

Example 6

Developing Secondary 1 students' generic skills through "Thinking Education"

HKMLC Queen Maud Secondary School knows that generic skills are vital for the study of various subjects and that this is especially true for Secondary 1 students who need to move on to a new key stage of learning. The school has undergone a reflection process and identified the need to strengthen the development of self-learning skills (previously known as study skills), critical thinking skills and creativity in Secondary 1 students.

Since 2005, the school has offered a school-based curriculum called "Thinking Education" to strengthen the aforementioned skills in Secondary 1 students. Students learn self-learning skills such as note-taking, reading, data presentation and the use of graphic organisers in Thinking Education lessons and apply these skills in Integrated Humanities and Integrated Science. Authentic issues and real-life cases are selected as the contexts for the development of higher-order thinking skills. Communication and collaboration skills are developed through group activities, which have already been included in most of the lessons. Both formative and summative assessments are arranged to provide feedback to promote students' understanding and application of these skills.

Teachers of all of the KLAs in the school now benefit from this pioneering move, as generic skills facilitate the learning of subject matter knowledge and subject-specific skills such as hypothesising and enquiring in Integrated Humanities, senior secondary Liberal Studies and science subjects.

Teachers reflect that it is good for Secondary 1 students to learn these skills because they are essential to learning and help build a strong foundation in skills development. Students can also learn how to see things and think from others' perspectives.

If you are interested in generic skills and their integrative use, read also Examples 10-12.