反問自己希望幼兒從各種學習活動獲得甚麼知識？有些活動是重覆無某概
念，使幼兒真的了解深刻，日後運用出來才有意思。

教師在選取活動主題的選擇比較弱。部份教師常著重不斷計劃進行一連串的活
動，但各項活動往往學習意義不大或沒有關連。有些教師仍然熱衷於透過計劃活動
只是著重培養幼兒的藝術發展，將所有精神都花在製作精美的
工具上。這又豈是計劃活動一教學的目標？可能最好的教學
目標，但過程空洞，報告仍局於展示幼兒的圖工，枉誤大家
的時間。教師也要清楚教學目標，預先釐訂教學目標，免犯只
重活動熱鬧氛圍，製造驚喜的謊謿。

教師不能一成不變，我們需要有創意的教師而不是技術
員。無論對幼兒和教師，成長也需要經歷各個階段，教師已漸
由教師主導轉變，幼兒主導。這是一個很大的轉變，幼兒教
師在這方面的嘗試實在值得讚許，但仍須努力。
計劃活動報告範例

在一次停電中，幼兒對風扇的探索產生濃厚的興趣。A組的幼兒帶了一個小型手提風扇回園分享，他們發現風扇上有開關掣，有扇葉，有入電池的位置……

型手提風扇回園分享，他們發現風扇上有開關掣，有扇葉，有入電池的位置……

B組的幼兒更勇於嘗試去拆開一臺風扇，研究內部的結構。其實「拆」的過程和「造」的過程相似，有著相同的學習機會。他們用了一「十字」螺絲批，「一字」螺絲批，他們在選擇螺絲批上也花了不少時間，興趣盎然。幼兒用了40分鐘就成功地合力拆開了風扇。

原來討論小風扇的A組也被刺激起來，向B組討教，他們也想拆一台電風扇。B組的幼兒更以師傅的姿態教別的幼兒。A組跟著指示去做，果然很順利地把所有螺絲拆開。大家都有很大的成就感。這說明重新學習的重要，教育者更能掌握要訣，在解說的過程中學習得更牢固。

拆風扇是第一步，另一步驟是研究風扇的內部結構。

幼兒也學懂了要畫草圖作記錄，幼兒仔細地觀察電線與各部份的接駁，紅線、黃線、藍線，他們認真地學習，對象本來說，入電芯時「+」和「-」的符號有很大的幫助。鑫權則對「ON」和「OFF」的開關掣最感興趣，還有「High」。
“Super”

【Low】的速度掣，電器店中的一台風扇深深地吸引了他。從行動研究中，他發現數據也證實到這一點。幼兒繪圖也習慣了從不同的角度去繪畫，前面看，側面看，後面看，底部的樣子。

幼兒興奮勃勃地提出想做一個風扇來，他們更要仔細去再看那個已拆開了的風扇。導師給幼兒一些美勞用的鐵線去做風扇蓋，讓幼兒自行嘗試去綁，鉗斷鐵線是不易的，他們最後自己想出方法解決問題。你一邊用鉗鉗著鐵線，另一邊拿著鐵線轉幾個圈，鉗細便很容易被鉗斷的了。

根據風扇的內部結構，他們不斷討論著那三塊扇葉的形狀及結構，教師按他們的興趣讓他們分組用不同的材料做扇葉。有幼兒用膠片，有幼兒用彩紙皮，有些用紙碟，其中一名幼兒剪更懂得用重疊的方法去將其他扇葉剪出來。

完成扇葉製作後，幼兒急不及待地拿著自己所做的扇葉放在風扇的軸打轉上測試。

一位幼兒明皓說：「風吹出的？」

但另一位幼兒樸俊則說：「可能扇葉太少。」

一位幼兒明皓說：「可能風吹出來。」

另一位幼兒樸俊則說：「多扇葉會很重，轉得慢，便會很少風吹出來。」

一位幼兒明皓再試自己的兩塊扇葉，但還是很少風吹出來。

有些幼兒嘗試三塊、四塊甚至五塊扇葉，但仍刮不出風來。
導師和幼兒決定邀請專家來分析：一位註冊電工蔣先生來幫忙，經過一輪深
入的對風扇結構的專題研習，幼兒大開眼界。蔣先生更協助幼兒解決他們的困難：
扇葉是要斜斜地放在中間的軸心位置，這樣才可以刮風。

另一個問題又來了。

幼兒已照著書本上的指示去製作摩打，但線軸還是不能轉動。

蔣先生說：「可能9V的電力太小，未能推動線軸。」

幼兒連忙說改用電力較強的電池，蔣先生說：「用濕電的風扇中仍儲存著電，孩子觸及會受傷的，所以要師傅才可製作摩打。但你們可以把設計了的扇葉裝在手提風扇的摩打軸上，配合自製的外殼，也是你們自己的創作。」

在幼兒跟前，蔣先生還示範了「科學通電會著燈的實
驗，原來人體也會通電的。」

幼兒再看自己的風扇罩，也懂得自評。

他們認為鐵線和鐵線之間空隙太多，不太安全。他們又發現其中一位幼兒孫揚所造的風扇罩既美觀又安全，於是便向他請教，彼此研究一番。

幼兒學習到互相欣賞及學習。

經蔣先生的提示，幼兒再查看那軸心，風扇扇果然還是斜斜地插放的。
扇葉了。這個發現顯示幼兒的觀察比從前細緻，深入許多。幼兒照版煮糊地去裝嵌，終於完成自己造的「華富牌鴻運扇」。幼兒表現得十分興奮，紛紛用不同的紙張去測試風力，更在風扇前享受涼風。

最後幼兒向他們的爸媽舉行「發佈會」，分享自己成績的喜悅，及解釋學習過程，其中包括研究、創意、推論和引証。幼兒在活動完結後兩個多月，還記得所學過的名詞，津津樂道。

語文發展方面，在參觀過程中，他們懂得訪問的技巧，又留心觀察，抄好貨品價目，分門別類，做好記錄成品上80%的文字。他們都能閱讀及有興趣地提問學習。

（三）在製作「摩打」過程，幼兒能自行閱讀說明書上的摩打製作程序圖，明白後按著程序去做。遇上問題時，能自行核對程序圖與自己所做的是否相符。

慧琪說出自己的手提風扇並不普通，覆述活動過程，由三至五句句子組
在評審風扇罩時，他們也懂得運用數學中學到的名詞，如：直線、斜線、排列整齊等。

三、鑫權主動地向孫揚請教做風扇罩之道，幼兒養成互助、相欣賞、學習的風氣。

自學能力方面

（一）幼兒樂於參與及專注主動學習的精神，在活動過程

中常常表現出來。幼兒對該活動很感興趣，鑫權還

發現扇葉是有鋸齒的，微微插入中間，原來這樣扇

葉便不易飛脫出來。在測試扇葉時，幼兒作出預測

（四）幼兒多用了「因為」、「雖然」、「但是」、「然後」、「再次」、「而且」、「一」、「二」、「三」等連接詞。
解決問題能力方面

（一）有真實的製作，便有真實的問題出現。孩子也習慣了用自己的方法，推論
研究去解決，試行各種方法去測試效果。如在拆風扇時，弄鬆螺絲遇上問
題，造風扇罩時，鉗斷鐵絲也是一個現實問題。製作風扇時，沒風出也是

（二）幼兒均能一一解決，先自行試試，在最後解決不來時，也懂得請教別人，
不會氣餒及自暴自棄，懂得承受挫敗也懂得去找適當的協助。對事物抱積

（三）幼兒探究及鍛而不捨的精神，可從他們對摩打的探

（四）每天幼兒都喜歡學習。

自信及表達能力方面

（二）六歲的風扇很有信心地向同學介紹自己設計的風扇

（三）在家長發佈會上，幼兒都解釋得頭頭是道，步驟清

教師的反思

教師在其日誌上皆能反映對幼兒所學有所分析，對幼兒
總結該計劃的原素，乃借用凱茨教授的總結：

營造一個豐富的及有資料的環境。

鼓勵一個個的及有資料的環境，

專家提問時，提問的技巧也是頗有研究性的（請参考幼兒問題的提出，及問題的類數）

・ 鼓勵孩子自己去決定對與錯（encourage children to evaluate right and wrong）

・ 究竟是孩子對什麼最有興趣？可以問問孩子，讓他們幻想及預測自己的未來。

・ 不要一下子做完所有的事（don't try to do everything at once）

・ 做記錄檔案時，要多有孩子的參與，

・ 思考要多少記錄（documentation）為之足夠？
做記錄檔案時，宜用孩子的「姓名」，如：俊彥的畫有美麗的線條，這

顯示對幼兒的尊重。

教師要預留時間寫下記錄。當問自己「我想孩子學到甚麼？」 不斷尋找更
好的方法令工作更順及有效率。

不要低估孩子的能力和智慧。

教導孩子如何取得別人（及教師）的協助，學習如何用「溫和」及「有禮」
的方式去表達。

計劃活動若以混合組進行是理想的可推行至三年級。

不要將「教育」與「驚喜」混淆（never to confuse

learning and excitement）

• 請記著小組往實地觀察及討論不同的主題，也不要怕做一些

「新」的主題。

• 不要怕重複計劃活動的主題，以不同的方法，讓教師與孩子一同學習，重溫他們

已有的知識。

對其他人有讚賞，有接納他人意見的量度。
為什麼會有樹？
蚂蟥是否在樹上居住？
為什麼樹上會有蟲，是否替它抓癢？
為什麼有這麼多種類的樹木？
啄木鳥啄樹是否給自己做個巢居住？
樹的年齡最多有多少歲？
為什麼有這麼多樹落葉，有些不落？
氣根有什麼功用，是否每棵樹也有？
為什麼人類要砍伐樹木？
每棵樹也有松鼠洞、巣巢嗎？
為什麼有這些樹有花，有些沒有？
為什麼人家有氣根？
樹幹有否感覺？
為什麼有些樹有花，有些沒有？
為什麼會有樹？
為什麼樹可以製造這麼多東西？
為什麼樹會有蟲，是否替它抓癢？
為什麼有這麼多種類的樹木？
樹的年齡最多有多少歲？
為什麼有這麼多樹落葉，有些不落？
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為什麼有這些樹有花，有些沒有？
為什麼會有樹？
為什麼樹可以製造這麼多東西？
為什麼樹會有蟲，是否替它抓癢？
為什麼有這麼多種類的樹木？
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每棵樹也有松鼠洞、巣巢嗎？
為什麼有這些樹有花，有些沒有？
【茶道】

19．究竟怎樣才是合適的水溫呢？
20．究竟用什麼茶葉呢？
21．究竟用大茶壺還是細茶壺呢？
22．究竟用多少茶葉呢？
23．究竟用多少時間來沖泡呢？
24．為什麼有這些茶葉？
25．茶葉的價錢是否很貴？
26．用多久時間可以泡出一杯好味道的茶呢？
27．為什麼課以買到茶葉？
28．為什麼茶葉是用來沖茶外，還有什麼其他用途？
29．為什麼茶葉的葉子有不同味道的茶？
30．為什麼茶葉可以種茶葉？
31．為什麼茶葉在不同的泡茶方法呢？
32．為什麼茶葉不會飲到茶葉？
33．究竟骨骼的作用是什麼？
34．為什麼吃太多東西會腹痛？
35．為什麼吃太多食物會有疲呢？
36．為什麼不會有疲呢？
37．為什麼不會有疲呢？
38．為什麼茶葉對大便時會暢通呢？
39．為什麼茶葉對大便時會暢通呢？

消化系統：計畫活動（中班）
為什麼人能夠走路？
為什麼食物進入口後，不會從口中流出或吐出的呢？
為什麼我們的腸會彎曲曲呢？

為什麼古箏是用木製的？
為什麼古箏上部的弦線是長有短？
為什麼古箏的弦線斷了，怎辦？
為什麼我們製作的古箏，弦線不能發出聲音呢？

古箏 - 計劃活動（高志）

為什麼每條弦會發出不同聲音？
為什麼這些細小的三角形有什麼功用？

為什麼古箏有個孔？
為什麼古箏會走音？
為什麼古箏用手指接觸弦便會發出聲音？
修理古箏，除了用調音工具，還要拿工具箱給你嗎？
為什麼烏鴉身上長滿羽毛？
為什麼烏鴉會在什麼地方飛？
為什麼怎麼樣飛？
為什麼烏鴉喜歡吃什麼？
為什麼烏鴉會飛？
為什麼烏鴉的嘴這麼長？
為什麼烏鴉有不同顏色？
為什麼烏鴉沒有牙齒？
為什麼烏鴉會叫？
為什麼烏鴉會互相講話呢？
為什麼烏鴉是這樣的？
為什麼烏鴉的嘴是這樣的？
為什麼烏鴉的聲音像這樣？
為什麼烏鴉在蛋裏面會這麼貼呢？
為什麼烏鴉為什麼用鼻呼吸？
1. 古埃及探索之旅：計畫活動（高班）

2. 82 浩維：為什麼埃及的首飾很漂亮？

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行動研究報告

研究背景

為了讓世人廣為接受及在資源上獲得優質教育基金拨款資助，進行一項為期三年的計劃工
程活動，行動研究是其中一個重要項目。計劃的第一年為培訓年，進一步深化
教師對計劃活動的認識。行動研究在第二年進行，目的為評估計劃活動的成效。
計劃的最後一年將行動研究的結晶投放於互聯網上。

行動研究，旨在評估教訓軍校幼兒教育計劃活動於行動教學法，在下列兩方面的成效：

(一) 幼兒在a) 語文運用 b) 主動學習以及 c) 社交發展三方面的表現。

(二) 教師從教學主導到幼兒主動學習的轉變。

九七年我在伊利諾大學參加研究，聽到凱茨教授談到幼兒在計劃活動後未能
取得優異的成績時，如何是好。我感到萬二分的疑惑，因為推行計劃活動的迫切
性不是為了在標準試中取得優異的成績，而是為了提昇幼兒的學習，建立幼兒的
自我形象及學習潛能。計劃活動跟教師準備課程教案的傳統模式有很大分別。在
閱讀維高斯基(Vygotsky)的“牵動孩子的思想”(Engaging Children’s Minds)時，我開始
被計劃活動所吸引。他反對用常規測試評估幼兒的能力。我很認同他的看法，
但是我仍然很想嘗試用傳統的研究方法，來測度幼兒在行動計劃活動於行動教學法之下
的閱讀和書寫能力。
研究方法

研究對象

研究對象包括12名幼兒及6位教師，他們分別來自救世軍轄下其中3間幼稚園。以隨機抽樣的方式在3間參與研究的幼稚園選出4名高班學生（五歲幼兒）進行研究。研究對象共有12名幼兒。香港大學的劉麗薇博士協助設計是次研究，劉博士認為人數中，並需要控制資料的數量。在將來，我們可以再在16間幼稚園推行經過改進的行動研究。根據一九九九年二月計劃活動報告的成績及各個成績的表現，分別選出參與研究的3間幼稚園，代表計劃活動教學法推行的不同程度。圖3的評分為中上，而圖2的表現則屬於一般。各圖的評級比較主觀。1

評估表設計

在評估表設計中，幼兒以多元化的形式收集所需要的資料，其中包括攝錄計劃活動進行時的情況為主。評估表上所列的評級表將成為定量和定質分析的依據。評估表上的列表項目包括幼兒的語言能力、動文學習和社交發展三方面的表現。評估表上所列的資料收集所得的數據以定量方法進行分析。評估表上所列的資料收集所得的數據以定量方法進行分析。評估表上所列的資料收集所得的數據以定量方法進行分析。評估表上所列的資料收集所得的數據以定量方法進行分析。
方式選出對象，但結果他們的年齡與設定的完全吻合。

還有第三個拍攝版本，第四次拍攝時課室內有三部攝錄機。其中一部攝錄機拍

1 2 3 4 的次序拍攝第二批對象各十分鐘，最後一部攝錄機則拍

捕全班的情況。教師表示當攝錄機拍攝幼兒和教師時，其餘的幼兒也在進行活動，
因此有必要將這些活動記錄下來。

拍攝教師的拍攝情況由於劉博士導修的博士研究生所設定，在其中兩次觀察時進行，
她預期兩次的拍攝應該能提供足夠的資料分析教師在計劃活動及教學態度的轉
變。教師的片段不是用作比較推行計劃活動前後的分別，因此拍攝教師的次數只有
二次而非三次。

以下是我們的得著：

1.1 拍攝過程經過三番四次的改動。日後再做研究時，拍攝安排便不用枉費時間。
材料分析

实验研究

结果讨论

参考文献

作者简介

注释
研究原定採用一套有高信度和效度的評估工具，但礙於未能把握計劃活動的特質，故未能對研究方法不大認識，對計劃活動也只是兩年來從旁知識，故只能跟隨鐘潔愉對研究方法的指示。

研究表
研究原定以一個星期進行評估，以整日時間翻看錄影帶及評估。為避免評估員疲倦及沉悶，遂將評估時間由全日改為半日，延長至兩星期。評估員初花了一星期同一評估了一間幼稚園，在大家取得共識後，便將其餘兩間幼稚園的錄影帶分給兩位評估員回園各自進行評估。
隨計。計劃負責人在該段時間往外地開會，亦未能全身心參與，只提出一些問題加
及後在分析工作上，幼兒服務部均投入很多，補貼優質教育基金津助。
上評估表，故在「沒問題—氣氛意識下，也就完成初步研究。所花人力、物力

評估表時需注意：

i. 填寫評估表時需注意：

ii. 將來若本案評估表廣泛應用於各幼兒園，建勵由另間幼兒園同級的教師

作評估，這樣會較為客觀。

評估表的修訂：

在評估表的初版上增加了幾個項目，例如：

反應一及幼兒蹦燼提問一等。又在每一頁對每項活動加以描述，語文運用的部
份，為配合敘世軍現行所用的計劃活動評估表（Project Approach Assessment 1）(PAA)。

反思

1. 拍攝

幼兒觀察部份：在評估表中加上

說話及書寫的部份以作出一個較全面

4. 評估表

ii. 幼兒觀察部份：在評估表中加上

說話及書寫的部份以作出一個較全面
的評估。

評估員評估了圖1和圖3時發現，在活動後期，幼兒更積極主動參與活動及較初期投入。此外，計劃活動的進展也漸趨自然和流暢。評估員對評估表印象深刻，開放式問題和給予幼兒適當的鼓勵，多些深入探討問題。教師需預留較多時間予幼兒思考和回答，避免在同一時間向幼兒提出太多問題。

給予教師提出啟發性問題的訓練仍未足夠，教師需進一步受訓成優秀的聆聽者，不要向幼兒提出一連串的問題。

訪問

3.2
整體來說，五歲的幼兒一般都能清楚表達自己及回想起活動的過程。有些幼兒面對著陌生的教師可能會顯得害羞，不大說話。

兩名評估員分別於不同的幼兒園訪問教師和幼兒。

四 教師日誌

4.1
或圍長給予的評語中，學習改善寫日誌的技巧。圖3的教師在日誌中記
五：幼兒的個人檔案

圖2：在探討「風扇」這個活動報告中，教師也記錄幼兒對話的技巧及如何去改善的。

教師也記錄幼兒提出的困難和當幼兒提出難題時，能夠提出改善教學技巧的建議。

圖3：教師的個人檔案
研究結果

研究結果顯示幼兒在(1)語文運用、(2)主動學習以及(3)社交發展三方面的表現。評估員根據幼兒參與活動的頻率來評估幼兒在不同範疇的表現。幼兒的表現以5分來表示，得分越高表現越出色。我們分析幼兒在活動中三個不同階段的表現，以下的結果是以百分比顯示整體幼兒的平均表現。

二、語文運用

語文運用方面，我們主要分析幼兒的理解及表達能力。在評估表的眾多項目中，幼兒的理解能力由一項中反映出來。在活動初期，幼兒理解能力在理解能力這項上得到3分或以上。當中有62%的幼兒理解能力在理解能力這項上得到3分或以上。當中有62%的幼兒理解能力在理解能力這項上得到3分

幼兒的表現以5分來表示，得分越高表現越出色。我們分析幼兒在活動中三個不同階段的表現，以下的結果是以百分比顯示整體幼兒的平均表現。

幼兒能跟從教師指引獨立工作

當活動繼續進行，幼兒的表現及表達能力也隨之而有所

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當活動繼續進行，幼兒的表現及表達能力也隨之而有所
圖二 初步探索：幼兒能跟從教師指引獨立工作

得分

百分率

圖三 深入探索：幼兒能跟從教師指引獨立工作

得分

百分率

活動後期（圖三），越來越多的幼兒在理解能力一項上取得高分。這時期取得4分或以上的幼兒佔整體的35%，與活動初期及中期時比較，人數分別上升了15%和10%。
圖四 思索期：幼兒能清楚地表達自己

圖五 初步探索：幼兒能清楚地表達自己

圖六 深入探索：幼兒能清楚地表達自己
圖七 思索期：幼兒積極參與活動

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圖八 初步探索：幼兒積極參與活動

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他們的理解能力達3分或以上的幼兒如數上升至75%（圖三）。積極參與和表達能力兩者的關係在兩項皆取得高分時更為明顯。在活動初期，參與活動的積極度達4分或以上的幼兒比例分別是20%和13%（圖一、四）。在活動中段，幼兒的興趣有增無減，表達和表達能力取得4分或以上的幼兒比例分別是41%和13%（圖二、五）。幼兒的興趣在活動後期，積極度達4分或以上的人數比例仍然分別上升至25%和33%（圖四）。但是，幼兒的理解和表達能力取得4分或以上的幼兒人數上升至35%（圖三）。但表達能力則從33%微降至20%（圖六）。這引証了在模型製作的階段，幼兒的智力在製作期有高度發展，幼兒更能專心及投入工作。继幼兒的語言能力，這次研究也分析了幼兒的主動學習及社交發展兩方面的表現。
(二) 主動學習

行動研究著重定質分析，故只提出三個有關主動學習的變數，分別是：(二) 幼兒的集中能力（堅持與好奇）；(二) 解決問題的能力；(二) 在隊工中所付出的貢獻。

在活動初期，只有19%的幼兒在較能集中於工作上（圖十）。到了活動中段，多達46%的幼兒較能集中精神於工作上，有4%的幼兒十分專注於自己的工作（圖十一）。由此可見，在探索的初段，幼兒已表現得很主動。

圖十 思索期：幼兒能夠集中工作

圖十一 初步探索：幼兒能夠集中工作
由於活動初期是以提問及分享個人經驗為主，因此這個時期較易表現幼稚的語言能力，而沒有機會發揮解決問題的能力。因此，解決問題的能力已表現出年輕的特質，達到較高的水平（4分）。到了活動中段，解決問題的能力達到一般水平的幼兒人數上升至35%。

研究的設計是採用心理學常用的方法，就是出現的頻率。在一個活動中，解決問題的次數可能只有兩至三次，但解決的問題質素高，學習技巧、難度也複雜。這個資料分析非常重要，因反應不只看其次數，亦要看其質素。
時留心聆聽並接納其他幼兒的意見。總括來說，計劃活動比傳統的教學模式更能維持幼兒的興趣。傳統的計劃活動一般是33%有興趣。在這一計劃活動數學評估幼兒的參與程度時，整體上有87.5%的幼兒取得3.5分的高分數，這證明了幼兒對活動是感到有興趣的。幼兒的興趣隨著活動的進展而加深，這可由得分偏低不感興趣的幼兒比例由初期的19%下跌至活動結束的2%看出。這是一個計劃活動中常見的現象，同輩間及興趣與課室的環境對幼兒有積極的影響。故積極參與的幼兒增至96%。

事實上，計劃活動強調在小組及全班匯報時發揮團隊合作精神。教軍幼兒園教師並嘗試鼓勵家長，與幼兒合作傑出的評估，為未來的計劃提供指引。再者，PAAI需進行一部份的驗證。自一九九七年採用以後，PAAI將會在二零零一年成為評估個別幼兒的工具。
整體總結

參與研究的教師在會議上均贊同研究給他們一個自我提昇的機會：他們不
但要操練要有敏捷的思想，還要發展横向思維。面對著鏡頭，她們會經常
提醒自己必須將計劃活動的理論實踐出來。雖然花了很多時間和精神在計
劃活動上，看到幼兒進步時，教師感到所付出的一切也是值得的。

行動研究也為我們提供培訓的機會，參與研究的教師對研究方法和評
估已有一定的了解和熟習，可以協助訓練其他教師使用這個研究方法。
幼兒的語言能力的提昇已是無可非的事實。有良好的語言和思維。這點讓我們重申：切勿低估幼兒的能力。有反省作用的文章，我們將能更確
實地評估幼兒的語文能力。幼兒閱讀自
己和教師所寫的文字時合乎語言經驗法（Language Experience Approach），可以閱讀更多跟主題有關或無關的故事。除了幼兒自己寫的
故事外，還可跟個別、部份或全班幼兒分享他們的其中一節記述。

我們對研究結果感到滿意，尤其是怎樣為計劃活動進行研究，這方法可
以供其他學校仿效。我們可以利用現時的錄影帶擬訂新的問題，又或用相
行動研究後的感想

我初期與香港大學林裕康博士（Dr. Raymond Lam Yu Hong）分享這個由優質教育基金贊助的計劃時，他告訴我定質分析是比較適合研究計劃活動教學法在學前教育的成效。我們非常贊同林博士的意見。林博士建議，我們在計劃的第二期（1998/99）開始，也便成為我心目中的顧問。林博士認為教師的回應與觀察幼兒的行為是同樣重要。這和Project Approach（NAEYC）及Vygotsky（NORMS）理念相對。同樣反對利用常規測試去評估幼兒的能力。

由於目前一般人都要求以數據去證明研究的可靠性，我們有以簡化的數據去研究人類複雜的行為，透過研究中一些統計數字來支持我們的前設。

我們曾嘗試為是次研究尋求一份合適的常規測試，我們想藉此機會感謝Dr. Sylvia Opper慷慨將〈香港兒童早期發展指標〉（NORMS）。我們比較過後發現幼兒的程度已達到甚至已超過這個常模標準，但我們不能確定幼兒超常的程度。此外，我們也希望更深入探討幼兒特定幾方面的
我們為行動研究付出了許多時間和心血，除了獲優質教育基金撥款聘請的研究員外，教師和園長也義務參與這個計劃。教世軍幼兒教育基金也加了兩名幼兒園教師參與評估工作。免費設計研究及在課室觀察的初期作出指導。課室觀察部份完成後，第一名研究員因要在二零零零年九月到教育學院休學而離職，我們再聘請了另一名研究員完成第二名研究員撰寫的報告。在計劃的最後一年，香港教育學院的陳鉉笙博士在二零零一年五月到訪。
1789年5月7日巴黎革命日洪川 subscribers to the Paris Bastille July 14th Revolution (http://ccs.salvation.org.hk). It is a matter of concern for us all to ensure that the French Revolution is remembered in a positive light.
I. DOCUMENT IDENTIFICATION:

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