

## Student-led, reflection-oriented approach (SKH Kei Hau Secondary School)

- ① Reasons for selecting this starting strategy: **To build on existing practices and promote self-regulated learning**

Building on students' earlier experience of recording their school activities in a booklet issued by the school, we developed an electronic system in the school intranet for the management of students' activity records about 6 years ago. Since then, students took up their responsibility to input their participation and achievements in the system. Last year, we started to attach a report on non-academic achievements to school report card in order to reflect a fuller picture about students' participation and competencies. About 2 years ago, we thought it was the right time to make use of this student-led profiling to further develop our students' thinking. We therefore introduce a separate booklet to facilitate their reflection upon their learning experiences. They were then encouraged to select and make reflection upon their impressive learning experiences. We discovered that when students attempted to select, they started to '*step back and think*' upon the experiences. Building on these existing practices and strengths, we will continue to adopt a 'student-led, reflection-oriented' approach to implement SLP in NSS.

- ② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool:** the existing self-developed electronic system and the SLP Booklet

We have been trying to make good use of student profiling to motivate students' ownership of their various learning experiences and at the same time develop their thinking for self-regulated learning. Building on these existing practices and strengths, we will continue to use the existing electronic system and the SLP Booklet. The former facilitates the collection and selection of data, and the latter is convenient for use anywhere else. We firmly believe these practices could help students build a firm foundation to develop their 'self-accounts' and SLP reports, and have them finalized by end of their senior secondary years.

2. **Creation of space for teachers and students to build SLP:**

- a. It has been an established practice of using Religious Education lessons for students to reflect and select key learning experiences. This will provide the space for teachers and students to build SLP.
- b. Language lessons will also be used to teach students how to present reflection in language, even though reflection does not necessarily be in written form.

We understand reflection does not necessarily be in written form. Teaching students to think may have to appear before teaching them to present. To explore how this works, we have joined the new Seed Project of the Life-wide Learning and Library Section on “*Approaches and models to enhance quality student involvement in SLP*”.

- c. To facilitate validation, the system has been designed with ‘teacher preset items’ (e.g. names of programmes & major OLE components).
- 3. Resources: No significant extra funding would be incurred in NSS.

### Short term plan