

Senior Secondary Curriculum Guide

The Future is Now :
from Vision to Realisation
(Secondary 4 – 6)



Prepared by
the Curriculum Development Council

Recommended for use in schools by
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List of Abbreviations

AE	Arts Education
ApL	Applied Learning
APPI	Academic Programme Preference Inventory
BECG	Basic Education Curriculum Guide
C&A	Curriculum and Assessment
CDC	Curriculum Development Council
CDI	Curriculum Development Institute
CLE	Chinese Language Education
CRE	Career-related Experiences
EC	Education Commission
EDB	Education Bureau
EMB	Education and Manpower Bureau
ELE	English Language Education
HI	Hearing Impairment
HKAGE	Hong Kong Academy for Gifted Education
HKDSE	Hong Kong Diploma of Secondary Education
HKEAA	Hong Kong Examinations and Assessment Authority
HKEdCity	Hong Kong Education City
ICT	Information and Communication Technology
ID	Intellectual Disability
IEP	Individualised Education Programme
IES	Independent Enquiry Study
IMC	Incorporated Management Committee
IT	Information Technology
IVE	Hong Kong Institute of Vocational Education
KLA	Key Learning Area
LS	Liberal Studies
LWL	Life-wide Learning

List of Abbreviations

MCE	Moral and Civic Education
ME	Mathematics Education
MI	Multiple Intelligence
NGO	Non-government Organisation
NSS	New Senior Secondary
OLE	Other Learning Experiences
PD	Physical Disability
PE	Physical Education
PSHE	Personal, Social and Humanities Education
REO	Regional Education Offices
S1/2/3/4/5/6/7	Secondary 1/2/3/4/5/6/7
SBA	School-based Assessment
SBSS	School-based Support Services
SEN	Special Educational Needs
SE	Science Education
SLP	Student Learning Profile
SMC	School Management Committee
SOP	Student Option Programme
SpLD	Specific Learning Difficulties
SRR	Standards-referenced Reporting
SS	Senior Secondary
SSB	School Sponsoring Body
UGC	University Grants Committee
TE	Technology Education
VI	Visual Impairment
VTC	Vocational Training Council
WebSAMS	Web School Administration & Management System

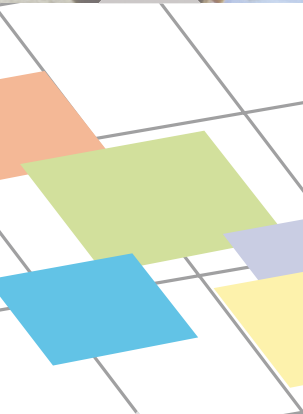
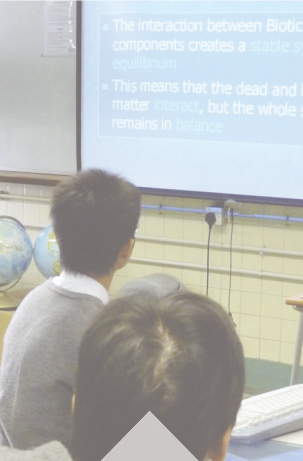


Introduction and Navigation Guide

Purpose of the Senior Secondary Curriculum Guide

The *Senior Secondary Curriculum Guide - The Future is Now: from Vision to Realisation* is prepared by the Curriculum Development Council (CDC) to advise school supervisors, principals, teachers, parents and other parties concerned on how to realise the aims of education stated in the report on *Learning for Life Learning through Life - Reform Proposals for the Education System in Hong Kong* (EC, 2000), the recommendations made in the report on *Learning to Learn - The Way Forward in Curriculum Development* (CDC, 2001) and the report on *The New Academic Structure for Senior Secondary Education and Higher Education - Action Plan for Investing in the Future of Hong Kong* (EMB, 2005) for life-long learning and the whole-person development of students. This Curriculum Guide also replaces the Guide to the Sixth Form Curriculum (CDC, 1992) and the part on the senior secondary level of the Guide to the Secondary 1 to 5 Curriculum (CDC, 1993). It aims to provide:

- a central curriculum framework and suggestions on time allocation of different components for all schools to implement at the senior secondary (SS) level with effect from September 2009;
- guidance for schools to prepare for the migration to the new SS curriculum in 2009 and develop a whole-school curriculum suited to the learning of their students with examples developed through the School Leaders Workshops held in the 2005/06 school year, the Middle Managers' Workshops held in the 2006/07 school year and those collected from frontline practitioners showing how the suggestions could be applied or adapted;
- practical guidance for effective delivery of the whole-school curriculum through a range of supporting strategies; and
- opportunities for reflection by principals, teachers and related parties on how to build on their strengths and experiences in curriculum and assessment change.



The SS curriculum, to be implemented in 2009, is built upon the curriculum reform in basic education introduced since 2001. It is supported by a flexible, coherent and diversified curriculum aimed at catering for students' varied interests, needs, aptitudes and abilities. The curriculum recommends that every student should have the opportunities to study four core subjects and two to three electives, and acquire Other Learning Experiences. This Curriculum Guide is designed to help all professional staff in a school in preparing and implementing the new SS curriculum. Every teacher in a school should take a holistic view in the midst of change irrespective of their roles, responsibilities and rank. In this sense, this Curriculum Guide is written for principals and vice-principals, as well as all curriculum leaders, middle managers and teachers. It should be read in conjunction with the 24 Curriculum and Assessment (C&A) Guides which were jointly prepared by the CDC and the Hong Kong Examinations and Assessment Authority in 2007 as well as the *Basic Education Curriculum Guide - Building on Strengths* (CDC, 2002). Under the concept of 'distributed leadership', every teacher should have the right and responsibility to know, and have a role to play in leading change under the SS curriculum reform.

Structure of the Senior Secondary Curriculum Guide

This Curriculum Guide is made up of a series of 12 booklets in four parts supported by a navigation guide. The navigation guide helps readers to use the Curriculum Guide and its various parts according to their specific needs. Part I outlines the student programme which aims to promote whole-person development and enhance students' life-long learning capability. Part II focuses on curriculum planning, effective learning and teaching, assessment practices, catering for learner diversity, learning and teaching resources, Other Learning Experiences and Student Learning Profile. In Part III, the interface with junior secondary and articulation to post-secondary studies are described. Part IV covers the strategies that help to realise the vision and curriculum plan including capacity building in schools, strategic planning and self evaluation. It also outlines how change is managed, and how schools need to work between certainties and uncertainties.

This Curriculum Guide suggests a number of areas for action in schools. Though they can be read separately, it is recommended that teachers should read all booklets in the Curriculum Guide.

While we encourage teachers to read all booklets of the Curriculum Guide, the Curriculum Guide is also designed to be flexible enough for teachers to refer to individual booklets on specific topics (e.g. Other Learning Experiences in Booklet 5A). Alternatively, teachers with responsibilities for different areas in a school may start with a number of booklets to acquire the basic 'big picture' of the SS student programme. For example, a principal or vice-principal, who is concerned with the formulation of a future school development plan under the SS reform, may focus on a few booklets in conjunction with the selected C&A Guides first as an entry point.

The following examples are to illustrate suggested 'entry points' applied to specific groups of professional staff in a school:

Example 1:

Suggested Entry Point for Principals, Vice-principals, New SS Co-ordinators and Members of the Senior Management who are responsible for formulating future school development plans for the SS level and shaping a favourable culture towards SS and leading change.

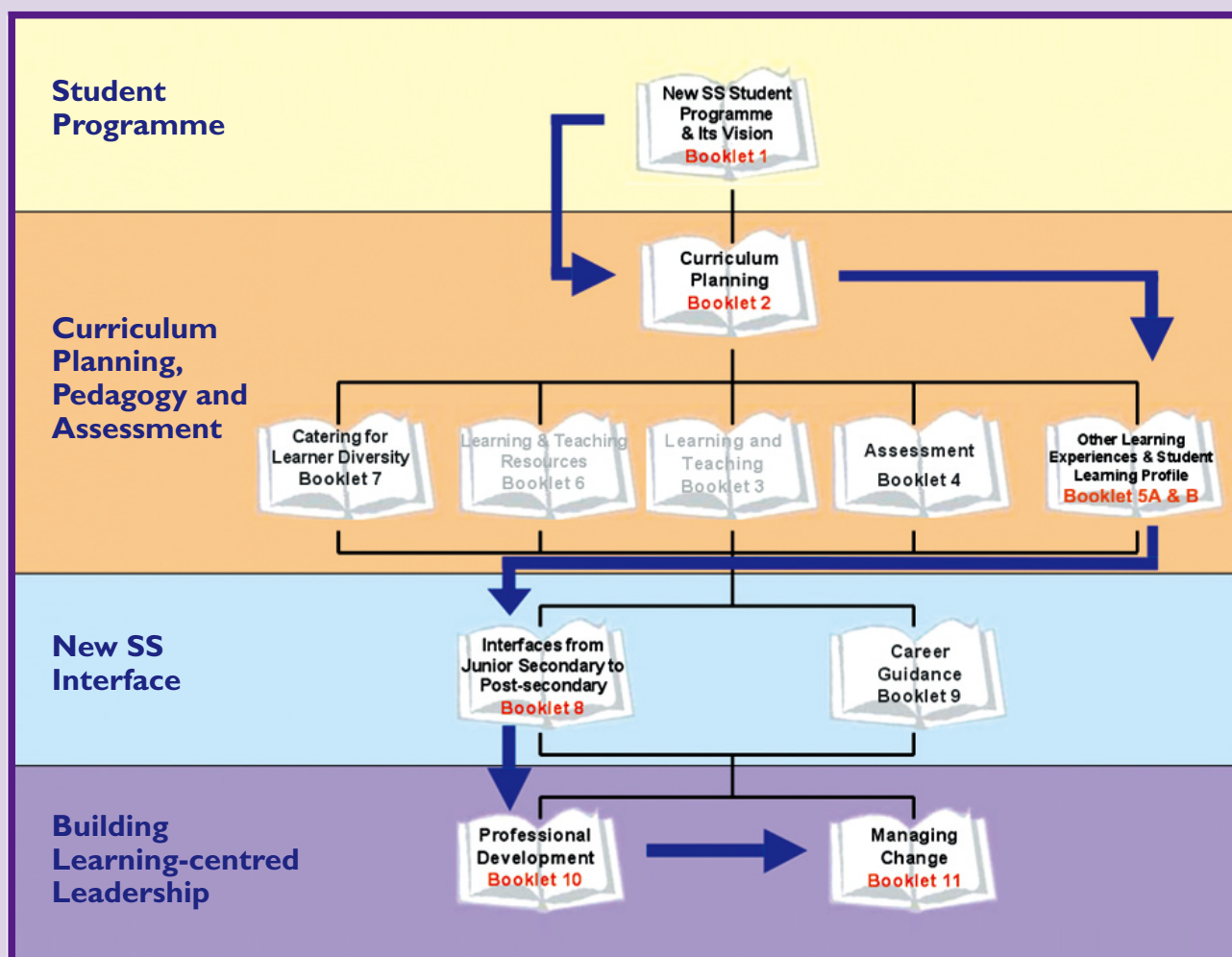
Suggested 'entry point' :

Booklets 1, 2, 5A, 5B, 8, 10 and 11, possibly in conjunction with C&A Guide of core subjects

Further reading:

Booklets 4, 7 and 9

Suggested Entry Point for Principals, Vice-principals, New SS Co-ordinators and Members of the Senior Management



Example 2:

Suggested Entry Point for KLA Heads and Teacher-librarians who are responsible for planning subject/ KLA curriculum implementation.

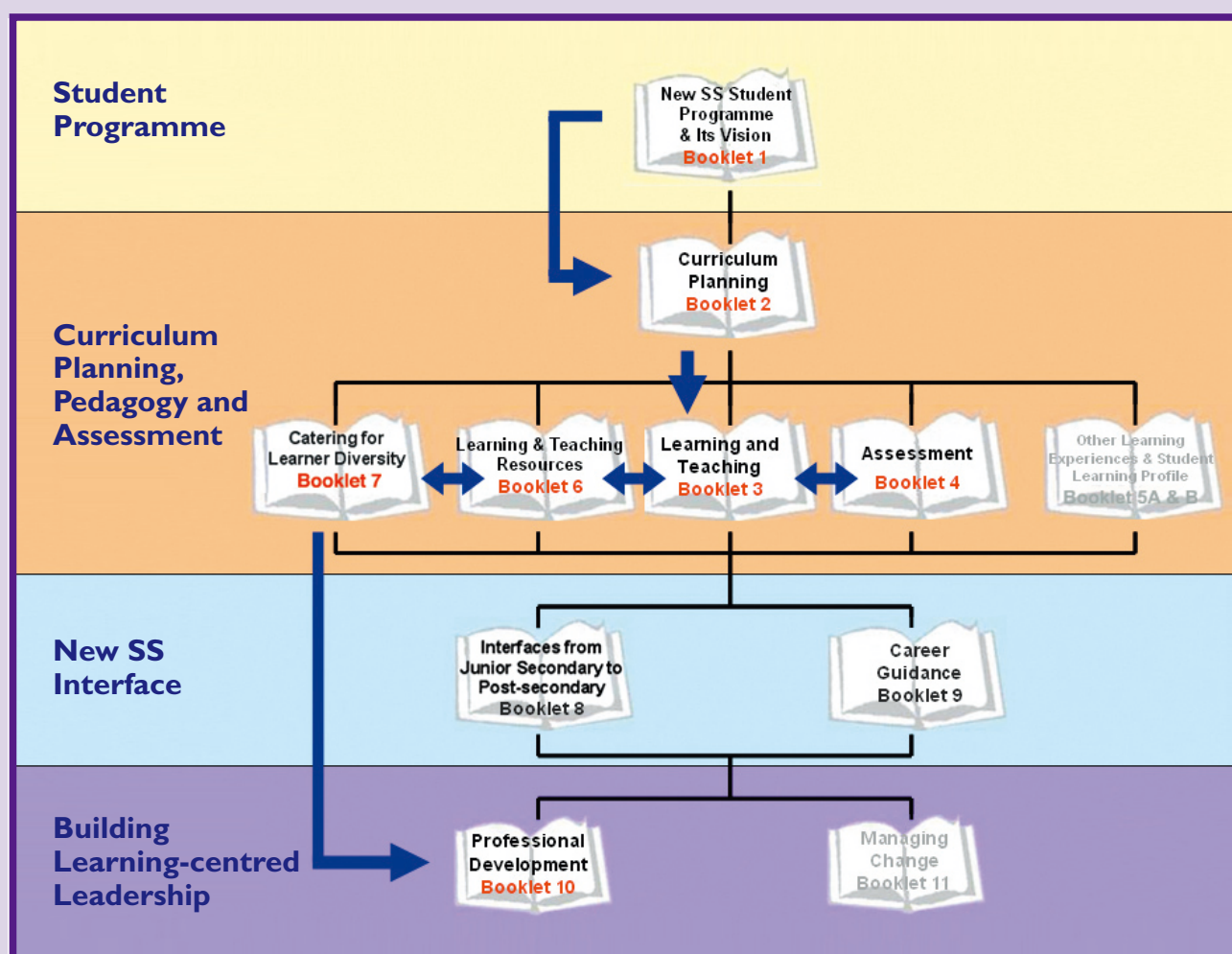
Suggested 'entry point' :

Booklets 1, 2, 3, 4, 6, 7 and 10, in conjunction with C&A Guide of relevant subjects

Further reading:

Booklets 8 and 9

Suggested Entry Point for KLA Heads and Teacher-librarians



Example 3:

Suggested Entry Point for Curriculum Leaders/ Planners on Non-subject Areas, who are responsible for planning whole-school curriculum policies and promoting whole-person development (e.g. Other Learning Experiences co-ordinator, Moral and Civic Education co-ordinator, Career & Guidance teachers).

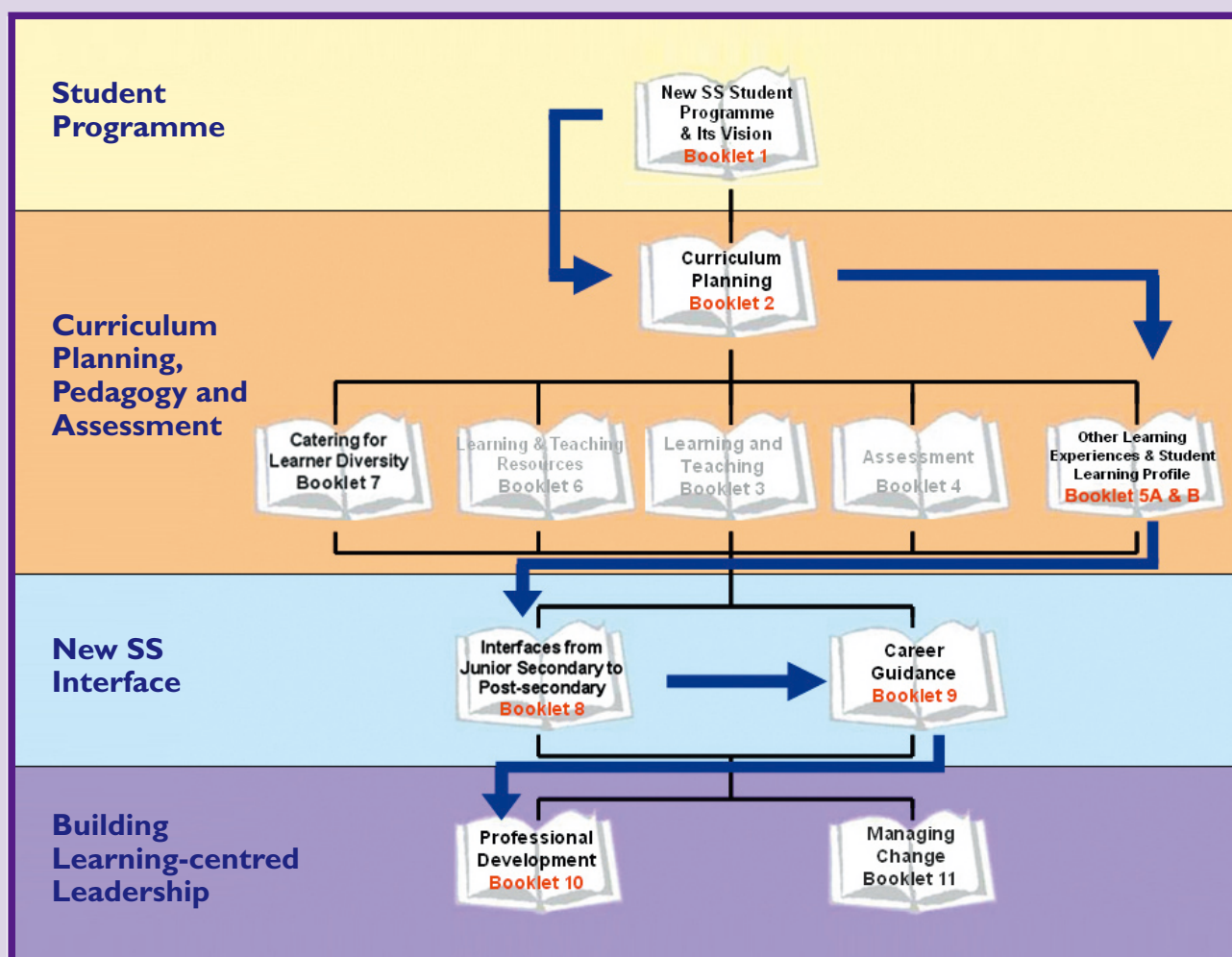
Suggested 'entry point' :

Booklets 1, 2, 5A, 5B, 8, 9 and 10

Further reading:

Booklets 7 and 11

Suggested Entry Point for Curriculum Leaders/ Planners on Non-subject Areas



Example 4:

Suggested Entry Point for Teachers who are responsible for conducting frontline learning and teaching and providing suitable guidance to students as class teachers.

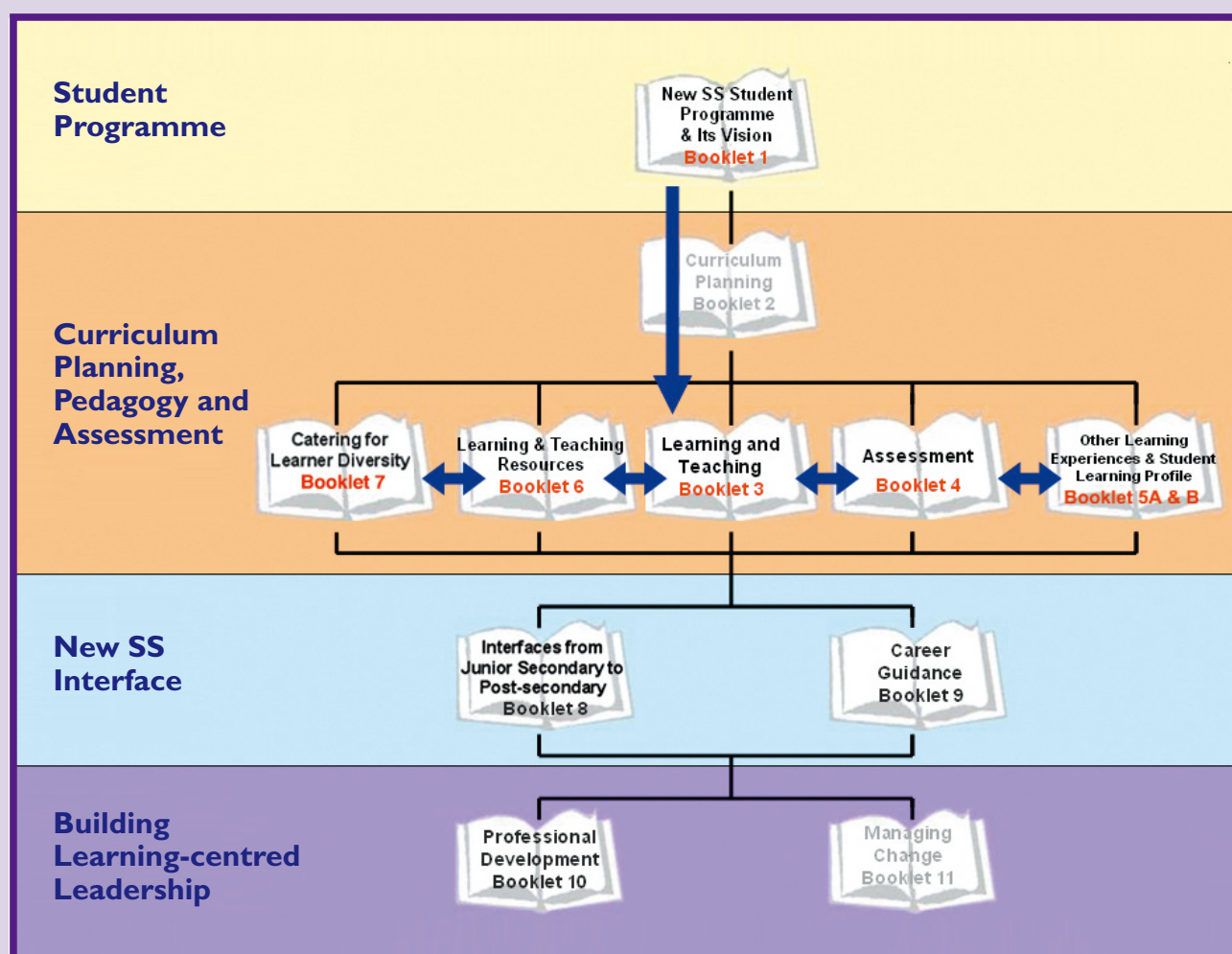
Suggested 'entry point' :

Booklets 1, 3, 4, 5A, 5B, 6 & 7, in conjunction with C&A Guide of relevant subjects

Further reading:

Booklets 8, 9 and 10

Suggested Entry Point for Teachers





Supportive Information

The following supportive information is provided in the Curriculum Guide:

- Questions for reflection
- Examples
- A Glossary
- Cross references
- Suggested references (including websites) at the end of each booklet
- Appendices for detailed information on specific matters.

The "334" Web Bulletin (<http://www.edb.gov.hk/334/>) and the Curriculum Development Institute (CDI) website (<http://www.edb.gov.hk/cdi/>) will be updated regularly to provide the latest information on curriculum development.

Each booklet will also be updated as and when required and new areas will be added to enrich the Curriculum Guide whenever necessary.

Professional development opportunities related to the suggestions would be continuously provided through various strategies to support schools and teachers, and update information would be provided in the "334" Web Bulletin (<http://www.edb.gov.hk/334/>).

Feedback including good practices, constraints and questions are always welcome and may be sent to:

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Glossary

This glossary aims at facilitating readers' understanding of the meanings of some special terms used in this Curriculum Guide.

Applied Learning (ApL)

ApL¹ is an integral part of the three-year senior secondary curriculum. It takes broad professional and vocational fields as the learning platform to develop students' foundation skills, thinking skills, people skills, positive values and attitudes and career-related competencies, in order to prepare them for further study/ work as well as life-long learning. ApL courses complement the senior secondary subjects, adding variety to the senior secondary curriculum.

Assessment objectives

They are the curriculum outcomes to be assessed in public assessment.

Biliterate

Capable of reading and writing effectively in Standard Written Chinese and English.

Central curriculum

The central curriculum recommended by the Curriculum Development Council for schools includes the aims and goals of the school curriculum, the three components in the senior secondary curriculum, namely Core subjects, Elective Subjects (including Applied Learning courses and other languages) and Other Learning Experiences. Other requirements include the alignment of curriculum and assessment, lesson time allocated to each component and their specific needs.

¹ ApL was formerly known as "Career-oriented Studies". Readers may refer to the report *"Action for the Future — Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools"* (EMB, 2006) for details.



Co-construction

Unlike direct instruction and construction approaches to learning and teaching, the co-construction approach emphasises the class as a community of learners who contribute collectively to the creation of knowledge and the building of criteria for judging such knowledge.

Core subjects

Subjects recommended for all students to take at the senior secondary level: Chinese Language, English Language, Mathematics and Liberal Studies.

Curriculum and Assessment Guide

A guide prepared by the Curriculum Development Council - Hong Kong Examination and Assessment Authority Committee. It comprises curriculum aims/objectives, learning content, learning outcomes, and assessment guidelines.

Elective subjects

A total of 20 senior secondary subjects², a wide range of Applied Learning courses and 6 other languages³ in the new system from which students may choose to develop their interests and abilities, and they open up a number of pathways into further studies and careers.

²The twenty subjects include (1) Chinese Literature, (2) Literature in English, (3) Chinese History, (4) Economics, (5) Ethics and Religious Studies, (6) Geography, (7) History, (8) Tourism and Hospitality Studies, (9) Biology, (10) Chemistry, (11) Physics, (12) Science (Integrated Science, Combined Science), (13) Business, Accounting and Financial Studies, (14) Design and Applied Technology, (15) Health Management and Social Care, (16) Technology and Living, (17) Information and Communication Technology, (18) Music, (19) Visual Arts and (20) Physical Education.

³The 6 other languages include French, German, Japanese, Spanish, Hindi and Urdu.

Generic skills

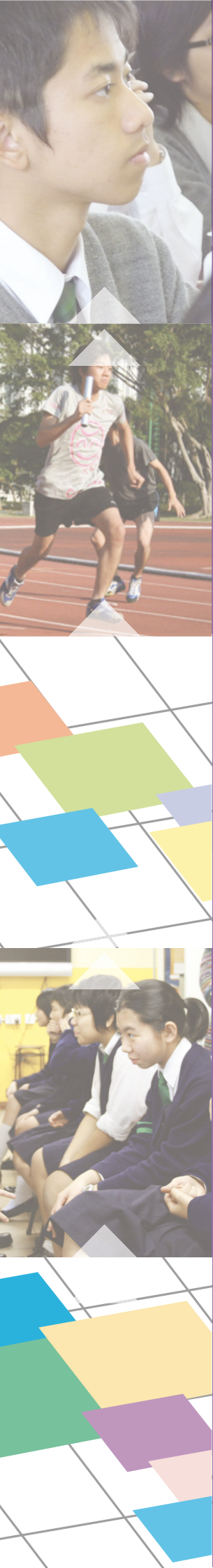
Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that takes place in different subjects or Key Learning Areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Gifted students

Gifted students excel, or possess the potential to excel, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, leadership (and inter- and intra-personal skills) and creative thinking, as well as psychomotor movement such as physical ability in sports. Their giftedness is usually characterised by an advanced pace of learning, quality of thinking, or capability for remarkably and consistently high standards of performance as compared to their age peers.

Hong Kong Advanced Level Examination (HKALE)

The HKALE is normally taken by a student at the end of his/ her two-year sixth-form courses. Advanced Supplementary Level subjects are taught in half the number of periods required for Advanced Level subjects, but they require the same level of intellectual rigour. With the implementation of the New Academic Structure for Senior Secondary Education in 2009, the last HKALE will be held in 2012, but the Hong Kong Examinations and Assessment Authority will organise one more HKALE in 2013 for some subjects for Secondary 7 repeaters as private candidates.



Hong Kong Certificate of Education Examination (HKCEE)

The HKCEE is normally taken by a student at the end of his/her five-year secondary education. With the implementation of the New Academic Structure for Senior Secondary Education in 2009, the last HKCEE will be held in 2010, but the Hong Kong Examinations and Assessment Authority will organise one more HKCEE in 2011 for some subjects for Secondary 5 repeaters as private candidates.

Hong Kong Diploma of Secondary Education (HKDSE)

HKDSE is the qualification to be awarded to students after completing the three-year senior secondary curriculum (to be implemented in 2009) and subsequently taking the public assessment.

Internal assessment

This refers to the assessment activities that are conducted regularly in school to assess students' performance in learning. Internal assessment is an inseparable part of the learning and teaching process, and it aims to make learning more effective. With the information that internal assessment provides, teachers will be able to understand students' progress in learning, provide them with appropriate feedback and make any adjustments to the learning objectives and teaching strategies deemed necessary.

Key Learning Area (KLA)

It is a way of organising the school curriculum around fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.

Knowledge construction

This refers to the process of learning in which learners not only acquire new knowledge, but also actively relate it to their prior knowledge and experience so as to create and form their own knowledge.

Learning community

A learning community refers to a group of people who have shared values and goals, and work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.

Learner diversity

Individuals who are different from each other in terms of maturity, motivation, ability, learning styles, aspirations, interests, aptitudes and socio-economic background.

Learning goals

The senior secondary curriculum framework is designed to enable students to attain the seven learning goals for whole-person development and stretch the potential of each student (i) to be biliterate and trilingual with adequate proficiency; (ii) to acquire a broad knowledge base, and be able to understand contemporary issues that may impact on their daily life at personal, community, national and global levels; (iii) to be informed and responsible citizen with a sense of global and national identity; (iv) to respect pluralism of cultures and views, and be a critical, reflective and independent thinker; (v) to acquire information technology and other skills as necessary for being a life-long learner; (vi) to understand their own career/ academic aspirations and develop positive attitudes towards work and learning; and (vii) to lead a healthy lifestyle with active participation in aesthetic and physical activities.



Learning outcomes

Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

Learning targets and learning objectives

Learning targets set out broadly the knowledge/ concepts, skills, values and attitudes that students need to learn and develop. Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.

Level descriptors

A set of written descriptions that describe what the typical candidates performing at a certain level is able to do in public assessment.

Other languages

Other languages include French, German, Japanese, Spanish, Hindu and Urdu. Students can take these languages as electives and sit for the Cambridge International Examinations. Results will be reported in the Hong Kong Diploma of Secondary Education.



Other Learning Experiences

Other Learning Experiences is one of the three major components of the Senior Secondary curriculum that complements the core and elective subjects (including Applied Learning courses and other languages) for the whole-person development of students. These experiences include Moral and Civic education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.

Public assessment

Public assessment refers to the associated assessment and examination system for the Hong Kong Diploma of Secondary Education.

School-based Assessment

Assessments administered in schools as part of the learning and teaching process, with students being assessed by their subject teachers. Marks awarded will count towards students' public assessment results in local examinations conducted by the Hong Kong Examinations and Assessment Authority.

School-based curriculum

Schools and teachers are encouraged to adapt the central curriculum in developing their school-based curriculum to help their students to achieve the subject targets and overall aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, adding optional studies and adapting learning, teaching and assessment strategies. A school-based curriculum is therefore the outcome of a balance between official recommendations and the autonomy of the schools and teachers.



Students with special educational needs (SEN)

Students with SEN include those with intellectual disability, visual impairment, hearing impairment, physical disability, Autistic Spectrum Disorders, Attention Deficit and Hyperactivity Disorder, speech and language impairment and Specific Learning Difficulties.

Standards-referenced Reporting

Candidates' performance in public assessment is reported in terms of levels of performance matched against a set of standards.

Student Learning Profile

Its purpose is to provide supplementary information on the secondary school leavers' participation and specialties during senior secondary years, in addition to their academic performance as reported in the Hong Kong Diploma of Secondary Education, including the assessment results for Applied Learning courses, thus giving a fuller picture of students' whole-person development.

Trilingual

An ability to use Cantonese, Putonghua and Spoken English effectively.

Values and attitudes

Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help to form the principles underlying human conduct and critical judgement, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, honesty and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.

Senior Secondary Curriculum Guide

The Future is Now : from Vision to Realisation

Booklet 1

The Student Programme to Achieve the Vision of the New Academic Structure

Whole-person Development
and Life-long Learning



Booklet 1

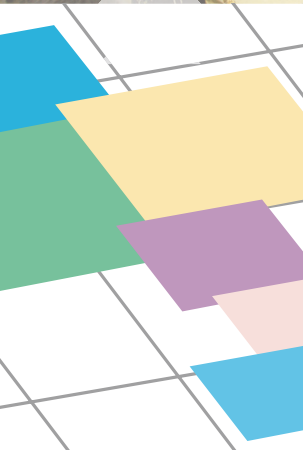
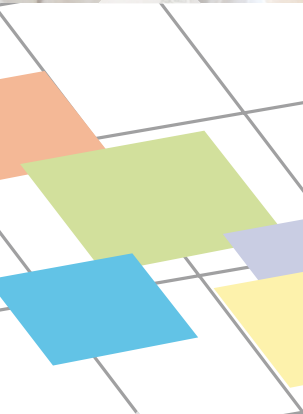
The Student Programme to Achieve the Vision of the New Academic Structure

Whole-person Development and Life-long Learning

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

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1.1 Purpose of the Booklet

- To further elaborate on the recommendations of the Report entitled *The New Academic Structure for Senior Secondary Education and Higher Education - Action Plan for Investing in the Future of Hong Kong* (EMB, 2005) related to curriculum provision for students
- To help teachers to reflect on the aims of senior secondary (SS) education and its continuity with basic education

1.2 Aims of the Senior Secondary Curriculum

The explosive growth of knowledge, the advent of information technology and the development of a knowledge-based economy are leading to unprecedented worldwide changes. Hong Kong's cultural, social and economic developments depend on whether the population can rise to these challenges and make the best of the opportunities ahead. To sustain the development of Hong Kong as an international city amidst the economic restructuring and rapid development in Mainland China, Hong Kong citizens need to develop their adaptability, creativity, independent thinking and life-long learning capabilities. Hong Kong has become part of China after 1997. It is necessary to enable every student, as a citizen of Hong Kong, to have more in-depth knowledge of modern China and the world (EMB, 2005).

A reform of the curriculum for basic education was launched in 2001 to prepare our students to meet these challenges (CDC, 2001 & CDC, 2002). The SS curriculum reform in 2009 is a necessary final step to realise in full the benefits of changes already underway. It aims to

- establish a vibrant and flexible education system that will widen the knowledge base of every student, provide an enabling environment for every student to attain all-round development and to achieve life-long learning in a diverse and complex environment; and
- provide multiple progression pathways for further studies and career development, which articulate well with international higher education and the manpower requirements of the 21st Century.



In this connection, the school curriculum should

- enable all students to achieve enhanced language and mathematical abilities, a broadened knowledge base, increased competence in critical thinking, independent learning and interpersonal skills, and provide increased exposure to other learning experiences in moral, civic, physical and aesthetic areas;
- provide students with greater diversity and more choices to suit their needs, interests and abilities; and
- equip students better for further studies and in meeting the needs of an ever-changing society.

1.3 Seven Learning Goals of the Curriculum Framework

The SS curriculum framework is designed to enable students to attain the following learning goals for whole-person development and stretch the potential of each student:

1. to be biliterate and trilingual with adequate proficiency
2. to acquire a broad knowledge base, and be able to understand contemporary issues that may impact on their daily life at personal, community, national and global levels
3. to be an informed and responsible citizen with a sense of global and national identity
4. to respect pluralism of cultures and views, and be a critical, reflective and independent thinker
5. to acquire information technology and other skills as necessary for being a life-long learner
6. to understand their own career/ academic aspirations and develop positive attitudes towards work and learning
7. to lead a healthy life-style with active participation in aesthetic and physical activities.

Reflective Questions

- What are the similarities and differences of the above goals compared to those in basic education as described in the *Basic Education Curriculum Guide – Building on Strengths* (CDC, 2002)?
- To what extent have the goals in basic education been achieved in your school?

1.4 Principles of Design

1.4.1 Guiding principles

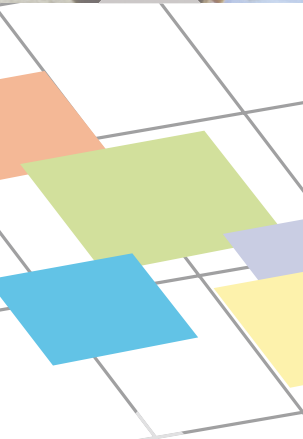
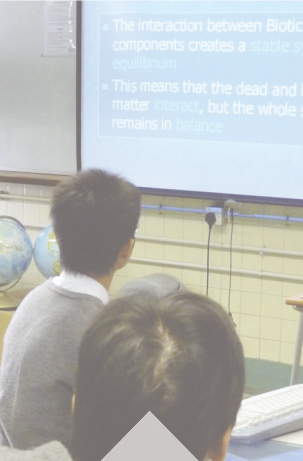
To achieve the learning goals and help all students to attain higher standards, changes have been made to the curriculum, building on its existing strengths and taking the local context into consideration. The design of the SS curriculum is based on the following guiding principles:

Prior knowledge

Knowledge is built on our own prior experiences; and development of all SS subjects is based on the prior knowledge, skills, values, attitudes and learning experiences expected of students in basic education to ensure vertical curriculum continuity. Schools should ensure that students are adequately prepared for the SS curriculum at the junior secondary level (SI-3) through balanced study in different Key Learning Areas (KLAs) and cross-curricular opportunities (see Booklet 8). Any bias to cross-curricular activities at the junior secondary level at the expense of KLA knowledge is not encouraged.

Balance between breadth and depth

The SS curriculum widens the knowledge base while at the same time allows in-depth learning in some subjects, broadens the scope of curricular objectives to include positive values and attitudes, and promotes whole-person development (see Booklets 2, 3, 5A and 5B).



Balance between theoretical and applied learning

An appropriate balance between theoretical and applied learning is maintained within each of the SS subjects as far as possible so that the learning of all subjects is characterised by rigour and relevance, and is suited to the needs of the students (see also Booklets 2, 3, 5A, 5B and 7).

Balance between essential learning and a flexible and diversified curriculum

The curriculum caters for a wide spectrum of student interests, needs and abilities through a comprehensive range of subjects and Applied Learning (ApL¹) courses. It is constructed to meet individual students' needs. This includes meeting the needs of students with learning difficulties and those who are exceptionally gifted (see Booklets 2, 3, 5A, 5B and 7).

Reflective Questions

- How would you describe your school's provision/ curriculum planning taking into consideration the prior knowledge, skills, values, attitudes and learning experiences expected of students at the junior secondary level according to the *Basic Education Curriculum Guide – Building on Strengths* (CDC, 2002)?
- How would you explore the interests and potential of each student in your school?
- Do your students have more diverse needs, and if so, what is your strategy for handling these diverse needs?
- Which area of knowledge application is increasingly important in your professional curriculum area?

¹ ApL was formerly named "Career-oriented Studies". Readers may refer to the report "Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools" (EMB, 2006) for details.

Learning how to learn and enquiry-based learning

The curriculum aims to develop students' capacities for self-directed and life-long learning by embedding elements of independent learning and generic skills into all subjects (see Booklet 3). In line with the reform in basic education, communication, critical thinking and creativity remain the priority generic skills in SS education.

Progression

The curriculum enables students to explore their interests as far as possible in S4, and then progress smoothly in their chosen studies (including ApL courses) in S5 and S6 (see Booklet 2).

Smoother articulation to multiple progression pathways

The curriculum enables students to pursue academic and vocational/ professional education and training through articulating to a range of post-secondary tertiary institutions or to seek employment (see Booklet 8).

Greater coherence

The curriculum has avoided including too many subjects with duplication possibilities, and made connections across subjects including ApL. It has also introduced other cross-curricular elements to ensure better coherence in the curriculum as a whole (see Booklet 2).

Reflective Questions




- What has your school achieved in helping students to “learn how to learn” at the junior secondary level?
- How do you understand lateral coherence of the different subjects in your school?
- How do you assess your school's practice in embracing the above secondary school curriculum principles?



1.4.2 Emphases in the Second 5-year Plan (2007 – 2012) building on the First 5-year Plan (2001-2006)

As suggested in the curriculum reform of basic education, schools are encouraged to develop short-term targets (a first 5-year plan) to achieve the seven learning goals (Please refer to the *Basic Education Curriculum Guide – Building on Strengths* (CDC, 2002), Section 1.7).

While sustaining the strengths of the first 5-year plan by including priority generic skills (i.e. critical thinking, creativity and communication skills) in learning and teaching and adopting the four key tasks (Moral and Civic Education, Reading to Learn, Project Learning, Information Technology for Interactive Learning) as a means of achieving the learning goals and learning targets in the KLA curricula, together with school-based adaptations to cater for the diverse needs of students, schools are required to place the following emphases on their mid-term targets (second 5-year plan), to provide a broad and balanced curriculum for students' whole-person development:

- Strengthen moral and civic education and values development in KLAs by giving priority to the development of positive values and attitudes such as **Care for Others** and **Integrity** in addition to National Identity, Respect for Others, Responsibility, Commitment and Perseverance
 - Promote **Reading to Learn** and **Reading across the Curriculum** to enable students to acquire and construct knowledge, as well as to widen their exposure, mind and vision to diverse interests and qualities
 - Enhance **Assessment for Learning** including:
 - ▶ emphasising students' self-directed learning in order to help learners to understand how they learn and pave the way for life-long learning;
 - ▶ adopting more flexible and diversified assessment methods to recognise the different potentials and abilities of students;
 - ▶ providing appropriate and clear feedback; and
 - ▶ allowing students' active participation in assessment activities and prompting them to adopt quality reflective thinking.
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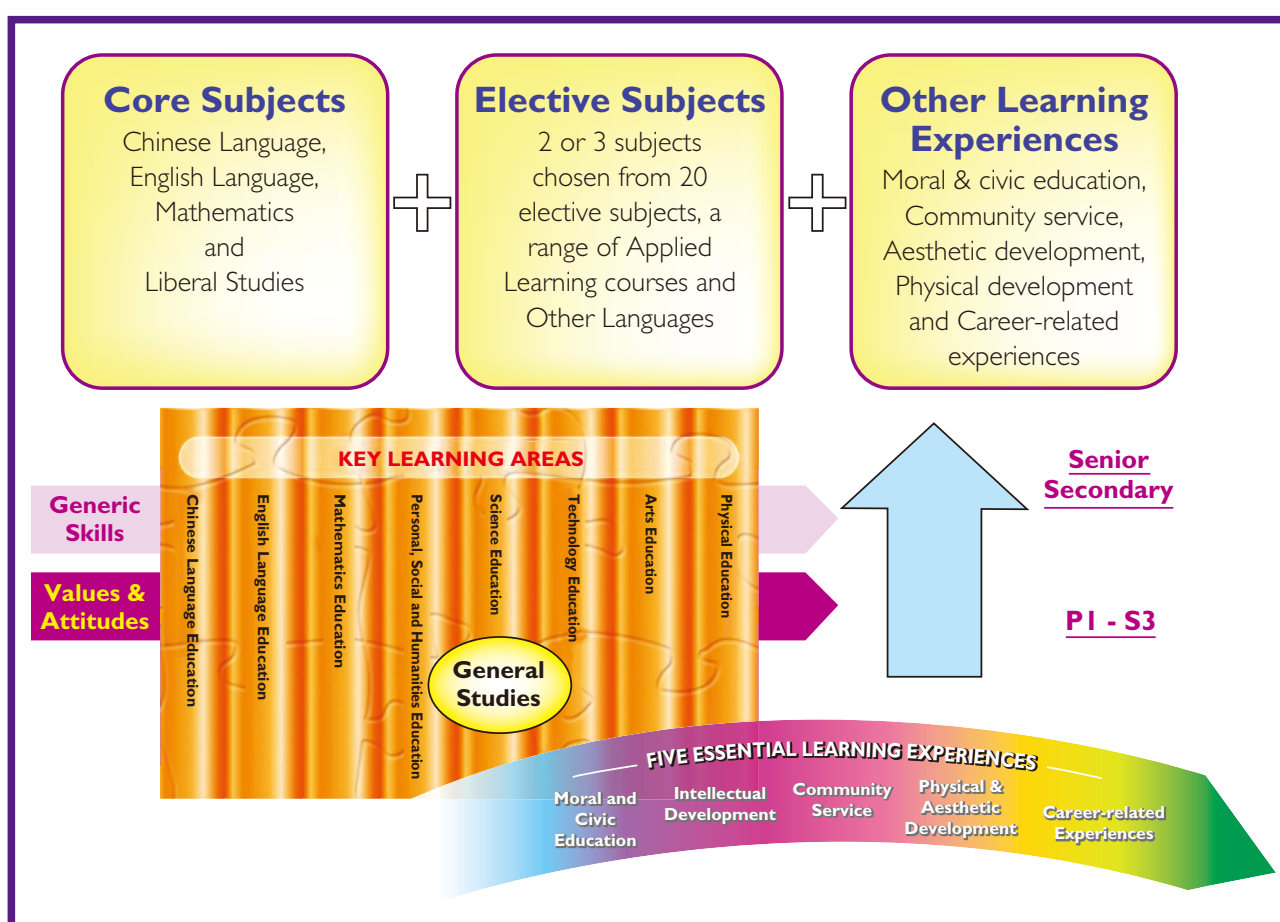
Reflective Questions

- What has your school achieved in the first 5-year plan?
- Which areas require further strengthening in your school?

1.5 Curriculum and Assessment Framework

The SS curriculum is an extension of the curriculum in basic education. It promotes students' **Learning to Learn** capabilities. It is broad and balanced, and is developed from prior knowledge of the eight KLAs and the learning experiences of students gained in their basic education with an emphasis on positive values and attitudes (see Figure 1.1).

Figure 1.1 Building on Strengths of Basic Education



Please refer to the *Basic Education Curriculum Guide – Building on Strengths* (CDC, 2002) for the structure of the Junior Secondary Curriculum Framework.



Reflective Questions

- Are there effective cross-curricular learning opportunities in the junior secondary curriculum of your school?
- Has pedagogical practice been changed in your school to develop students' generic skills?

Three components in the senior secondary curriculum

The SS curriculum is made up of 3 components, namely Core subjects, Elective subjects and Other Learning Experiences (OLE). It provides a student programme for whole-person development which aims to develop the potential of each student.

Figure 1.2 Senior Secondary Student Programme

Components of the Senior Secondary Student Programme		% of Time Allocation
Core Subjects	Chinese Language, English Language, Mathematics and Liberal Studies as core subjects for ALL students	45-55%
Elective Subjects	2 or 3 subjects chosen from 20 elective subjects, a range of ApL courses and other languages	20-30%
Other Learning Experiences	Moral & civic education, community service, aesthetic development, physical development, career-related experiences	15-35%

Core subjects

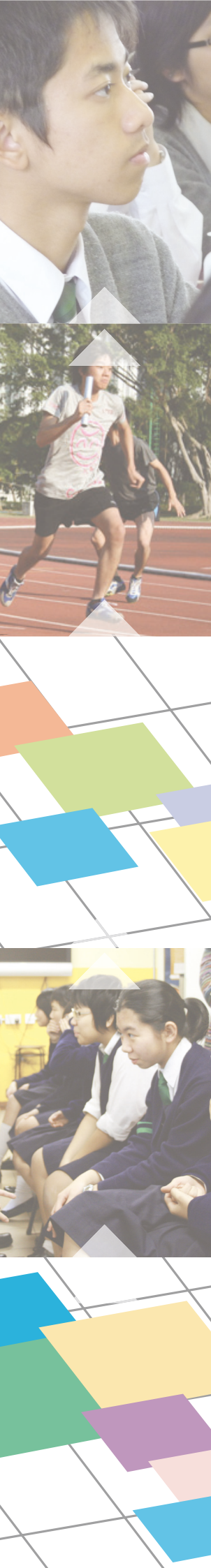
Chinese Language and English Language

The Chinese Language and English Language curricula include the Compulsory and Elective Parts:

Figure 1.3 Chinese Language and English Language Curricula

Subject	Suggested Time Allocation	Compulsory Part	Elective Part
Chinese Language	12.5% - 15% (338 - 405 hours)	<ul style="list-style-type: none"> 67% - 75% of the total lesson time (225 – 304 hours) Nine strands: <ul style="list-style-type: none"> - Reading - Writing - Listening - Speaking - Literature - Moral & Affection - Chinese Culture - Thinking - Independent Language Learning 	<ul style="list-style-type: none"> 25% - 33% of the total lesson time (85 – 135 hours) 3 to 4 elective modules chosen from the ten proposed modules (a self-designed module can be one of them) approximately 28 hours per module
English Language	12.5% - 15% (338 - 405 hours)	<ul style="list-style-type: none"> Up to 75% of the total lesson time (approximately 305 hours) Three strands: <ul style="list-style-type: none"> - Interpersonal - Knowledge - Experience 9 suggested modules comprising 19 units 	<ul style="list-style-type: none"> Taking up about 25% of the lesson time (approximately 100 hours) 3 elective modules chosen from two groups, namely Language Arts and Non-Language Arts, and at least one module from each group 32 – 36 hours per module

Schools are encouraged to offer the elective modules in S5 taking into consideration students' needs, interests and abilities, teachers' preferences and readiness, as well as the school context.



Mathematics

The Mathematics curriculum comprises a Compulsory Part and an Extended Part. Students may take the Compulsory Part only, or the Compulsory Part with either Module 1 (Calculus and Statistics) or Module 2 (Algebra and Calculus) from the Extended Part.

Figure 1.4 Mathematics Curriculum

Subject	Suggested Time Allocation	Compulsory Part	Extended Part
Mathematics	<ul style="list-style-type: none">10% - 12.5% (270 – 338 hours) for the Compulsory Part15% (405 hours) for the Compulsory Part with one module from the Extended Part	<ul style="list-style-type: none">Three strands:<ul style="list-style-type: none">- Number and Algebra- Measures, Shape and Space- Data HandlingCategorised into Foundation Topics and Non-foundation Topics	<ul style="list-style-type: none">One of the two modules, namely Module 1 (Calculus and Statistics) or Module 2 (Algebra and Calculus)

Liberal Studies

To ensure that students experience a broad education in their SS years, all students are required to take the subject Liberal Studies. The Liberal Studies curriculum comprises three Areas of Study (six modules) and an Independent Enquiry Study. The design of Liberal Studies is to enable students to make connections across knowledge areas and see things from different perspectives, and to expand their knowledge. This will lead to a better understanding of the Hong Kong society, the development of China

and its place in the modern world, globalisation, and citizenship at the community, national and global levels, and help students to develop **Learning to Learn** skills and become independent thinkers.

Figure 1.5 Liberal Studies Curriculum

Subject	Suggested Time Allocation	The Six Modules	Independent Enquiry Study
Liberal Studies	<ul style="list-style-type: none"> Minimum 10% (270 hours) 	30 hours per module <ul style="list-style-type: none"> Personal Development and Interpersonal Relationships Hong Kong Today Modern China Globalisation Public Health Energy Technology & the Environment 	90 hours Suggested theme including <ul style="list-style-type: none"> Media Education Religion Sports Art Information and Communication Technology

Reflective Questions

- Do your students have the required language proficiency to study the SS curriculum effectively? If not, what measures can you take to improve their language proficiency?
- Is the suggested percentage of time allocation similar to the existing practice in your school? If not, how would you change your existing practice to meet the requirement?



Elective subjects

SS elective subjects

Twenty elective subjects for the SS academic system have been developed based on a balance of interrelated factors, such as content rigour, relevance to users and lateral coherence across the subjects. Students should **not** be narrowly streamed into arts, science, commercial or technical studies as before. On the contrary, they should be helped to choose a range of subjects that will develop their interests and abilities, and open up a number of pathways to further studies and careers. Schools are therefore encouraged to provide such opportunities for students by offering more subjects and allowing free choice to students as far as possible by adopting flexible time-tabling arrangements.

Reflective Question

- Do your students have a learning programme covering all the KLAs at both the junior secondary and SS levels?

A summary of all the SS elective subjects is found in Figure 1.6.

Figure 1.6 Senior Secondary Elective Subjects

Key Learning Areas	Subjects
Chinese Language Education	Chinese Literature
English Language Education	Literature in English
Personal, Social and Humanities Education	Chinese History Economics Ethics and Religious Studies Geography History Tourism and Hospitality Studies
Science Education	Biology Chemistry Physics Science
Technology Education	Business, Accounting and Financial Studies Design and Applied Technology Health Management and Social Care Technology and Living (formerly Home Economics) Information and Communication Technology
Arts Education	Music Visual Arts
Physical Education	Physical Education



Applied Learning

ApL is developed in accordance with the curriculum design principle that there should be a balance of theoretical and applied learning in the school curriculum to enable every student to develop their potential. These ApL courses will complement the 24 SS subjects, and have a status comparable to the SS elective subjects. ApL courses will be designed to challenge students and provide progression in both academic and career directions.

ApL courses cover six areas, namely, (1) Applied Science; (2) Business, Management and Law; (3) Creative Studies; (4) Engineering and Production; (5) Media and Communication; and (6) Services. They aim to develop students' basic skills, thinking abilities, interpersonal relationships, values, attitudes and career-related abilities necessary to prepare them for further studies, work and life-long learning.

The Hong Kong Diploma of Secondary Education (HKDSE) will record the learning outcomes of ApL course(s) and give recognition to students' level of performance by two levels, i.e. 'attained' and 'attained with distinction'. Achievement of 'attained with distinction' will be deemed comparable to Level 3 or above of the HKDSE's standards-referenced reporting system. For more details, please refer to *Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools* (EMB, 2006).

Other languages

Students can take other languages (e.g. French, German, Japanese, Spanish, Hindu and Urdu) as their elective subjects and sit for the international examinations on these languages jointly administered by the Hong Kong Examinations and Assessment Authority (HKEAA) and overseas examination bodies. Results obtained by students in international examinations in other languages will be reported in their HKDSE certificates.

Reflective Questions

- How much do you know about ApL? Are they helpful to your students?
- Would you consider offering one of the said foreign languages (apart from English) to your students? How would you arrange the lessons?

Other Learning Experiences

In order to meet the important non-academic goals of the curriculum for whole-person development, students are entitled to moral and civic education, community service, aesthetic development, physical development and career-related experiences. These learning experiences complement the examination subjects and ApL and ensure that learning leads to informed and responsible citizenship, respect for plural values and healthy living style and the development of career aspirations (see Booklets 5A and 5B).





1.6 Qualifications and Articulation to the Post-secondary Learning Pathways

New public assessment

A typical student will take the assessment and examinations for HKDSE at the end of their third year of SS education. The new system will be 'standards-referenced', i.e. students' performance will be compared to a pre-defined standard. There will be five levels and each level will be accompanied by descriptors that make it clear what a typical student at a given level is able to do.

Student Learning Profile

A wider range of student outcomes particularly in activities and achievements other than academic performance in public examinations will be recognised through an SS student learning profile (SLP). Every student is encouraged to build an SLP that gives a fuller picture of the student throughout the years of SS schooling. The SLP will be issued by schools and it could serve as a school-based 'transcript' of the student's achievements (in addition to HKDSE) for tertiary education institutions and future employers if necessary (see Booklet 5B).

Articulation to post-secondary learning pathways

Proper guidance on the available progression pathways should be given to students (see Figure 1.7).

Schools need to be familiar with various pathways which may be chosen by students. Relevant information should be made available in the school library for the reference of students (see Booklet 8).


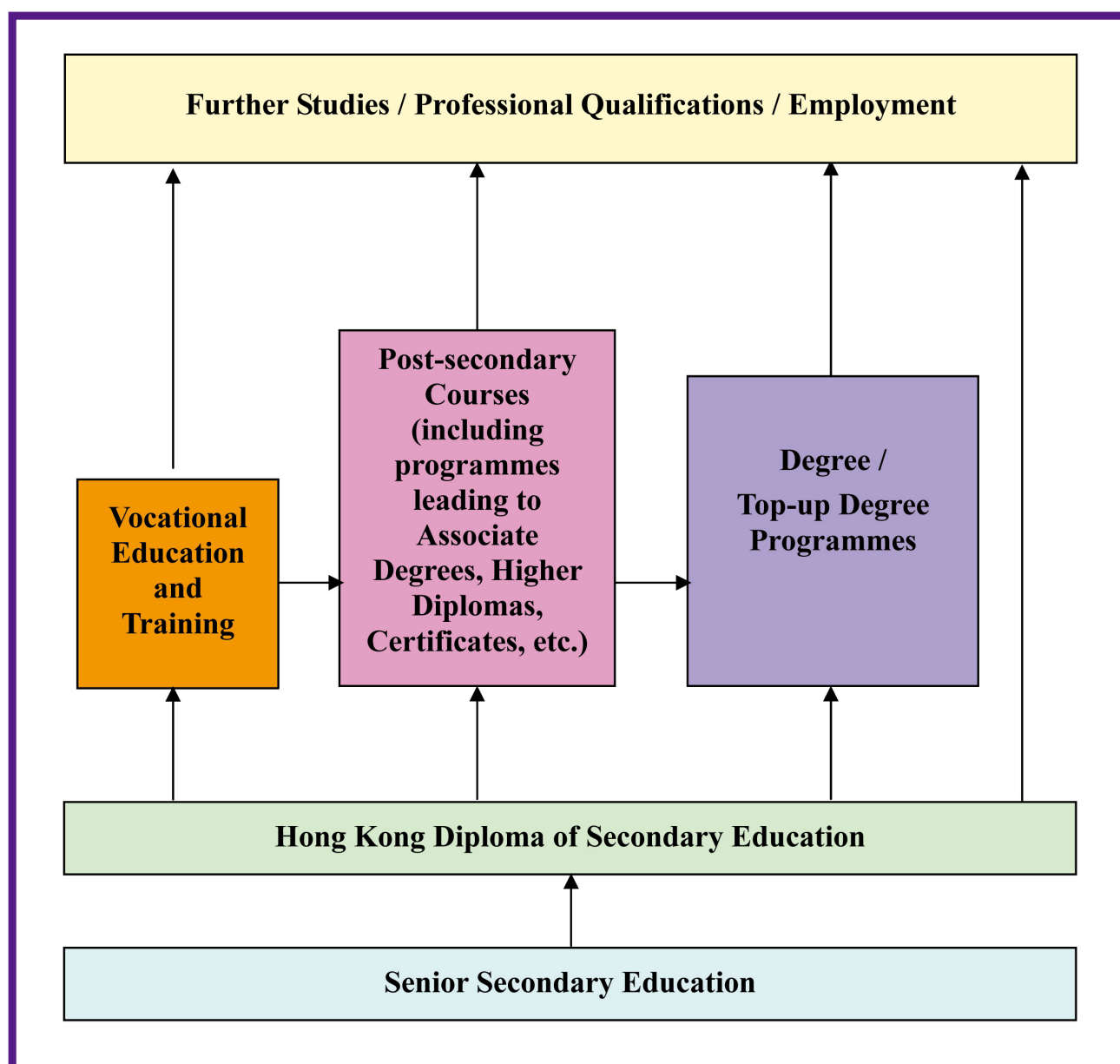


Figure 1.7 Multiple Pathways



Reflective Questions

- How would you describe the needs of students of your school?
- How would you help your students to achieve the seven learning goals of SS education? What emphases will suit your students?
- To what extent are the curriculum design principles realised in secondary education in your school?
- Are students encouraged to develop their own interests and pursue different pathways to success?



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Booklet 2

Planning Your Whole-school Curriculum

Broad and Balanced Curriculum
with Diversification and
Sufficient Choices



Booklet 2

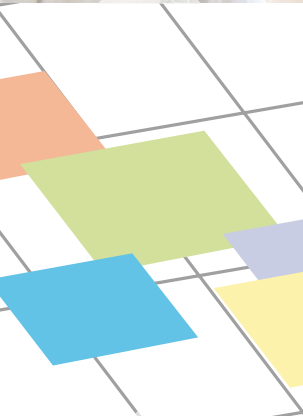
Planning Your Whole-school Curriculum

Broad and Balanced Curriculum with Diversification and Sufficient Choices

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

2.1	Purpose of the Booklet	I
2.2	Principles and Practices for Planning the Whole-school Curriculum	I
2.2.1	Principles for consideration	I
2.2.2	Whole-school curriculum planning in practice	5
2.2.3	Whole-school curriculum planning and block time-tabling	II
2.3	Key Planning Issues for the Senior Secondary Curriculum	14
	Appendices	16



2.1 Purpose of the Booklet

- To help schools to design a whole-school curriculum
- To help schools to make appropriate time-tabling arrangements to provide students with sufficient choices to meet their needs and interests

2.2 Principles and Practices for Planning the Whole-school Curriculum

The design principles specified in Booklet 1 illustrate the student programme recommended for the senior secondary (SS) curriculum. Systematic whole-school curriculum planning is necessary to ensure that every student works towards achieving the seven learning goals.

2.2.1 Principles for consideration

Based on the seven learning goals of the SS curriculum as set out in Section 1.3 of Booklet 1, schools should

- understand the background leading to SS education, e.g. the latest theories of learning and the current situation of education in Hong Kong;
- establish their own **clear and strategic priority** learning goals and targets;
- offer subjects from all Key Learning Areas (KLAs) including Applied Learning (ApL)¹ courses where appropriate to cater for the diverse interests, needs and aptitudes of their students, and supplement them with Other Learning Experiences (OLE) to foster whole-person development;

¹ApL was formerly named “Career-oriented Studies”. Readers may refer to the report “*Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*” (EMB, 2006) for details.



- provide **reasonable time** for the delivery of the curriculum by making reference to the **suggested time allocation** in Section 2.2.2 of this booklet to bring about a broad and balanced curriculum;
- identify the **strengths, weaknesses, opportunities and threats (SWOT)** in order to deploy their resources to achieve their set goals and targets; and
- refer to the subject **Curriculum and Assessment Guides** (CDC, 2007) as the basis for school-based adaptation where necessary to ensure:
 - ▶ a **diversified choice** of elective subjects with optional modules to cater for students' interests, abilities and needs;
 - ▶ the development of a **sufficient knowledge base** for further studies;
 - ▶ the promotion of life-long learning skills, values and attitudes to meet contemporary needs;
 - ▶ the promotion of **assessment for learning** to achieve the life-long learning goals of education; and
 - ▶ a strong **interface between junior secondary and senior secondary curricula**.

Below is an example illustrating the results of a SWOT analysis of a school before deploying its resources and planning its school curriculum.

Example : A SWOT analysis of a school

Strengths		Weaknesses	Opportunities	Threats
School				Lower banding students intake expected due to decrease in population
Principal	Open-minded with clear vision on school's development	Inexperienced in handling various school administration matters		
Teachers	A dedicated team of teachers	Staff appraisal system not yet established		Some experienced teachers are due to retire
Students	Most students are self-disciplined in participating learning activities	Students come mostly from families of low socio-economic status	Students are in general motivated to learn	Learner Diversity intensified
Parents		Difficult to mobilise parents		Too much emphasis on academic results
Curriculum		The areas of Moral and Civic Education and Career-related Experiences not well-developed		
Learning and Teaching	Rich experiences in school-based curriculum development in both language subjects	Inadequate collaboration among subject panels		
Assessment	Experienced in assessment for learning in junior levels in some subjects		Change assessment culture in senior secondary	
Professional Development	Close collaboration with tertiary institutions	Inadequate training in handling students with special educational needs		
School Network		Lack of experience in organising network programme	Form network programme with neighbour schools	



Following the above SWOT analysis, this school decided to focus on the following areas in deploying its resources and planning its SS curriculum:

- The school nurtures a collaboration culture starting from the preparation for Liberal Studies and OLE.
- The principal attends relevant courses organised by EDB.
- Teachers take part in professional development programmes with a view to building up the school's professional capacity.
- To cater for students' diversified needs/ capabilities, students can choose two or three elective subjects, including ApL courses and other languages. Students taking two elective subjects will be offered remedial lessons in both languages. Interested students can take one module from the Extended Part of the Mathematics curriculum.
- The school adopts a more structured approach in arranging class teacher lessons and time-tabled lesson(s) to promote Moral and Civic Education.
- The school involves parents in decisions related to students' welfare and prospect to fortify their ownership and participation.

Schools are encouraged to conduct a SWOT analysis and reflect on the following questions before proceeding to design the SS student programme to achieve the learning goals and targets set by the schools.

Reflective Questions

- What are the key factors in planning the curriculum? How should resources be deployed to provide a broad and balanced curriculum for students?
- In what way can your school build on the strengths identified in planning the curriculum? What are the targets/ focuses of your student programme in accordance with the abilities, interests and aptitudes of your students?
- What can be done to address the weaknesses identified in your school?
- How can your school make use of the opportunities ahead?
- How can your school defend against threats?

In planning the whole-school curriculum and developing strategies for achieving the learning goals, schools are also encouraged to make reference to the “334” Web Bulletin (<http://www.edb.gov.hk/334>), the website of the Curriculum Development Institute (<http://cd.edb.gov.hk>) and the website of the Hong Kong Examinations and Assessment Authority (<http://www.hkeaa.edu.hk>) to obtain up-to-date information on:

- Curriculum and Assessment Guides;
- curriculum resources and examples; and
- examples and tools for planning the SS curriculum.

2.2.2 Whole-school curriculum planning in practice

In planning the whole-school curriculum, consideration should be given to all related items including time allocation for the different components of the student programme; the elective subjects offered in various levels and classes; flexible grouping and block time-tabling arrangements; the deployment of teachers; and teachers' professional development and knowledge management; as well as other resources. All these are intertwined.

Time allocation

- Lesson time is the time when students are in close contact with teachers, normally in the classroom, but not necessarily so. Based on the calculation of 190 school days per year and an average of 6 hours a day in school, the student programme and the time allocation suggested for each subject are based on 2,700 hours of lesson time over three years of SS education.
- Schools may exercise some flexibility over time allocation for different subjects and learning experiences to suit the specific needs of the students and the context of the school. They should, however, provide students with essential learning experiences, including intellectual development, moral and civic education, community service, physical development, aesthetic development and career-related experiences.
- Schools should avoid spending too much time on unnecessary tests and examinations. Emphasis should be put on assessment for learning (see Booklet 4).

- The suggested time allocation for different components of the learning experiences over three years is as follows:

Figure 2.1 Suggested Time Allocation

Component		Suggested time allocation
Core Subjects	Chinese Language	338 – 405 hours (12.5 – 15%)
	English Language	338 – 405 hours (12.5 – 15%)
	Mathematics	270 – 405 hours (10 – 15%)
	Liberal Studies	270 hours (Min 10%)
2 to 3 Elective Subjects		540 – 810 hours (20 – 30%) 270 hours (Min 10% per subject)
Other Learning Experiences	Aesthetic Development	135 hours (5%)
	Physical Development	135 hours (5%)
	Moral and civic education, community service and career-related experiences	135 hours (5%)

Reflective Question

- Has your school ensured an appropriate time allocation for each component of OLE?

Time-tabling arrangement

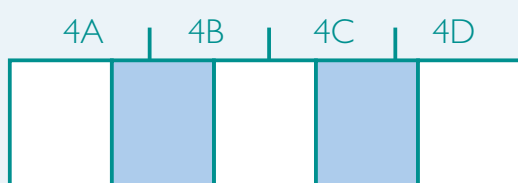
Schools should adopt a flexible time-tabling arrangement to provide students with opportunities to gain access to different elective subjects. Schools also need to ensure effective use of their available teaching space. In planning the school curriculum, students' choices should always be accorded top priority in time-tabling arrangements.

Flexible grouping

With the revised teacher-to-class ratio and the provision of the Senior Secondary Curriculum Support Grant, schools should be able to facilitate flexible grouping in teaching the core subjects, as well as offering reasonable choices of elective subjects and diversified OLE for students.

Examples: Flexible Grouping

- ▶ School A with four S4 classes arranges all English lessons in the same time-slot and divides them into five groups.



- ▶ School B adopts a similar arrangement by arranging all Chinese lessons of two classes in the same time-slot. The four S4 classes are then divided into six groups.



- ▶ Two periods are allocated for split-class teaching for the oral practice of language subjects or for Independent Enquiry Studies in Liberal Studies.

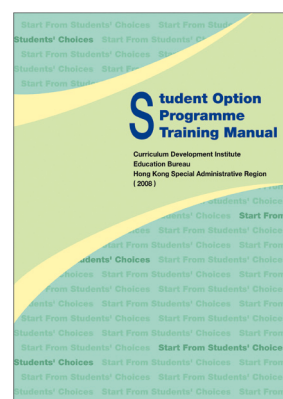


Flexible time-tabling of core subjects

Depending on the specific need and resources available, schools may adopt flexible grouping in teaching the elective modules of the core subjects or Independent Enquiry Studies of Liberal Studies. Schools may also allocate more lesson time to the Compulsory Part of Mathematics for students who do not take any module from the Extended Part.

Maximising students' choices of elective subjects

In planning the 3-year SS curriculum, schools should ensure that sufficient choices are provided for students to suit their individual aptitudes and interests. To achieve this, schools may make use of the "Student Option Programme" (SOP) software package to construct a block time-table and consider the following approaches:



- conduct a student survey to identify their interests, needs and the demands for each subject
- provide career guidance to S3 students and help them to choose appropriate elective subjects
- communicate with parents and organise briefing and counselling sessions to guide students to choose the elective subjects that are most suitable for them
- offer more groups for subjects in great demand
- select elective subjects in each time block with a view to maximising students' satisfaction according to their preferences
- allocate subjects to students according to their preferences, ability and performance
- adopt a week-based (either 5-day or 10-day cycle) time-table so as to offer ApL courses (ApL courses can be arranged on either Saturdays or a fixed time-slot on any weekday)
- adopt a 10-day cycle for a more balanced time allocation for each subject; or adopt alternate time-tables in different school terms

- make use of the Diversity Learning Grant to offer more choices to students, e.g. other languages, ApL and network programmes with other schools to offer subjects with low enrolment
- allow students to take either two or three elective subjects in S4 based on their preferences and/ or abilities
- allow students to drop one elective subject in S5 and replace it by an ApL course or an enrichment programme.

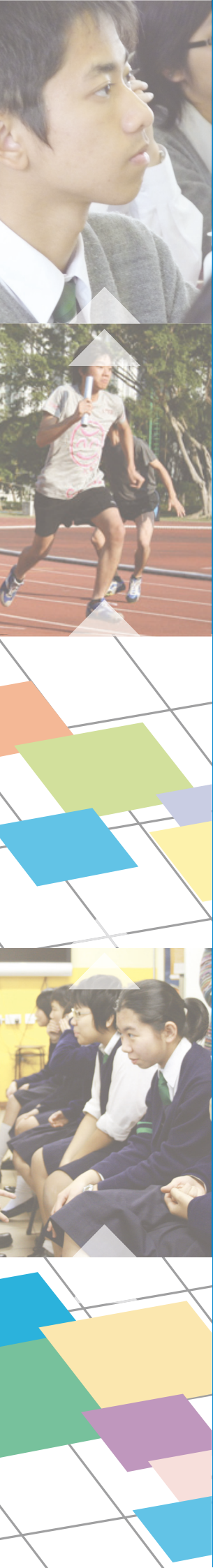
Arrangement of a 'taster year' in S4

- Schools may adopt block time-tabling and allow students to take four elective subjects in S4 as 'taster programmes' to broaden their horizons but allow them to take two to three elective subjects (including ApL courses) in S5 and S6.
- As the subjects in different time blocks should be maintained throughout the three years of SS for the same cohort of students, OLE and/ or Independent Enquiry Studies of Liberal Studies can be arranged in these time blocks to fully utilise students' lesson time in S5 and S6.

On average, schools with 12 to 15 SS classes can usually offer about 10 to 12 elective subjects to students depending on factors such as students' choices, human resources and the learning and teaching space available in the school. An example of lesson time allocation for SS curriculum with 'taster programme' in S4 is given in Appendix I.

Reflective Question

- How does your whole-school curriculum planning cater for the diverse needs of students?



Flexible time-tabling of OLE

For students' whole-person development, schools are encouraged to extend students' learning opportunities both within and outside school hours and to provide them with increased exposure in moral, civic, physical and aesthetic areas as well as career-related experiences. Schools may

- allocate OLE flexibly and sensibly at different times within the three years of SS education;
- adopt a week-based time-table so that OLE lessons/ activities can be arranged in an afternoon, or arrange OLE after examinations or before long holidays so that community services, career-related experiences can be organised; and/ or
- adopt a bi-weekly (10-day cycle) time-table to schedule more double lesson(s) for OLE lessons/ activities.

Additionally, schools may provide students with independent OLE programmes through various activities and courses on selected school days.

Reflective Questions

- Does your curriculum planning, school calendar and time-tabling arrangement reflect your school's mission and learning goals?
- What would you like to improve? To what extent can improvements be made through curriculum planning, school calendar and time-tabling arrangement?

2.2.3 Whole-school curriculum planning and block time-tabling

Schools may refer to the following comparison table in constructing an SS block time-table which reflects the schools' own whole-school curriculum planning and block time-tabling. An example of curriculum planning with block time-tabling is at Appendix II. More examples can be found in <http://www.edb.gov.hk/334>.

Figure 2.2 Constructing a Senior Secondary Block Time-table

Purpose	Current Situation	Possible Solutions
To increase students' choices of elective subjects	<ul style="list-style-type: none">● Schools offer pre-set menus of elective subjects in Arts, Science or Commerce streams● Students have limited choices of elective subject combinations	<ul style="list-style-type: none">● Not to pre-set subject combinations● To conduct surveys on students' choices of elective subjects● To arrange elective subjects in blocks so as to maximise students' choices according to the schools' available resources● To use school facilities flexibly to create more learning and teaching space


A decorative vertical bar on the left side of the page. It features a blue background with a white grid pattern. Overlaid on the grid are several colorful geometric shapes (squares and rectangles) in shades of orange, green, blue, yellow, and purple. Additionally, there are four small photographs of students: the top one shows students in a computer lab; the middle one shows students running on a track; the bottom one shows students in a classroom.

Major considerations in constructing senior secondary block time-tables

- Elective subjects in great demand are offered to more than one group to increase accessibility and to cater for students' needs.
- Combined Science can be offered in three combinations, i.e. Physics + Chemistry, Physics + Biology and Biology + Chemistry. In the example in Appendix II, only two Combined Science subjects are offered according to students' choices.
- Students who drop one of their elective subjects at S5 and S6 may take an ApL course or enhancement programme(s) in English Language, Chinese Language and Mathematics.
- Physical Education, Music, Arts, Moral and Civic Education, and Religious Education are time-tabled on a regular basis. OLE in moral, civic, physical and aesthetic areas, community service and career-related experiences might be provided after school or during the post-examination school days.
- A school can network with neighbouring schools to offer subjects with a very small intake of students. The Diversity Learning Grant will support the network programme.
- Schools may adopt a bi-weekly (10-day cycle) time-table as depicted below. This arrangement can help to provide each subject with a more flexible allocation of time and more double periods can be arranged to shorten the time spent on changing periods.

Figure 2.3 A Bi-weekly (10-day cycle) Time-table

Time	Day 1 (Mon)	Day 2 (Tue)	Day 3 (Wed)	Day 4 (Thu)	Day 5 (Fri)	Day 6 (Mon)	Day 7 (Tue)	Day 8 (Wed)	Day 9 (Thu)	Day 10 (Fri)
8:05 – 8:25 (20 minutes)	Morning Assembly									
8:25 – 8:55 (30 minutes)	Class teacher period/ Morning Reading									
8:55 – 9:40 (45 minutes)		Elective 3			Elective 2			Elective 1		
9:40-10:25 (45 minutes)		Elective 3			Elective 2			Elective 1		
10:25 – 10:45	RECESS									
10:45-11:30 (45 minutes)			Elective 1							Elective 2
11:30 – 12:15 (45 minutes)			Elective 1							Elective 3
12:15 – 13:20	LUNCH									
13:20 – 14:05 (45 minutes)						Elective 1				
14:05 – 14:50 (45 minutes)	Elective 1	Elective 2		Elective 3		Elective 2			Elective 3	
14:50 – 15:35 (45 minutes)	Elective 1	Elective 2		Elective 3		Elective 2			Elective 3	



2.3 Key Planning Issues for the Senior Secondary Curriculum

As whole-school curriculum planning is not merely subject-based, it is necessary to communicate with stakeholders throughout the process through different means and channels, e.g. sharing forums can be organised to deepen the understanding of various stakeholders both inside and outside the school. Questionnaire surveys can be used to analyse the requirements of stakeholders. Communication is essential when schools have to map out their plan for the New Academic Structure.

A summary of the key issues involved in planning the SS curriculum is given below:

- Curriculum planning and management – e.g. combination and choice of subjects, school-based assessment, block time-tabling, curriculum resources, student learning profiles
- Professional development of teachers (pedagogy) – e.g. learning and teaching paradigms, classroom activities, understanding and interpreting the SS curriculum, preparation at junior secondary level, assessment for learning
- Professional development of teachers (philosophy) – e.g. attitude, life-long learning, management of change
- Human resources management issues – e.g. staff deployment, workforce and succession planning
- Flexible use of funding to cope with changes
- School organisation and reorganisation
- Effective communication to ensure synergy
- Effective networking to ensure mobility and availability of the required supportive resources.

Other relevant resources

- Time-tabling tools and examples:
 - ▶ The SOP software package helps schools to analyse students' preferences in choosing elective subjects and constructing block time-tables to meet students' needs. The software is available at <http://sop.edb.hkedcity.net>.
 - ▶ Time-tabling module of Web School Administration & Management System (WebSAMS) or other time-tabling tools could be used in accordance with the school's context and resources.
 - ▶ Examples of flexible time-tabling can be found on the "334" Web Bulletin (<http://www.edb.gov.hk/334>).
- Web-based resources: A web-based Resource Bank for Liberal Studies is available at <http://www.ls.hkedcity.net>.
- A centralised curriculum resources website is available at <http://www.edb.gov.hk/cr>
- Planning for ApL: To help schools to plan for ApL courses, the following materials and systems are being developed:
 - ▶ Information kit on the planning of ApL implementation in schools (to be published in mid 2009)
 - ▶ Examples of ApL in the context of whole-school planning, cluster schools, time-tabling etc. (to be published in 2009)
 - ▶ A computerised administration module under the WebSAMS (to be rolled-out in the 2010/11 school year)
- Arrangements of OLE and SLP:
 - ▶ Essential information (including school cases) on OLE and SLP is available at <http://www.edb.gov.hk/cd/ole>.
 - ▶ SLP Module of WebSAMS has been launched.
- The NSS Information Kit: The printed and web version provides schools with the tools to communicate with parents and students.
- University admission requirement: Details of university entrance requirements can be found on the "334" Web Bulletin (<http://www.edb.gov.hk/334>).

Appendix I

School C adopts a 40 minutes/ period and 45 periods/ week block time-table and offers a 'taster year' programme in S4. The time allocation for the whole SS curriculum is tabled below:

Component	Subject/ Programme	S4 (33 wk)	S5 (33 wk)	S6 (24 wk)	Hrs	Sub-total %
Core Subjects	Chinese Language	6	6	6	360	51.1
	English Language	7/6	7/6	7/6	420/360	
	Mathematics	5/6	5/6	5/6	300/360	
	Liberal Studies	5	5	5	300	
Elective Subjects	X1	4	5	5	278	34.2
	X2	4	5	5	278	
	X3	4	5	5	278	
	X4	4	0	0	88	
Other Learning Experiences	Moral & civic education, physical development and aesthetic development, etc.	6	7	7	398	14.7
Total		45	45	45	2,700	100

Notes

1. 'X' represents an elective subject
2. OLE activities conducted during weekends and holidays have not been included and therefore the actual time spent on OLE can meet/ exceed the suggested time allocation.
3. Students can take 4 elective subjects in S4 and decide to take either 2 or 3 elective subjects including ApL courses in S5 and S6.

Appendix II

School D adopts a 40 minutes/ period, 45 periods/ week block time-table to plan its SS curriculum as tabled below:

Component	Subject/ Programme	Number of Periods		
		S4	S5	S6
Core Subjects	Chinese Language	7	6	6
	English Language	8	7	7
	Mathematics	6	6	6
	Liberal Studies	5	5	5
Elective subjects	X1	4	5	5
	X2	4	5	5
	X3	4	5	5
Other Learning Experiences	Moral & civic education, physical development & aesthetic development, etc.	7	6	6
Total		45	45	45



Subjects offered in each time block according to students' choices:

Block 1	Physics	Chemistry	Biology	Economics (group 1)	Chinese History	Information and Communication Technology
Block 2	Combined Science (Biology + Chemistry)	Physical Education	Business Accounting and Financial Studies	Chinese Literature	Combined Science (Physics + Chemistry)	
Block 3	Visual Arts	Integrated Science	Geography	History	Economics (group 2)	Music

Notes:

1. The school allocates elective subjects in different time blocks so that students can take one elective subject from each time block. The allocation of elective subjects to each time block is based on students' choices with a view to maximising students' overall satisfaction.
2. Taking into account the OLE activities conducted during weekends and holidays, the actual time spent on OLE may exceed the suggested time allocation.

Booklet 3

Effective Learning and Teaching

Learning in the Dynamic
World of Knowledge



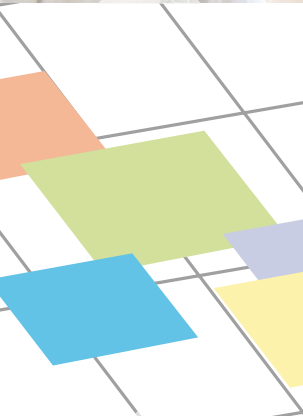
Booklet 3

Effective Learning and Teaching Learning in the Dynamic World of Knowledge

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

3.1	Purpose of the Booklet	I
3.2	From Curriculum to Pedagogy – Key Challenges in Learning and Teaching the Senior Secondary Curriculum	I
3.3	Wide Repertoire of Pedagogical Approaches: Matching with Different Learning Targets/ Objectives/ Expected Outcomes	3
3.4	Effective Learning and Teaching Strategies	11
3.5	The Quality Classroom: Major Highlights	15
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3.1 Purpose of the Booklet

- To reiterate the key points of effective learning and teaching suggested in the *Basic Education Curriculum Guide - Building on Strengths* (CDC, 2002)
- To extend the meaning of effective learning and teaching in the context of senior secondary (SS) education
- To illustrate essential concepts with desirable practices and examples

3.2 From Curriculum to Pedagogy – Key Challenges in Learning and Teaching the Senior Secondary Curriculum

The key challenge for teachers is to put the curriculum aims with regard to content knowledge, generic skills and values into everyday classroom practice to enable students to apply what they have learnt in new and unfamiliar contexts effectively. This implies the development of teachers' professional strengths in the design of learning and teaching strategies and application of a wide range of effective learning experiences, including in particular those that lead to in-depth understanding, enquiry and problem-based learning, and those that engage students in collaborative learning both inside and outside school.

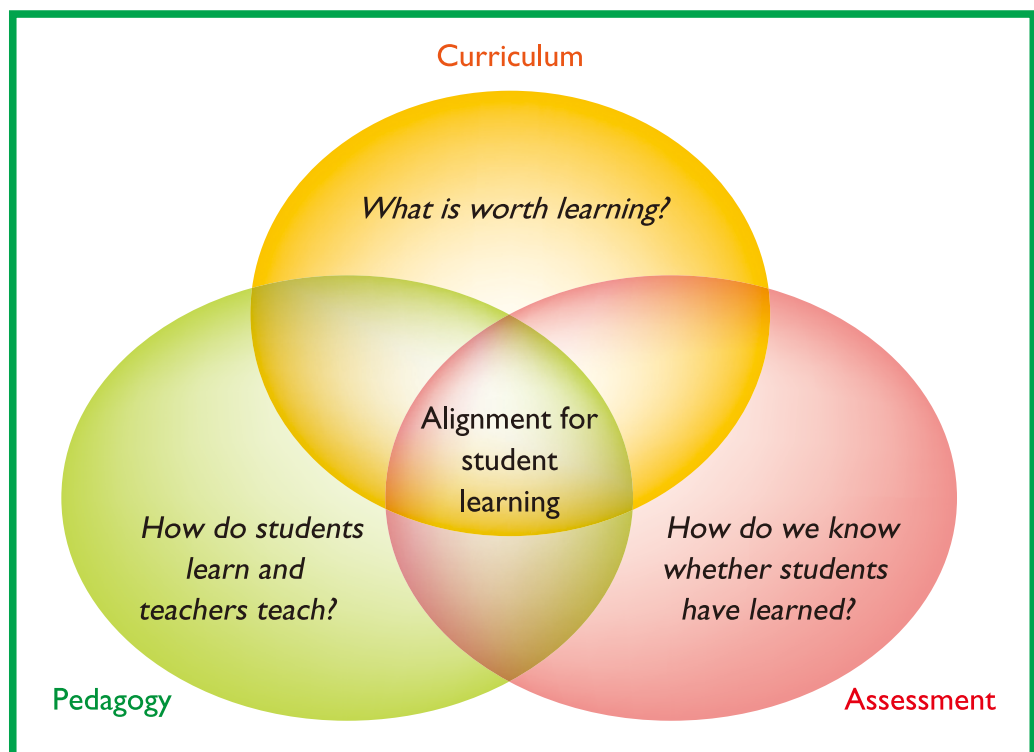
To realise the rationale underlying the New Academic Structure reform in the classroom context, teachers need to

- have a wide repertoire of pedagogical strategies to cater for different learning intentions, individual students' needs and learning environments;
- apply a pedagogy, old or new, that engages students, supports them to develop thinking and problem-solving skills and enables them to develop life-long learning skills; and
- align assessment practice with curriculum change and recognise the wider achievements and abilities of students.



It is worth reiterating that the three key elements of student learning, i.e. Curriculum, Assessment and Pedagogy, should interlock and align (see Figure 3.1). Sometimes teachers focus too much on curriculum and assessment and neglect the importance of pedagogy in implementing a new subject curriculum. Realising curriculum goals through effective classroom pedagogies is of crucial importance too. In order to understand more about what kind of pedagogy is needed, it is helpful to consider current views of learning and teaching in section 3.3.

Figure 3.1 Interlocking relationship among Curriculum, Pedagogy and Assessment



3.3 Wide Repertoire of Pedagogical Approaches: Matching with Different Learning Targets/ Objectives/ Expected Outcomes

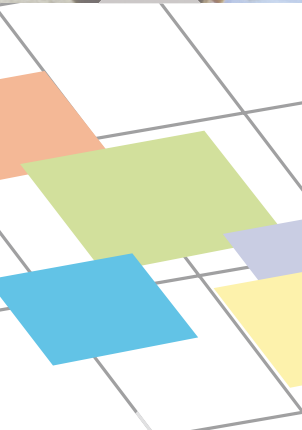
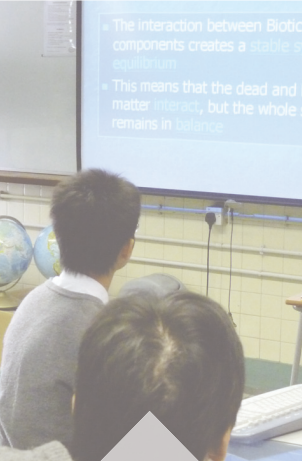
The most important principle for choosing suitable pedagogical strategies is 'fitness for purpose'. There is no single pedagogical approach that can fit all requirements. In fact, teachers need a wide repertoire of learning and teaching strategies to suit the varying contents, aims and focuses of learning.

Learning and teaching strategies can be divided into three categories, in accordance with the following three views of learning and teaching.

Teaching as 'Direct Instruction'; learning as a 'Product'

This view gives rise to a wide range of activities based on the notion that learning involves the transmission of knowledge from teacher to learner. From the students' perspective, these activities include being told, being lectured at as well as reading and learning by heart from textbooks/ reference books. Teachers should not eliminate direct instruction as a teaching approach for the following reasons:

- This approach may be most relevant when the objectives are to teach explicit procedures or facts.
- Teachers often employ such an approach when they need to convey a number of ideas in which students have little background.
- Other learning strategies such as an enquiry-based approach may not be well suited to conveying information, especially if the students have little background knowledge.



Typical examples include:

- asking a question, taking answers and saying whether they are correct;
- explaining new skills or procedures (e.g. learning how to solve quadratic equation);
- providing practice which emphasises application (e.g. using a map);
- giving feedback subsequent to drill/ practice/ exercise; and
- re-capitulating new learning (e.g. revision exercise).

Teaching as 'Enquiry'; learning as a 'Process'

This view includes a range of strategies that are often used in more complex cognitive processes requiring meaning-making. The focus is often on the learners' understanding and concept development. Students are encouraged to help each other to raise questions and show understanding.

Such enquiry-based learning can involve interactive whole-class teaching or interactions in pairs or groups and may also involve:

- eliciting prior understanding and experiences;
- placing a topic in a wider and meaningful context;
- resource-based learning techniques (e.g. selecting appropriate information for learning);
- issue-based or problem-based learning strategies;
- group work to investigate an issue;
- using open-ended questions;
- reflecting and discussing among peers with suitable 'wait time';
- encouraging explanations or elaboration of answers; and
- quality de-briefing.

It is generally agreed that finding out what is in the learners' minds and identifying learner needs should be the key strategies for improving the

quality of student learning in the classroom. The following is a list of practical strategies which encourage quality discussions in pairs, larger groups or the whole class:

- Leave more 'wait time' after asking a question
- Instead of correcting a wrong answer, tease out a better one by taking the question round the class or explore the 'wrong' answer to find out how the student is thinking
- Change the 'hands up to answer' rule on occasions to 'no hands up unless asking a question'
- Encourage students to 'think, pair and share' regularly during the lessons, i.e. to think about an answer initially as an individual, then join with a partner to share ideas, then pair up again with another pair and repeat the process with the larger group
- Use posters and leaflets to promote good practices of making classroom more interactive among teachers and students
- Focus more on dialogue and less on writing.

Learning and teaching as 'Co-construction'

This view embraces approaches that put more emphasis on building knowledge in a 'community', mirroring the research communities and adult learning within professional fields. Co-construction of knowledge involves the teacher and the students in interaction. The teacher is as much a learner as the students in this approach.

A variety of links are made between members of the class and with other sources of knowledge in the world outside the classroom. The power relationship in the classroom is unusual in the sense that teachers and students are of 'equal status' and both contribute to the general building up of knowledge.

Appropriate 'scaffolding' or tools are used to facilitate such learning, for example:

- using an electronic tool to build a 'knowledge forum' to provide a learning platform on a topic of interest to students, teachers and external experts; and
- using other 'scaffolds' to assist co-construction, including rehearsing arguments with peers and using self-evaluation checklists.



Example: Building a Learning Community among Students and Teachers

A group of teachers decided to introduce some practical strategies to nurture learning communities at their senior student level across several subjects (e.g. Liberal Studies, humanities). Three main facilitating strands were identified:

- The need to build a sense of community and membership
- The need for more team work and network communications for learning
- The need to encourage teachers and students to take responsibility for learning together.

In order to build a sense of community and membership, teachers employed the following 'ABCD' principles in their normal lesson planning:

- Adopted active arrangements for teachers and students to work together
- 'Bridged' with each other (i.e. teachers and students) in learning activities
- Collaborated (i.e. in the co-construction of new knowledge)
- Diversity (engaged in dialogue with one another, relating to each other as critical friends).

Teachers recognised that the main task was to encourage the students to see themselves as members of a common learning community, to take up the responsibility of co-construction, and to see each other as partners in learning. The learning experience was found to be useful for SS students in helping them to understand how knowledge is built in wider communities (e.g. in universities, among professionals). The approach was found to be universal to all subjects but particularly useful in Liberal Studies and in some topics of humanities and science subjects.

Watkins (2005) summarises how the approaches among the three main views of learning and teaching differ from each other, in terms of classroom activity systems: Tasks, Social Structure, Resources, Roles, Time and Pacing.

Figure 3.2 Classroom Activity Systems across the Three Main Views of Learning and Teaching

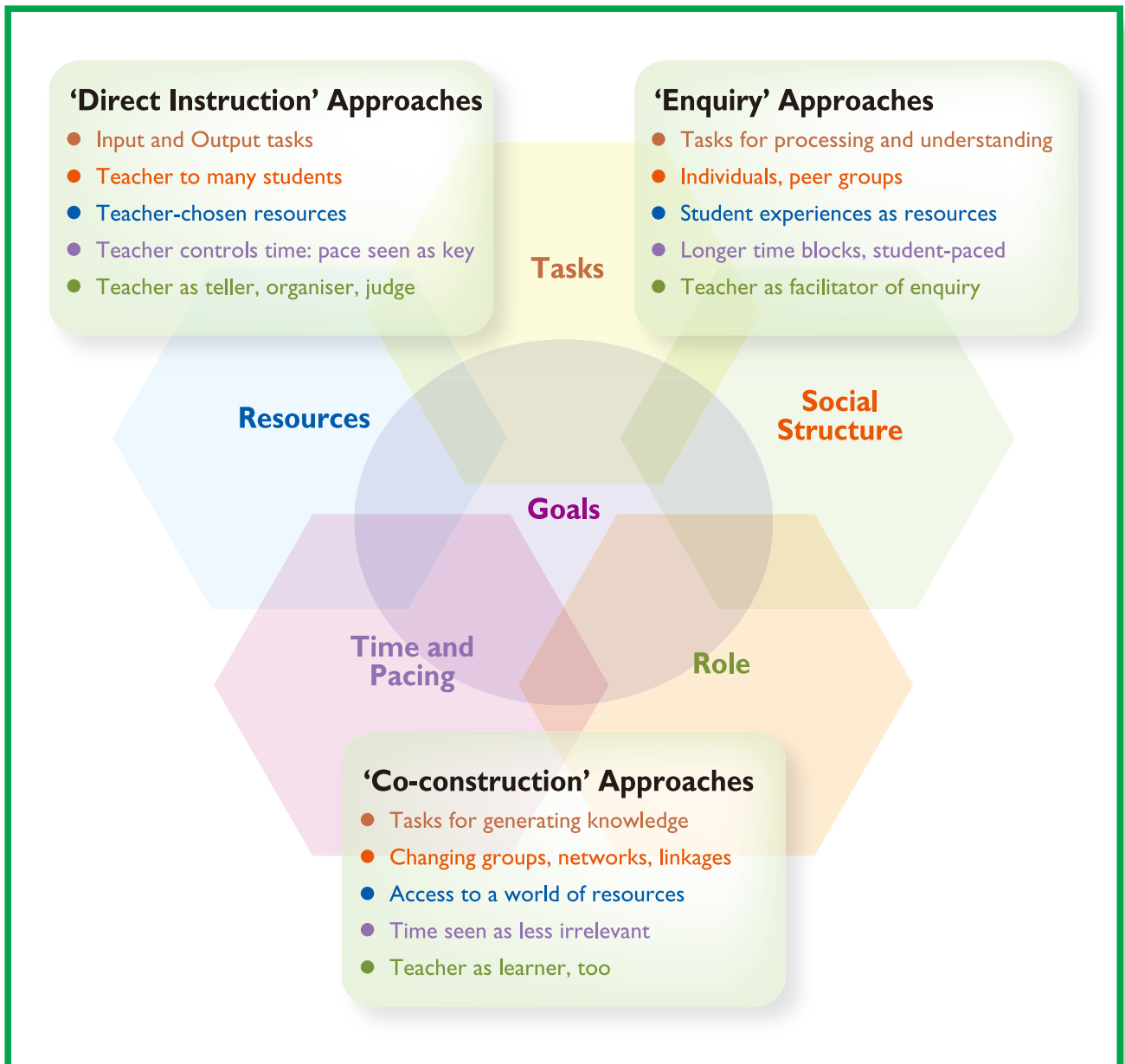
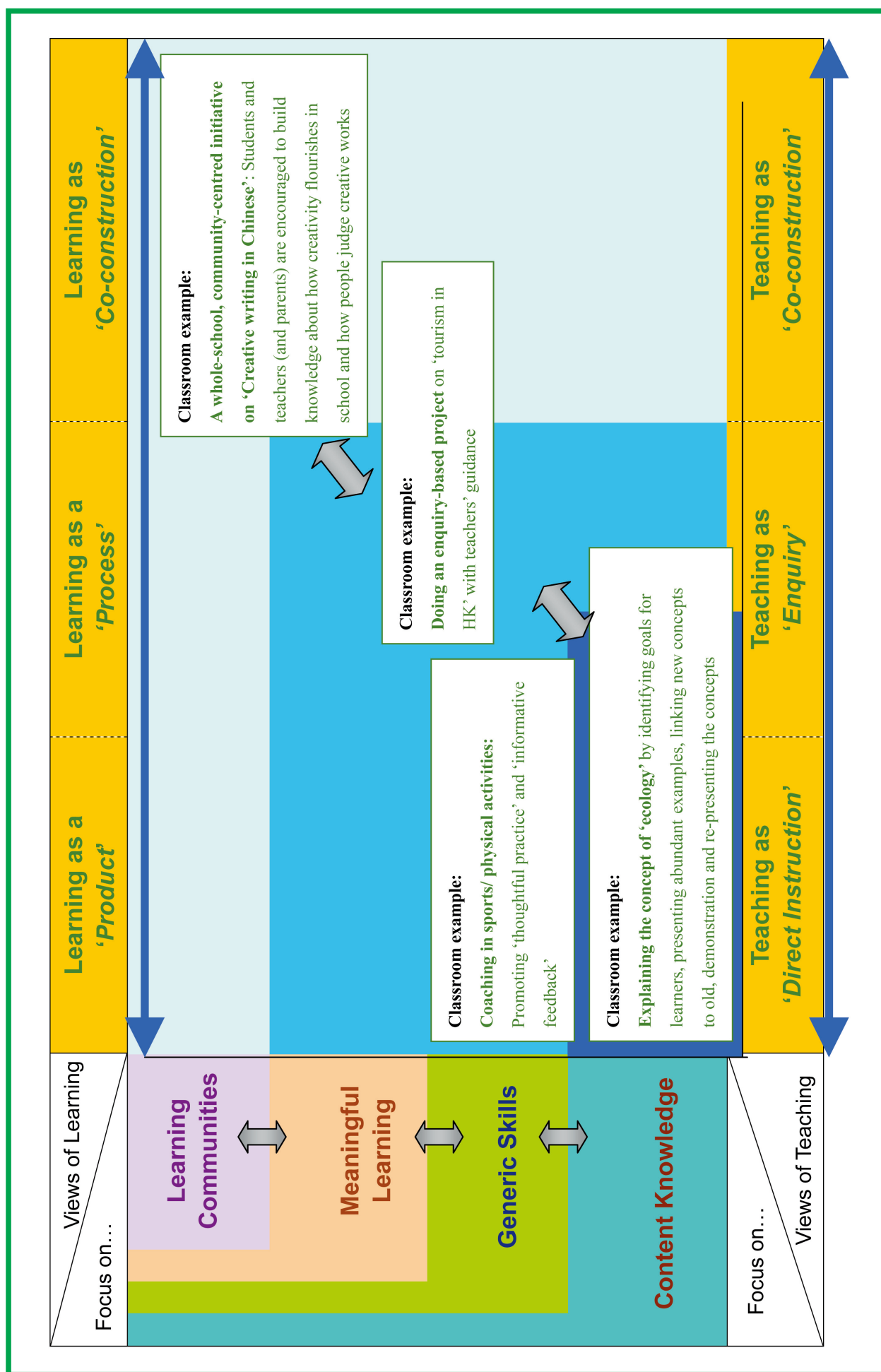
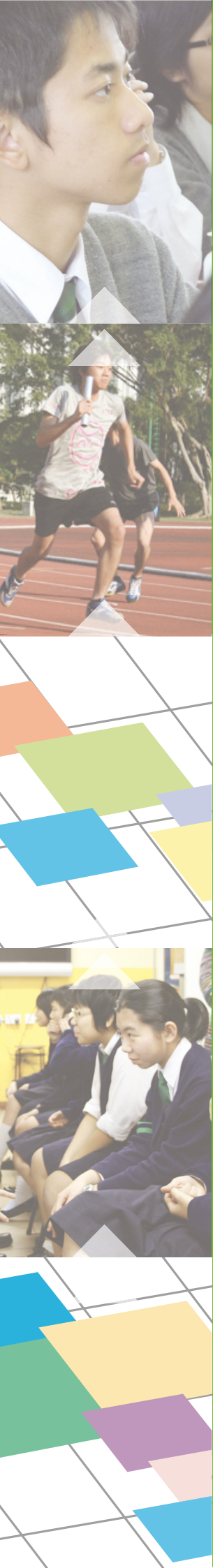




Figure 3.3 presents a summary diagram of learning and teaching approaches that could be adopted in the SS curriculum. In the horizontal dimension, it shows a spectrum of different pedagogical views and approaches available for choices to suit different purposes. On the vertical axis, it highlights a range of learning focuses and purposes (i.e. from content-centred to learning community-centred) that teachers may build upon in their daily teaching practices and which corresponds to certain kinds of pedagogical views on the horizontal axis. Classroom examples are then briefly mapped in the chart for illustration.

Figure 3.3 Learning and Teaching Strategies and Approaches





Teachers can identify their current practices and any gaps that they might want to fill to build up their repertoire through professional development (See case example below).

Example: Widening the Pedagogical Repertoire; Developing Professional Strengths

Teacher A has been teaching science for twelve years. In order to teach many scientific concepts, she chooses to use a wide range of direct instruction strategies as her main pedagogy. Occasionally, she also uses 'enquiry' methods to help students to engage in scientific investigations in the SS curriculum. In order to enrich her existing pedagogical repertoire, she decides to try out some 'co-construction' ideas on topics such as 'the social impact of nuclear power', first in the context of the school's Science Club and then with the top group of students, using a web-based knowledge forum. She re-structures the SS programme and builds in some relevant 'co-construction' activities, e.g. debates, discussion forums and project work to nurture a 'learning community' culture.

Reflective Questions

- How do your students normally learn? What strategies do they use most easily? What are the strengths of different students?
- How would you match the strengths of your students in learning with your strengths in teaching to achieve the short-term targets of the curriculum of the subject? What practices need to be modified?
- What gaps do you see in your own pedagogical practices? Which of the approaches above would you like to adopt in order to learn further?

3.4 Effective Learning and Teaching Strategies

Professional teachers not only have a deep knowledge of pedagogy; they are also able to apply what they know to the diversity they find in their classrooms. This includes being able to use effective strategies and teaching techniques that they have developed through their own experience.

Some Examples of Learning and Teaching Strategies:

(a) An example of ‘Good’ direct explanation

After a series of school-based professional development sessions on pedagogy, the panel heads of school A gathered a few ‘self-check’ points to help junior teachers or ‘newcomers’ to refine their teaching practices in explaining ‘things’ to students. They concluded:

1. good explanation is a matter of providing clear information (with appropriate choice of presentational tools);
2. good explanation provides the backgrounds and contexts of the matter or concepts;
3. good explanation includes information about not only the ‘what’ but also the ‘how’ (e.g. ‘How could I apply the technique or concept?’) and the ‘when’ of the matter (e.g. ‘When could I use the concept or fact?’); and
4. good explanation involves monitoring students’ evolving understanding and their points of confusion and uncertainty in order to clarify these.

(b) An example of ‘Multi-perspective Thinking’

In order to promote deep multi-perspective thinking in a Moral & Civic Education lesson,

1. Teacher B presents a controversial real-life story to students and asks them to write their personal views about the case.
2. Students are asked to discuss the moral issues behind the story in groups, role-playing as one of the characters (X,Y,Z) or as parties (e.g. the government, pressure groups, ...).
3. Students are asked to exchange the role-playing character/ party and groups are encouraged to report back to the whole class.



4. At the end of the exercise, individual students are asked to reflect on different perspectives and to identify any changes of personal views.

(c) An example of 'Experiential Learning' or situated learning

Coupled with structured briefing and de-briefing, this strategy could be used in many contexts in the SS curriculum, e.g.

1. Students can learn writing skills by publishing a newsletter for fellow students or parents.
2. Students can learn about statistics by engaging in research relevant to their immediate surroundings; for instance, statistics on the school sport teams.
3. Business students can be encouraged to run a virtual or small business with support from a business mentor.

(d) An example of 'Jigsaw' team work strategies

Instead of directly explaining a topic, which comprises 4 sub-topics (X,Y, Z and W), teacher C chooses a 'jigsaw' team work technique to allow students to work through the related concepts in a very active way.

1. Students form groups of five and divide a given topic into sub-topics, each student in a group taking responsibility for teaching the others one sub-topic.
2. The students responsible for X leave their small groups and form a larger group that learns about X from the next group, the teacher, and other resources. They do likewise for Y, Z and W.
3. Then the students go back to their small groups and teach one another their sub-topics.
4. After testing, each student receives a grade to indicate the average performance of his or her group. Thus, each is motivated to see that all do well and to accept responsibility for team effort.

It is worth reiterating that traditional learning and teaching strategies (e.g. didactic instruction) have their place and there is often more than one effective way of achieving a learning goal (see Booklet 7).

In using different strategies, teachers can assume different roles during the learning and teaching process, as transmitters of knowledge and as resource persons, facilitators, counsellors, and co-learners.

Roles of Teachers	Actions (examples)
Transmitter	Give lecture, provide information
Facilitator	Discuss with students, provide guidance in the process
Resource person	Advise on sources of information, provide an access to the world of resources outside the classroom, build networks for learning
Counsellor	Provide advice on study methods and pathways
Assessor	Inform students of their strengths, weaknesses and general progress and how to improve
Leader	Take the lead in motivating student learning
Co-learner	Learn alongside students



Research shows that there are several noticeable school practices that are highly conducive to a better **Learning to Learn** school culture. Such a positive culture is generally associated with different practices at the following three levels, namely:

At classroom level:

- Making learning explicit
- Promoting learning autonomy among students.

At teachers' professional learning level:

- Carrying out joint enquiries or evaluations with colleagues
- Building up social capital through learning, supporting and talking with one another
- Engaging in critical and responsive learning through reflection, self-evaluation, experimentation and responding to feedback
- Valuing both teachers' professional learning and student learning.

In the school's management system:

- Involving staff in decision-making and using their professional knowledge in the formulation and evaluation of school policy
- Developing a sense of direction on learning-related priorities through clear communication with senior staff
- Supporting professional development through a range of formal and informal training opportunities
- Auditing expertise and supporting networking within a school and among schools.

3.5 The Quality Classroom: Major Highlights

The following sections will focus on what constitutes a quality classroom. Several aspects are of particular relevance to SS education, and are outlined below:

- Quality interaction in the classroom
- The classrooms as learning communities
- Other key features of a Quality Classroom, e.g. effective use of information technology (IT) and catering for learner differences.

Quality interaction in the classroom

Classroom 'talk' or interaction among students and teachers is a crucial pedagogical feature of every style of learning and teaching. In particular, a well-facilitated dialogue, as a more structured type of interaction supporting the exchange of ideas, understanding or opinions, helps students to make meaning through the interactive process.

To help students in areas where learning is difficult, teachers can:

- break down the difficulties into manageable tasks;
- give helpful directions and point out useful means; and
- pose open-ended, guiding questions and provide feedback.

Teacher support should be gradually reduced as the learners' competence increases. Students need to learn how to interact with other learners and the teacher in more structured discussion designed to bring about the construction of knowledge, rather than always resort to the teacher for an authoritative answer.



Example: A Checklist of interactive patterns in the classroom

The following is a checklist developed (Alexander, 2006) to evaluate the quality of interaction in her normal classroom practices. The list includes different types of dialogue:

- **Collective:** teachers and students address learning tasks together, whether as a group or as a class
- **Reciprocal:** teachers and students listen to each other, share ideas and consider alternative viewpoints
- **Supportive:** students articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and help each other to reach common understanding
- **Cumulative:** teachers and students build on their own and each other's ideas and link them with coherent lines of thinking and enquiry
- **Purposeful:** teachers plan and steer classroom talk with specific educational goals in view

Notes:

- Informative feedback from teachers is an important feature of quality interaction in the classroom. In recent research literature, teachers' feedback ranks top in terms of the effect it has on improving learning outcomes.
- Providing informative feedback means helping students to correct a mistake, by taking them through their thinking, rather than correcting it for them. e.g. "*Show me how you got that answer*" rather than "*No, the correct answer is*".
- Teachers can use feedback to:
 - ▶ clarify goals;
 - ▶ provide suitable suggestions;
 - ▶ give a sense of direction and purpose;

- ▶ stimulate further learning;
 - ▶ open another dialogue or train of thought; and
 - ▶ provide advice for improvement.
- Teachers should avoid feedback and remarks which:
 - ▶ concentrate on marks; and
 - ▶ always focus on the person (e.g. “*Well done, good girl!*”), instead of commenting on the person’s effort and work.

Reflective Questions

- What form of feedback has worked best for you? Why?
- When and how should the above be employed in the teaching of your school in the future? What constraints need to be overcome?

The classrooms as learning communities

Classrooms in which students and teachers learn together can be called learning communities. In a learning community, everyone contributes in different ways to knowledge building.

There are three main strands of development for building a learning community in a classroom:

- Building a sense of community (e.g. active participation, belonging, collaboration and dialogue)
- Instilling a commitment to learning (i.e. agreeing to a common learning agenda)
- Sharing responsibility for knowledge building.

The key to success depends on the sense of membership within the community and how this membership is linked to the wider community. For example, in language subjects, it is important that the students see themselves as speakers of that language and are able to foster real-life links with communities speaking the language.



Teachers should build on the existing strengths of building a collaborative culture in their classrooms. Research has shown that Hong Kong classrooms, under the influence of Asian cultures, are usually characterised by high levels of social support and students prefer a more collaborative environment for learning.

Reflective Questions

- What strategies will you use to build a learning community in your subject area?
- Are there any tools and resources that you could draw on to more effectively help students to learn collaboratively?

Other key features of a 'Quality Classroom'

A classroom that encourages effective use of IT

The unprecedented development in information and communication technology has provided a positive environment for learners. Student learning can be enhanced by computer simulations and modelling in addition to lively electronic presentations inside the classroom. The expanding Internet has also shaped many meaningful learning activities including a series of searching, comprehending, selecting, organising, synthesising, evaluating, reflecting and communicating activities.

Teachers should seek appropriate opportunities to use IT to enhance their teaching. The Internet has provided a very effective means of facilitating interaction and supporting the building of a learning community among teachers and students. Communication and networking through e-mails, web-based instant messages, web journals (or 'web logs'), etc. are common practices among the young, and teachers should make good use of such IT possibilities to build learning communities in school and in the wider world. However, the technology itself does not bring about learning, particularly

when it is only used for its own sake. Learning is brought about through the way in which the technology is used to access information, share it, and apply it.

A classroom that caters for learner differences

Each student is unique, and the diversity amongst them found in a classroom encompasses learning abilities, learning styles, special needs, and interests/ motivations, etc..

Teachers should have reasonable expectations of their lower achieving students. Strategies like activity-based learning and multi-sensory learning¹ can be effective in keeping weaker students engaged in learning. Sometimes, a modification of the curriculum plan is needed to cater for the less able to ensure that their self-confidence as learners is built up rather than destroyed.

Students with higher ability need to have their learning capabilities stretched through extension work, independent assignments and the pursuit of personal interests. Learning objectives at various levels of challenge, and ability-based group work may help to differentiate learning tasks and allow mixed ability classroom learning and peer learning to take place (please refer to Booklet 7 for further details).

In motivating students to engage in learning tasks, teachers also need to be aware that performance motivated by extrinsic rewards (e.g. grades, prizes) tends not to persist once the reward structure is dropped; whereas people are more likely to perform creatively and better in the long run if driven by strong intrinsic interest.



¹ Learning that involves the processing of stimuli through many sensory channels (e.g. through hearing, seeing as well as touching). The co-ordination of input from all the senses helps students (particularly the weaker students) to organise and retain their learning.



A classroom that promotes understanding

Effective classroom practice implies a focus on teaching for deep understanding, rather than for the mere memorising and recalling of facts. In topics that need memorisation, teachers need to bear in mind that memorisation does not mean 'rote learning' – i.e. learning without understanding. It is often found (especially in Asian culture contexts) that memorisation, when properly undertaken, can be useful as a foundation for promoting understanding and vice versa.

The challenge is to design a task that puts students to work, such as explaining something, solving a problem, building an argument, constructing a product, enabling them to demonstrate their knowledge and understanding and engage them in further learning.

Example: Some Classroom Tasks that Show Students' Understanding

The following categories (not exhaustive) of learning tasks may help students to deepen their understanding of a topic or concept.

- Explanation (e.g. *"Explain in your own words what it means by X..."*)
- Exemplification (e.g. *"Give fresh examples of X..."*)
- Application (e.g. *"Use X to explain a phenomenon not yet learnt in class"*)
- Justification (e.g. *"Offer evidence in defence of X..."*)
- Comparison and Contrast (e.g. *"How does X relate to Y?"*)
- Generalisation (e.g. *"What is the general pattern or principles underlying X, Y and Z?"*)
- Contextualisation (e.g. *"How does X fit into the big picture of Y?"*).

3.6 Values Education across the Curriculum

The promotion of values goes beyond knowledge construction and skills development. By means of the provision of interactive and reflective learning activities, instead of imposing values on students, the teaching and learning process should provide a sense of direction that enables students to

- recognise the values inherent in the arguments and judgements;
- identify the values embedded in personal and social issues;
- be aware of their own values and attitudes in the choice of action; and
- develop positive values based on informed value judgements;

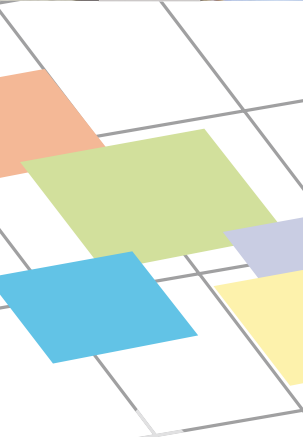
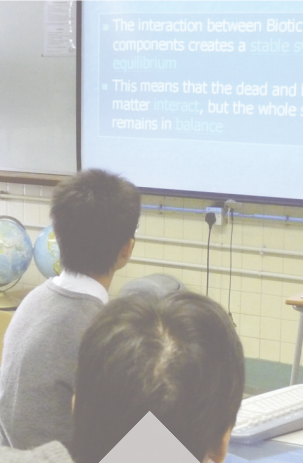
which exemplifies commendable, socially acceptable behaviour.

Values promotion through the Key Learning Areas (KLAs)

Different KLAs are important vehicles for nurturing values across the curriculum. To name a few, language subjects, humanities subjects and Liberal Studies offer a wealth of value-laden issues facilitating values development among students. Working within the context of knowledge and integrating learning with authentic scenarios of life; complemented with well-structured learning experiences (such as role-plays, discussions and debates on controversial issues), students are encouraged to listen to and accommodate diverse views, remove biases and re-prioritise choices. In so doing, students are helped to form their own value stance and beliefs.

Values promotion through school ethos

Values promotion is a longstanding process permeating through different learning contexts inside and outside the entire school environment. As action speaks louder than words, positive values development, e.g. caring, respect for others, hinges on role-modelling of related commendable behaviour by respective teachers and students, as well as on enhancing the school ethos, exemplifying similar good practices.



Values promotion through Other Learning Experiences (OLE)

Students should be provided with sufficient OLE opportunities (e.g. Community Service, Career-related Experiences) to cultivate positive values and attitudes. Such experiential learning (sometimes known as 'learning-by-doing') is essential in helping students to nurture sustainable personal development (see Booklet 5A for details).

Reflective Questions

- What personal/ departmental/ team/ whole school targets have you set in your school with regard to learning more about learning and teaching in the coming years?
- What policies have you adopted to address issues such as catering for learner differences, the needs of gifted students and less able students, use of IT and OLE? How have these policies been communicated to teachers and students?
- What is the overall school strategy relating to values education across the curriculum? In what way will the school further improve the promotion of values education through involving panels and KLAs? Apart from direct instruction, are there any learning strategies which could be highlighted to promote effective values education among subject teachers and teachers of Moral and Civic Education?

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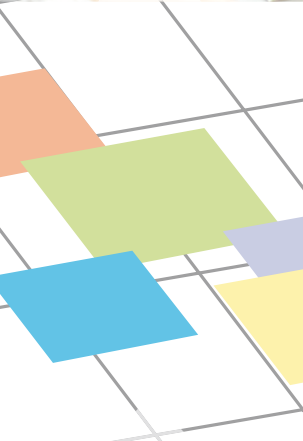
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Booklet 4

Assessment

An Integral Part of
the Curriculum, Pedagogy
and Assessment Cycle



Booklet 4

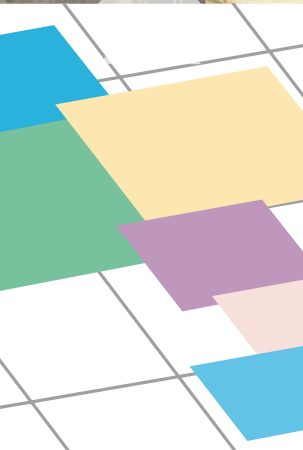
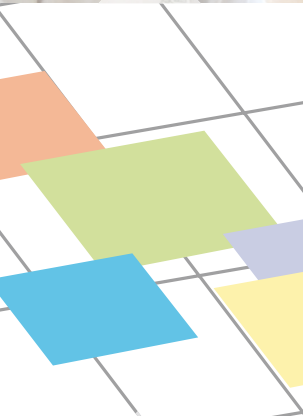
Assessment

An Integral Part of the Curriculum, Pedagogy and Assessment Cycle

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

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4.1 Purpose of the Booklet

- To provide an assessment framework for the senior secondary (SS) curriculum
- To give guidance on how to conduct assessments in schools, including the development of a school's internal assessment policy
- To provide strategies to promote assessment for learning in schools
- To help teachers to understand the alignment of public assessment with the school curriculum
- To transform the assessment culture and practices in schools

4.2 From Curriculum and Pedagogy to Assessment

4.2.1 Roles of assessment

Assessment is an integral part of the curriculum, pedagogy and assessment cycle. It involves collecting evidence about student learning, interpreting information and making judgements about students' performance with a view to providing feedback to students, teachers, schools, parents, other stakeholders and to the education system.

The roles of assessment for different stakeholders can be summarised as follows:

For students to

- understand the learning objectives from a different perspective and how well they are progressing towards their objectives;
- understand what they need to improve on the next stage of learning; and
- understand their strengths and weaknesses in learning and how to take steps to improve and to self-regulate their work.



For teachers and schools to

- understand the strengths and weaknesses of students in learning;
- recognise the effectiveness of learning and teaching practices and make adjustment to their teaching;
- monitor the standards and quality of the education they are providing; and
- guide students towards appropriate future learning.

For parents to

- understand the strengths and weaknesses of their children in learning; and
- co-operate with schools in guiding students in their future learning.

For other stakeholders (including tertiary institutions, government, employers, etc.) to

- recognise what standards are being achieved and make judgements as to the quality of education to be provided; and
- facilitate the selection of students for particular learning pathways.

4.2.2 Assessment of learning vs. assessment for learning

The evidence collected in assessments should show clearly both the outcomes of learning (what students have learned and what students have not learned) and the processes of learning (how students learn).

The former is related to establishing how well students have achieved, the quality of education being provided, and what standards are being attained, and the assessment involved is often referred to as "**assessment of learning**". The latter is related to helping students to continuously improve and the assessment involved is referred to as "**assessment for learning**". Assessment of learning is for reporting and assessing students' performance and progress against the learning targets and objectives. Assessment for learning is for identifying students' strengths and weaknesses and providing quality feedback for students, which entails providing timely support and enrichment. Assessment for learning also helps teachers to review learning objectives, lesson plans and teaching strategies.

In the context of the SS curriculum, as with other learning stages, it is of utmost importance that schools and teachers put more emphasis on assessment for learning to help students to learn better and to promote life-long learning. Though assessment of learning has always been of great concern at the SS level, the good intentions of assessment for learning should not be neglected throughout the course of study.

In implementing appropriate assessment strategies for the SS curriculum, it is useful to distinguish between two forms of assessment, namely 'Formative Assessment' and 'Summative Assessment', each of which serves different purposes.

Formative assessment is the act of collecting evidence of student learning (e.g. classroom observation, class activities, homework, quizzes) and providing feedback to promote better learning. Summative assessment is usually carried out at the end of a teaching unit/ school term/ school year in order to sum up what students have learnt (e.g. end-of-unit test/ task). It is clear that assessment for learning is formative in nature and assessment of learning is summative in nature.



Assessment for learning usually takes place in daily teaching and is an essential part of everyday classroom practice. Assessment for learning

- is embedded in the process of learning and teaching;
- involves sharing learning goals with students;
- helps students to know and recognise the targets they are pursuing;
- engages students in peer assessment and self-assessment;
- provides feedback to help students to identify the next steps to build on success and strengths as well as to correct weaknesses; and
- involves both teachers and students in reviewing and reflecting on assessment data (students' performance and progress).

4.2.3 Quality feedback

The essence of formative assessment is the provision of quality feedback, based on continual data collection in daily teaching. Quality feedback in formative assessment can be brought about by asking probing questions and through quality classroom interaction and/ or well-designed learning and assessment tasks. On the other hand, summative assessment is usually achieved through pre-designed tasks, reviewing assignments, tests or examinations. Information on performance is usually provided in the form of grades or marks. Performance is either matched against specific learning outcomes or against the performance of others.

Providing quality feedback has a positive impact on student achievement. This feedback can be in the form of oral advice or written comments, and may be incorporated in reports or portfolios. Feedback does not mean “praise” or “blame” and it is not the same as “guidance”. It should provide information on students' performance with regard to the expected learning outcomes and enable students to take action to close any gap between their performance and the outcomes.

In providing feedback to students, the following points should be noted:

- Feedback is best when it is truly **informative** in nature, clearly identifying areas of strength and weakness and explicitly pointing out how to improve.
- Feedback should be **positive** and **constructive** so that it enhances students' motivation, e.g. highlighting areas where the students have shown improvement and specifying or implying a better way to accomplish what they have not yet achieved.
- Feedback should be **dynamic** and **adaptable**. It should allow for exchanges of ideas and it should be adaptable to respective learning needs at the point when they are received.
- Feedback should be **timely**. Delay in providing feedback to students diminishes its value for learning. The value of oral feedback in the classroom should be emphasised.

Reflective Questions

- In the context of SS education, is assessment of learning or assessment for learning more valued in your school? What are the views of teachers and parents?
- How do your school's existing assessment policies and practices at the SS level help to inform the appropriateness of your curriculum design as well as your learning and teaching strategies?
- How does the feedback on performance provided to students in your school help them to improve?
- How is feedback on student performance provided to parents? Are there ways to improve communication?

4.3 Internal Assessment

4.3.1 Basic principles in designing internal assessment at senior secondary level

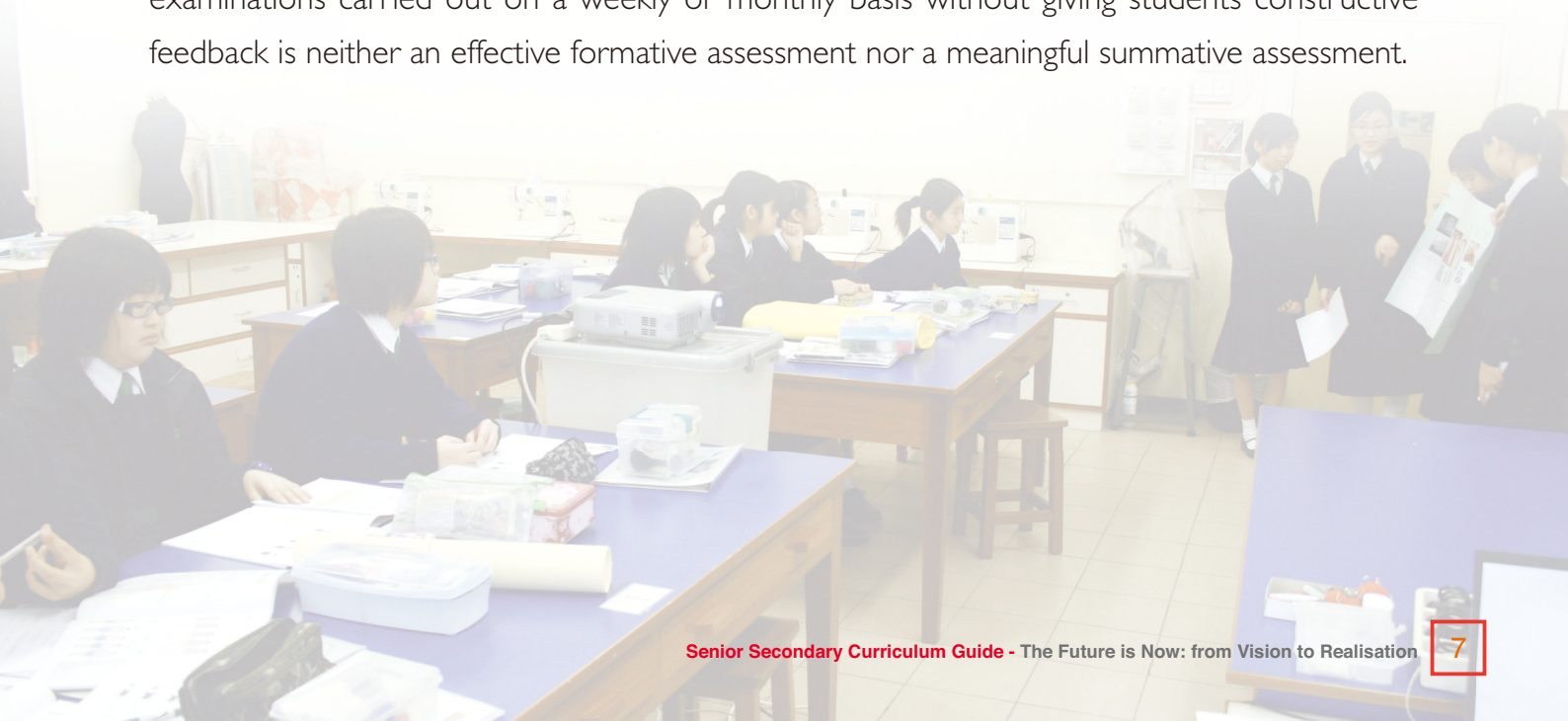
As the ultimate goal of assessment is to improve student learning, schools need to set up their own internal assessment policies to be in line with the curriculum offered and to provide a rich source of assessment data/information that will provide feedback to improve student learning. Appropriate record-keeping together with systematic analysis of assessment results help to generate evidence-based feedback for school-based curriculum planning. The following points should be noted:

- Based on the beliefs that every student is unique and possesses the ability to learn, and that we should develop their multiple intelligences and potentials, the Curriculum Development Council (CDC) report *Learning to Learn – The Way Forward in Curriculum Development* (CDC, 2001) recommended that there should be a change in assessment practices and schools should put more emphasis on “Assessment for Learning” as an integral part of the learning, teaching and assessment cycle.
- Assessments should be aligned with student learning. They should make reference to the curriculum aims, objectives and the intended learning outcomes. Good internal assessments should be based on the criteria derived directly from learning objectives/ outcomes.
- Each assessment mode/ strategy has its own limitation. A variety of assessment modes/ strategies are needed to truly reflect student performance or progress. For instance, written examinations may not be able to reflect students’ performance in laboratory work, creative work and practical work. An appropriate assessment mode should therefore be adopted to cater for the different learning objectives being assessed.



- Students in the same class are usually of different abilities. Adopting different assessment modes and strategies could help to address different levels of performance and learner diversity as well as to provide equal opportunities for students to demonstrate their achievements.
- Students should be provided with ample opportunities to receive timely feedback, usually through dialogue in the classroom, to motivate them and guide their future learning.
- Assessment for learning could be used to track student progress over time, build up students' confidence in themselves and help students to take responsibility for their own learning. This in turn would lay a foundation for life-long learning.
- To enable formative use of information gathered by summative assessments, constructive and timely feedback on students' performance should be provided along with their results in tests and examinations.
- Appropriate assessment formats and methods can help to provide quality feedback to students and a more positive backwash effect on student learning.

Schools, in setting up their internal assessment policy, should distinguish formative assessment from continuous assessment. Formative assessment refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance. Continuous assessment refers to the assessment of students' ongoing work and may involve no provision of feedback. Accumulating results in tests, quizzes or term examinations carried out on a weekly or monthly basis without giving students constructive feedback is neither an effective formative assessment nor a meaningful summative assessment.





It is understandable that there is a temptation for teachers to adopt transmission styles of teaching, administer repeated practice tests that focus on the examinable content and train students to answer specific types of questions at the SS level with a view to preparing them for the public examinations. Nevertheless, teachers should bear in mind that the effective use of assessment for learning can improve students' achievements which will eventually be reflected in public examinations.

Schools should bear in mind that too much drilling will reduce learning and teaching time in class, increase teachers' workload unnecessarily and put undue pressure on students. Schools are also advised not to just adopt or replicate public assessment modes in their internal assessment practices.

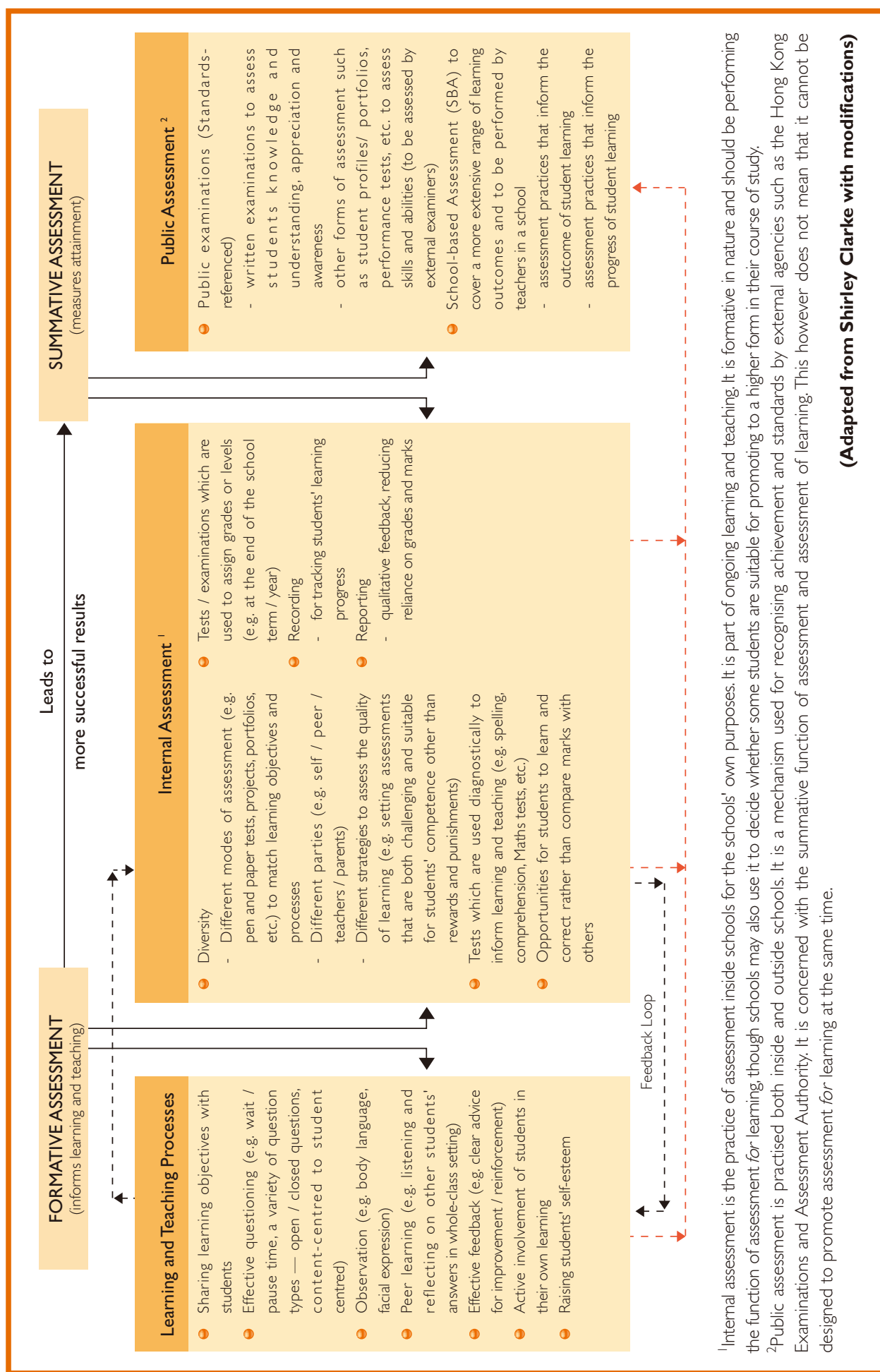
Reflective Questions

The following key questions need to be addressed in developing a school assessment policy:

- How are assessment records kept in your school and how are they used in helping teachers to improve their teaching?
- Is your school's assessment policy conducive to better student learning?
- Do your school's assessment procedures assess students' learning outcomes effectively and directly? If not, how would you improve them?
- Which assessment modes, strategies, instruments, etc. would be most appropriate to demonstrate the strengths and weaknesses of student learning?
- How often should students be assessed to form a useful picture of their learning progress?

A framework for school assessment practices at the SS level is illustrated in Figure 4.1.

Figure 4.1 A Framework of School Assessment Practices



¹Internal assessment is the practice of assessment inside schools for the schools' own purposes. It is part of ongoing learning and teaching. It is formative in nature and should be performing the function of assessment *for* learning, though schools may also use it to decide whether some students are suitable for promoting to a higher form in their course of study.

²Public assessment is practised both inside and outside schools. It is a mechanism used for recognising achievement and standards by external agencies such as the Hong Kong Examinations and Assessment Authority. It is concerned with the summative function of assessment and assessment of learning. This however does not mean that it cannot be designed to promote assessment *for* learning at the same time.

(Adapted from Shirley Clarke with modifications)



4.3.2 Assessment practices for the senior secondary curriculum

A range of assessment practices, such as learning and assessment tasks, activities, projects, portfolios and reviewing assignments should be used to promote the attainment of various learning outcomes. These practices help to provide feedback on students' understanding of concepts, as well as their knowledge and development of their generic and subject-specific skills. Schools may refer to the individual curriculum and assessment (C&A) guides for good practices.

Schools should note that for achieving the purposes of assessment for learning, the provision of quality feedback is more important than just assessing students continuously since the most important role of assessment is to identify students' strengths and weaknesses and to help them to improve and monitor their progress. It should also be noted that a number of the assessment practices promoted in the C&A guides are *not* “add-on” or isolated activities. They are closely integrated with the learning and teaching process. For example:

- In conducting a whole-class discussion on a social issue, a teacher can assess the progress or performance of students when the students respond to the question he or she has raised. Questioning is one of the key elements in formative assessment as it enables students to grasp what they know and guides them to further develop their understanding.
- When a teacher guides students in the conduct of a project, the dialogue between the teacher and the students during an interview is a way to assess student performance. The dialogue can also serve as feedback to stimulate students' critical reflection and help them to improve learning.

Assessment should not be confined to activities that are conducted only for checking purposes but should include feedback for improvement.

Example of Assessments

Students are required to write up a report of an experiment. Apart from being provided with training on writing up laboratory reports, students may also be requested to write essays which emphasise the application of scientific principles or the impact of moral issues on technology. In order to assess students' ability to link up the subject knowledge, a Chemistry teacher of School A might ask students to focus on writing up the application of the scientific principles, the influence on the environment of the chemical being studied, or the moral issues associated with the technology involved, instead of making some general remarks about the experiment. Areas to be considered in assessing the reports include:

- content (e.g. application of the scientific principle, relevance of ideas, coverage of the topic);
- organisation (e.g. logical development of ideas, connection of ideas);
- language use (e.g. appropriateness, fluency, accuracy);
- evidence of the use of generic skills (e.g. communication, creativity, critical thinking, collaboration, problem-solving); and
- attitudes demonstrated (e.g. keenness to participate in activities).

Similarly, an arts teacher in the same school might ask students to create pieces of artwork and discuss among themselves their various initial products. This would limit the time spent on production and provide opportunities for students to

- demonstrate their understanding of the criteria by which their learning is assessed and enable them to assess their own and others' work;
- develop a positive view of others' efforts and attainments; and
- demonstrate how they are actively involved in improving their work.

To a certain extent, internal assessment practices at the SS level should align with the practices at the junior secondary level. Students should be given the opportunities to improve their skills in moving from the junior secondary level to the SS level. When charged with tasks of similar nature but different levels of difficulty, students may demonstrate their development in the relevant skills.

Reflective Questions

- How do the following activities conducted in your school help to cultivate / improve the assessment culture?
 - ▶ Open Book Tests
 - ▶ Discussion, Debate and Role-plays
 - ▶ Field Work
 - ▶ Group Work
 - ▶ Projects

- What are the assessment practices you would use for internal assessment? Do you use different practices for SS classes and junior secondary classes?



4.3.3 Developing assessment policy

To synergise efforts and to avoid duplicate or even contradictory endeavours, each school should develop a school assessment policy. In doing so, the staff should:

- discuss and agree on how to balance assessment for learning and assessment of learning;
- discuss and agree on how to balance the promotion of common assessment practices with student-centred or class-based variations;
- set out the aims of assessment in accordance with the whole-school curriculum plan;
- make reference to third-party information such as the Territory-wide Assessment in Chinese Language, English Language and Mathematics to confirm some of the focuses of learning, teaching and assessment, if necessary;
- agree on appropriate assessment criteria by and across levels/ Key Learning Areas/ subjects, etc.;
- agree on how evidence of student learning should be collected; and
- agree on how assessment results should be recorded and kept, and how feedback is to be provided to improve student learning.





The school assessment policy should ensure that all students are given the opportunities to have their full range of learning assessed without being given an undue workload.

Based on the assessment policy, schools should then develop their annual assessment plans that enable teachers to

- transform ideas into actions;
- identify gaps and reflect on their daily assessment practices, e.g. whether feedback is used to adjust teaching plans and whether assessment for learning has been highlighted; and
- check whether the aims of assessment have been fulfilled and whether the purpose of assessment is clear to all students.

Schools should conduct regular reviews of the assessment policy and its implementation so that assessment is always providing useful and timely feedback to the curriculum as well as the learning and teaching processes.

Example of a School Assessment Policy

The following table shows the policy and directives adopted by a school to help to promote assessment for learning.

Domains	Aspects	What teachers should do	Responsible officer(s)
Assessment Planning and Implementation	System-level directives	Assist in formulating a whole-school assessment policy according to the curriculum goals and adopting formative and summative assessments	P, VPs and Co-ordinators
		Explain the assessment policy to students and parents and enhance learning and teaching based on the assessment results	P, Co-ordinators and T
		Conduct timely, holistic and concrete reviews of assessment policy and systems to identify what is effective and what is inadequate as well as to ensure early follow-up	VPs and Co-ordinators
		Review constantly the various assessment modes and align them with current curriculum objectives	Co-ordinators
	Assessment practices	Design suitable methods of assessment that truly reflect students' performance in terms of knowledge, skills, attitudes and efforts made	Co-ordinators & T
		Ensure that the scope, format and difficulty level of assessment suit the abilities and needs of students	Co-ordinators & T
		Provide students with the opportunities for reflection through peer assessment and self-assessment	T
		Adopt different modes of assessment flexibly to cater for learner diversity	T
	Grading, marking and giving feedback	Identify students' strengths and weaknesses	T
		Provide students with direction for improvement	T
		Give timely and useful feedback to help students to improve their learning	T
	Managing assessment information	Record the information obtained from assessment systematically so that both the school and teachers can keep track of students' learning progress and use it to plan their teaching	Co-ordinators and T
Use of Assessment Information	Using assessment information	Use assessment information to diagnose and evaluate the effectiveness of learning and teaching	Co-ordinators and T
		Use assessment results to develop programmes that improve student learning	Co-ordinators
		Help students to understand their learning progresses and set future learning targets for themselves	T
		Inform parents of their children's learning progress through a variety of means	T

Note: P for principal, VP for Vice-principals, Co-ordinators for KLA Co-ordinators and T for Teachers



Example of an Assessment Plan

In line with the C&A framework of the subject of Information and Communication Technology (ICT), a school develops the following assessment plan for its S4 students. The school adopted the suggestions prescribed in “*Case 3 – ICT Curriculum Planning in GHI Secondary School*” in Section 3.2 of the ICT C&A Guide.

Assessment Objectives and Assessment Plan

The assessment objectives are grouped under three categories (A), (B) and (C) to show that Knowledge and Understanding, Skills, Values and Attitudes are essential.

(A) Students should show a basic understanding of concepts related to:

- information systems and processes in real-life contexts;
- the difference between information and data;
- how data are organised and represented inside a computer;
- the hardware, software and Internet service provider involved in accessing the Internet;
- the personal, social and commercial activities that are available on the Internet; and
- the technologies involved in transmitting and displaying multimedia elements on the Internet.

(B) Students should be able to:

- use office automation software in an integrated manner;
- process and present different types of information appropriately;
- connect to the Internet and participate in various Internet activities such as searching for information, sharing opinions, and exchanging messages and files; and
- design and construct simple web pages for intended audiences.

(C) Students should be able to:

- appreciate how advances in information and communication technologies foster the development of the Information Age and its impact on society; and
- value and appraise the significance of the development of the Internet for various activities in society.

A range of assessment practices are used to assess comprehensively the achievement of different learning objectives, which include written tests, practical tasks, oral questioning. A project integrating different learning objectives is also included as an important component of assessment. The implementation details of assessment tasks, including frequency, duration, format and weighting of each component should be discussed and agreed among teachers. A summary of the assessment plan is as follows:

Area	Component	Examples of Learning Outcome
(A)	Mid-year written examination	● Understand how data are organised and represented inside a computer
	Final written examination	● Compare common methods for Internet access in terms of speed, cost, security and availability
	Online quizzes (self-assessed)	● Describe how errors can be detected and prevented by using validation and parity checking
	Project work - written report	● Identify benefits and limitations of various Internet activities
(B)	Oral questioning	● Discuss the common services available in a networked environment
	Practical tasks - Teachers' observation	<ul style="list-style-type: none"> ● Convert multimedia elements into digital format ● Convert them into different file formats
	Project work - website, presentation slides	<ul style="list-style-type: none"> ● Use a software suite in an integrated and effective manner ● Design and construct web pages for an intended audience



(C)	Project work - oral presentation	● Value the significance of the development of the Internet for various activities in society
	Oral questioning	● Appreciate technology advancement as a change agent for the betterment of humanity
	Students' self-reflection	● Appreciate how advances in information and communication technologies foster the emergence and development of the information age and to recognise its impact on our society

Quizzes, oral questioning and practical tasks are arranged periodically to enable a rich source of data that provides feedback on learning in a formative manner. Such feedback helps students to sustain their momentum in learning and to identify their strengths and weaknesses. This also enriches students' ICT learning portfolios.

Reflective Questions

- What is your school's assessment policy?
- What are the strengths and weaknesses of your school's assessment policy and practices?
- How would you change the school's assessment policy and practices in order to cater better for learning in the New Academic Structure and specific SS subjects?
- How are the assessment activities different at the SS level, when compared with the junior secondary level, in particular in stretching the potential of the students in your school?

4.4 Public Assessment

A range of strategies has been adopted to align public assessment with the school curriculum and to promote reform in the assessment culture. The Hong Kong Diploma of Secondary Education (HKDSE) will make use of standards-referenced reporting (SRR) to report students' performance. School-based Assessment (SBA) will also be adopted. As regards SRR, students' levels of performance will be reported with reference to a set of standards as defined for a given subject. SRR relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark students' work.

More information on SRR and SBA can be found in the appendices. Schools may also make reference to the updated information available on the website of Hong Kong Examinations and Assessment Authority at <http://www.hkeaa.edu.hk>.

What should schools do in preparing for the introduction of the SRR system?

Schools should

- help students to understand the system and the standards;
- indicate to students the standards they need to attain to proceed to the next level; and
- continue with their normal learning, teaching and formative assessments.

Reflective Questions

- How is internal assessment in your school linked to the public examination?
- How will you make use of the level descriptors to help students to stretch to their full potential in learning?
- How will your school assess students' development in both cognitive and affective areas?



What should schools do in response to SBA?

Schools should

- help students to understand the rationale of SBA and its requirements;
- help students to stretch to their full potential in accordance with their own abilities;
- continue with their normal learning, teaching and formative assessment;
- incorporate SBA into their normal learning and teaching plan;
- stagger the implementation of SBA of various subjects across S5 and S6 to avoid duplication of work in a particular time-slot;
- supervise and conduct SBA in accordance with their learning and teaching plan, play the role of a facilitator in students' learning process; and
- help students to manage their own tasks.

Reflective Questions

- What measures will you employ to avoid overloading students with unnecessary assessment tasks?
- In conducting SBA in your subject, how will you ensure that the work submitted by students is their own work?

Appendix I

Standards-referenced reporting

- The HKDSE will make use of standards-referenced reporting for assessments. This means students' levels of performance will be reported with reference to a set of standards as defined by cut scores on the variable or scale for a given subject. Standards referencing relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark students' work.
- Within the context of the HKDSE there will be five cut scores, which are used to distinguish five levels of performance (1–5), with 5 being the highest. A performance below Level 1 will be labeled as 'Unclassified'.
- For each of the five levels, a set of written descriptors that describe what a typical candidate performing at this level is able to do will be developed. These descriptors will necessarily represent 'on-average' statements and may not apply precisely to individuals, whose performance within a subject may vary and span two or more levels.
- In setting the standards for the HKDSE, Levels 4 and 5 will be set with reference to the standards achieved by students awarded grades A–D in the Hong Kong Advanced Level Examination of the old system. Referencing Levels 4 and 5 to the standards associated with the old grades A–D is important to ensure a degree of continuity with previous practice, facilitate tertiary selection and maintain international recognition.
- The overall level awarded to each candidate will be made up of results in both the public examination and the SBA.
- To maintain the levels of discrimination for selection purposes, the candidates with the best performance will have their results annotated with the symbols ** (i.e. 5**) and the next top group with the symbol * (i.e. 5*).



Appendix II

School-based Assessment

- In the context of public assessment, SBA refers to assessments administered in schools and marked by the students' own teachers. The primary rationale for SBA is to enhance the validity of the overall assessment and extend it to include a variety of learning outcomes that cannot be assessed easily through paper and pen tests.
- There are other reasons for SBA. For example, it reduces dependence on the results of the examinations, which may not always provide the most reliable indication of the actual abilities of candidates. Obtaining assessments based on students' performance over an extended period of time and developed by those who know the students best – their subject teachers – provides a more *reliable* assessment of each student.
- Another reason is to promote a *positive “backwash effect” on students, teachers and school staff*. SBA can serve to motivate students by requiring them to engage in meaningful activities that lead to a penetrating assessment of their performance. It can reinforce curriculum aims and good teaching practice, and provide a structure and significance to an activity they are involved in on a daily basis.
- It should be noted that SBA is not an “add-on” element in the curriculum. The modes of SBA are normal in-class and out-of-class activities suggested in the curriculum. The requirements for implementing SBA will take into consideration the wide range of student abilities and will avoid unduly increasing the workload of both teachers and students.

- It is acknowledged that some subjects are more ready for SBA than others. SBA will therefore be phased in gradually in the SS curriculum, with the weighting, modes of assessment, etc. changing over time. A higher weighting will be allowed in some practical subjects.
- SBA will be designed in ways that enable teachers to authenticate students' work so as to avoid cheating. This means that a significant proportion of SBA will be done under direct teacher supervision.
- For most subjects, statistical moderation will be employed to adjust differences among schools in assessing students' work. Teachers have a good knowledge of the standards of their own students, but they are not necessarily familiar with the performance of students in other schools. Statistical moderation ensures comparability of assessment across all schools.
- For subjects with a small candidature and SBA involving outcomes that are very different from those assessed through a written examination, non-statistical moderation, such as expert judgement by a panel of external moderators, will be employed.



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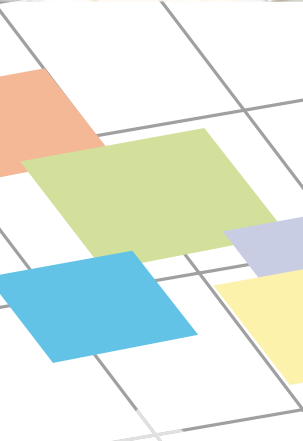
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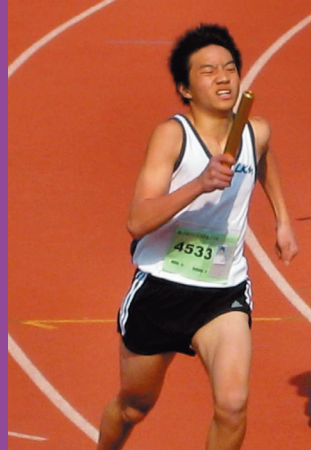
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Booklet 5A

Other Learning Experiences

Opportunities for Every Student



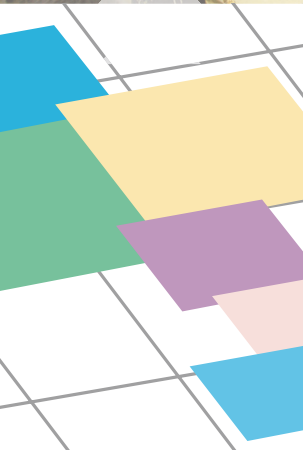
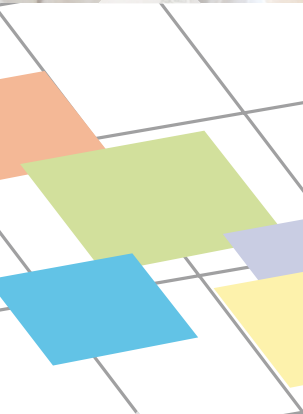
Booklet 5A

Other Learning Experiences Opportunities for Every Student

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

5.1	Purpose of the Booklet	1
5.2	Values Education and Learning Experiences as Part of Learning Goals in Senior Secondary Education	1
5.3	Aims and Expected Outcomes of Other Learning Experiences	2
5.4	Planning and Time Arrangement of Other Learning Experiences	3
5.5	Guiding Principles for the Running of a School-based Other Learning Experiences Programme	6
5.6	Other Learning Experiences as a Means to Helping Whole-person Education and Balanced Development	20
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5.1 Purpose of the Booklet

- To set clear aims and expected outcomes for Other Learning Experiences (OLE)
- To provide guidance on how to achieve a better balance between academic and personal development for young people through offering OLE opportunities in schools
- To illuminate the guiding principles for the running of a school-based OLE programme

5.2 Values Education and Learning Experiences as Part of Learning Goals in Senior Secondary Education

How do teachers help their students to acquire and practise positive values? How do they prepare them to face the challenges of a world of work and adult life, which is constantly changing? In the document *Learning to Learn – Life-long Learning and Whole-person Development* (CDC, 2001) (containing the overall framework of the school curriculum), there are three interconnecting components:

- Knowledge and concepts (mainly through subject teaching)
- Generic skills
- Values and attitudes.

Of these three, positive values and attitudes are the most difficult to ‘teach’ as subjects because they are best developed through personal experiences in which particular values and attitudes are practised and discussed. OLE, which aim to bridge this gap in the senior secondary (SS) curriculum, are building on the foundations of the five Essential Learning Experiences in Basic Education (CDC, 2002). They put more emphasis on choices, interests, individual needs and personal aspirations to realise whole-person development.

If the balance of personal development is to be achieved, students should be encouraged to participate in all five areas of OLE, namely Moral and Civic Education (MCE), Aesthetic Development, Physical Development, Community Service and Career-related Experiences. This means that schools should, as far as possible, offer students a range of OLE opportunities, both within and outside normal school hours.



5.3 Aims and Expected Outcomes of Other Learning Experiences

In implementing OLE, teachers need to keep the following aims and expected outcomes in mind:

- To widen students' horizons, and to develop their life-long interests
- To nurture positive values and attitudes
- To provide students with a broad and balanced curriculum with essential learning experiences alongside the core and elective components (including Applied Learning (ApL) courses¹) in order to nurture the five essential Chinese virtues, **'Ethics, Intellect, Physical Development, Social Skills and Aesthetics'** (德、智、體、羣、美)
- To facilitate students' all-round development as life-long learners with a focus on sustainable capacities. The expected outcomes include students:
 - ▶ becoming active, informed and responsible citizens;
 - ▶ developing respect for plural values and interests in the arts;
 - ▶ adopting a healthy lifestyle; and
 - ▶ enhancing career aspirations and positive work ethics.

It should be borne in mind that OLE are not only a series of school activities or lessons, but also an integral part of the SS curriculum. They help students to build a solid foundation for whole-person development and pursue life-long learning in our knowledge-based society. It is the quality of OLE that matters, rather than the quantity (see Appendix II in Booklet 5B for "Dos and Don'ts in OLE and SLP").

¹ApL was formerly known as "Career-oriented Studies". Readers may refer to the report "Action for the Future — Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools" (EMB, 2006) for details.

Reflective Questions

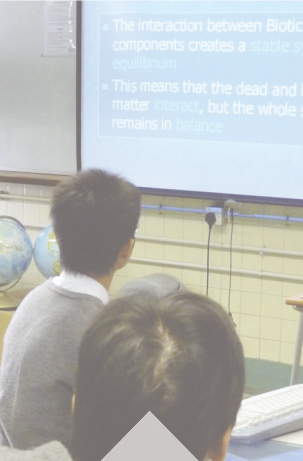
- What are you currently doing in school to address the aims of OLE described above? Which areas are your strengths?
- What practical steps could you take to address these aims more effectively?
- How would your school help students and parents to appreciate the importance of OLE, as an integral part of the SS curriculum?

5.4 Planning and Time Arrangement of Other Learning Experiences

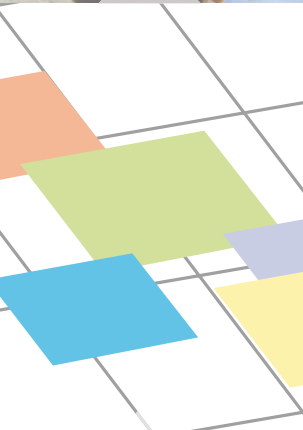
The time allocation of OLE over the three years is suggested as follows:

Other Learning Experiences	Suggested minimum time allocation (in percentage)	Minimum lesson time (or learning time equivalent) allocation (in hours)
Moral and Civic Education	5%	135
Community Service		
Career-related Experiences		
Aesthetic Development	5%	135
Physical Development	5%	135
		Total: 405 hours

Schools are encouraged to have an overall and flexible planning of OLE lesson time (including time-tabled and/ or non-time-tabled learning time) for students throughout the three years of SS education. Apart from building on the strengths and experiences the school has already had, due consideration should be given to the suggested modes of implementation for each type of OLE specified in Section 5.6 of this booklet.



- The interaction between Biotic components creates a stable equilibrium
- This means that the dead and matter interact, but the whole remains in balance



Time Arrangement for OLE Implementation

- **Aesthetic Development and Physical Development** can be largely implemented in the form of structured lessons, building on existing practice.
- **Moral and Civic Education** is commonly provided in class teacher periods or the assemblies, specifically assigned lessons and learning activities outside time-tabled lessons to develop positive values. Initiatives such as life-skills education, character education, ethics and religious education could be part of MCE. They could be flexibly built into the time-table and other time-slots to ensure that students could have full opportunities to gain these experiences.
- **Career-related Experiences** and **Community Service** could be arranged after school, during post-examination time, weekends or school holidays if required.

Example: Time planning for Other Learning Experiences – Minimum Threshold Approach

School A devised a comprehensive plan for OLE, utilising time-tabled lessons, calendar days and co-curricular activities to promote whole-person development among students. In order to check whether their plan satisfied the suggested minimum hours of OLE, teachers, for their own reference, worked on the hours involved by using a so-called 'minimum threshold approach'. Instead of counting every single activity, they first worked out the number of OLE hours allocated to the time-table which were to be offered to all students regularly. Then they checked to see if there were any gaps to be filled by OLE-special days or other events that would appear in their school calendar. As a result, the school found that it had already met the suggested time allocation by just counting the OLE provisions in both the time-table and school calendar. OLE teachers in School A then stopped the 'hour-counting' exercise and invested time in devising ways to enhance quality and student participation in the overall OLE school plan.

Also see the article, "A Self-checking Workflow of OLE Time Arrangement":
(http://www.edb.gov.hk/cd/ole/ole_articles/)

The formation of a co-ordinating team to enhance synergy is suggested in order to plan a school-based programme for OLE. Initial planning could involve:

- reviewing any existing strengths;
- finding out what is needed;
- devising effective communication strategies for stakeholders;
- fostering community partnerships and connections;
- allocating resources;
- planning programmes and devising their evaluation strategies; and
- sharing effective learning and teaching strategies.

5.5 Guiding Principles for the Running of a School-based Other Learning Experiences Programme

In order to develop a school-based OLE programme, seven guiding principles are suggested for school leaders' and teachers' reference. These are shown in Figure 5.1 in which the centrepiece is 'Building on existing practices'. Each of the other six principles is arranged around this central concept to illustrate that it is not about imposing something new but enhancing, re-prioritising or re-conceptualising what already exists.

Figure 5.1



Principle 1: Building on existing practices/ strengths

The first principle is observed when schools:

- review and build OLE into their existing practices and strengths, as well as identifying 'gaps' and 'over-dos', and making adjustments accordingly;
- avoid 're-inventing' the entire programme or 'changing just for the sake of change'. For example, based on the suggested time allocation of OLE (at least 5%), schools should fully utilise the learning opportunities provided by existing Physical Education (PE) lessons to enhance student learning in the context of physical development;
- clearly communicate the need for change so that teachers both understand and play an active part in planning and developing the OLE programme; and
- consider leadership strategies such as distributive leadership and allocate leading responsibilities to teachers for OLE if appropriate.





Example: Building on Existing Strengths

Life Education as an entry point

To foster a good school climate for whole-person development, School B started to develop a school-based life education curriculum at junior levels as an entry point, with a view to extending the programme to senior levels. The features of this programme are set out below:

- The aims and objectives of the Life Education curriculum were:
 - ▶ to help students to know about themselves;
 - ▶ to foster healthy growth and development;
 - ▶ to develop self-motivated learning and self-discipline among students; and
 - ▶ to build a simple, honest and pure school climate.
- One 40-minute lesson per cycle/ 25 lessons was planned per year.
- Each class was divided into two groups to enable effective discussion.
- Five teachers assumed responsibility for 15 classes.
- The curriculum was the core element used to promote MCE.
- Some elements of Community Service and Career-related Experiences opportunities were included.
- Good co-operation with reading and project learning programmes was encouraged.

The programme was complemented by the well-established PE and Arts lessons in the time-table and supplemented by the school policies relating to co-curricular activities participation:

S1: Every student takes part in at least one sport (一人一運動)

S2: Every student is involved in one interest/ hobby (一人一情趣)

S3: Every student participates in one piece of voluntary work (一人一義工)

After two years of implementation, the programme witnessed some good observable outcomes among students in terms of self-discipline and willingness to think through life issues from many perspectives. The school is now confident to build on such success and experience by extending the programme with a similar structure and progressively enhancing career-related experiences at senior levels.

Example: Building on Existing Strengths

Seizing the opportunity to review and re-prioritise

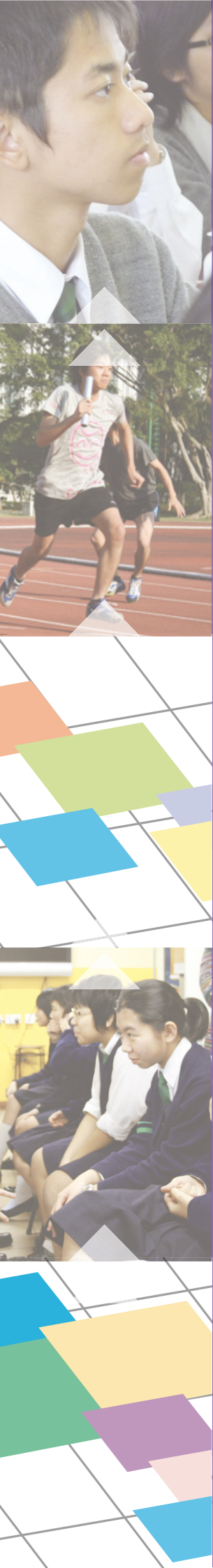
With a long history in being a 'Health Promoting School', School C was awarded a gold medal in the local Healthy Schools Award Scheme. Building on this strong foundation, the school management used OLE as an opportunity to review the school entitlements with regard to whole-person development under the core value of 'Healthy School'². After a discussion with frontline teachers and parents, it was agreed that Community Service would be emphasised more through the existing programmes and Religious Studies periods. Currently, the school expects that in the long run all students will participate with the long-term aim of promoting community health and civic responsibility. In this connection, the school has recently launched anti-drug and healthy eating programmes through placing relevant OLE under its 'Healthy School' policy.

Principle 2: Student-focused

The second principle starts from where the student is (i.e. his or her prior knowledge, attitudes and experiences) and the nature of experiences that engage interest and facilitate achievement. This principle

- emphasises individual active engagement in activities as opposed to a transmission model of knowledge. The focus is on what students experience and how they internalise and make sense of that experience so as to effect a change in personal values and attitudes; and
- is more likely to be realised when:
 - ▶ individual participation in OLE is recorded in a learning profile through a school-based system which both recognises achievement and provides motivation;
 - ▶ choices are offered to cater for individual needs, interests, prior experiences and balanced development to increase the sense of ownership; and
 - ▶ student voice and responsibilities are valued in OLE.

²The 'Healthy School Award Scheme', which is run by the Chinese University of Hong Kong, aims to promote the World Health Organisation's concept of 'Health Promoting School'.



Example: Student-focused

Finding what is needed

In helping to design the OLE programme, School D conducted annual surveys and focus group interviews among students on their interest in meeting their personal development needs. Ultimately, it was found that the OLE design was 'in-touch' with students' needs and interests. The exercise also helped to foster a better sense of ownership and increased active engagement in whole-person development among students and other stakeholders.

Student leadership for serving

Students in School E were generally experienced in Community Service in junior secondary levels. In their senior levels, students were asked to organise their own Community Services in small groups, under the supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. It was found that this student empowerment enhanced the quality of learning (e.g. developing problem-solving skills, creativity and responsibility), as well as participation. Participants reported that they were enlightened by such experiences and the impact on them was positive and long-lasting.

Principle 3: Student opportunities

The third principle emphasises the need for a well-distributed range of other learning opportunities for all students in a school. Schools need to:

- provide their students with opportunities in all the five areas of OLE through careful planning, noting the possibilities that more than one area of OLE could be achieved through a single activity;
- plan OLE opportunities with a reasonable level of diversity to cater for different individual needs (e.g. one-off 'taster' programmes); and

- take cautious measures so as not to deprive students from disadvantaged backgrounds (e.g. low-income families) of the opportunities to take part in OLE activities. Cost-benefits and affordability should be considered when planning OLE activities. Expensive activities are not necessarily more effective than those that cost less.

Example: Student Opportunities

Diversified opportunities in Community Service

School F's 'Volunteer Ambassadors Award Scheme'³ aims to encourage all students to care for others in their communities. In collaboration with Non-government Organisations (NGOs), students were provided with a wide range of service opportunities covering flag days, fund-raising activities, conservation, a junior tutors scheme for local primary students and serving the elderly or disabled. Some activities were specially designed as 'taster programmes' for 'beginners' and 'less keen' students.

Monitoring opportunities through a Multiple Intelligence (MI) Passport

School G launched an MI passport scheme to motivate each student towards whole-person development, using Gardner's MI framework. In their passports, students were asked to enter records of their participation and learning with regard to personal development. Form teachers discussed the MI passports with individual students to encourage participation. The gathered information proved to be useful in monitoring OLE opportunities offered and what was 'missing' in the school-based programme. In recent years, the school has put more emphasis on creative arts and music in their learning programmes and also in time-tabled lessons to provide sufficient and balanced OLE opportunities. The formative use of the information is highly valued by students and teachers, in terms of school planning and promoting students' self-regulated learning.

³The 'Volunteer Ambassadors Award Scheme' is a multi-strand school-based programme, which provides bronze, silver and gold awards for students to target at during their secondary years. Students are awarded points for participating in each service activity.



Principle 4: Quality

The fourth principle reminds us that it is the quality of experience that counts, not quantity. A quality learning experience can sustain or initiate life-long engagement in an area of interest and should comprise the following elements:

- strong learning intentions with objectives shared with students, together with the teacher being ready for other 'unintended but positive' outcomes
- well-organised meaningful learning experiences, embracing a number of factors in the planning, such as students' prior knowledge/ experiences, learning needs, motivation and safety
- programmes run by external bodies or personnel during lesson time and conducted in the presence of registered or permitted teachers in a school
- timely de-briefing with teachers as facilitators and deep reflection among students on what they have learnt

Besides the quality of individual learning experience, the principle also addresses the following dimensions of looking into the quality of OLE:

- the quality of organising OLE at leadership and management level
- the quality of organising OLE by creating space and enhancing professional learning
- the quality of organising OLE through fostering community partnerships

In order to improve the overall organisation of OLE, school leaders need to go beyond the level of individual learning experiences and consider the following:

- How well does the OLE programme reflect the core values and uniqueness of the school?
- How effective is the organisational process, such as lateral collaboration among initiatives and groups?

- How much space and time are given to creating opportunities for both student learning and teachers' professional learning in the OLE implementation plan?
- How well do schools/ teachers understand the notions of community resources and partnership, and the building of strong connections with different kinds of community resources for quality OLE?

Example: Aiming for Quality – at Learning Experience Level

Campus TV

Every Thursday morning there is a TV broadcast in School H. It is the outcome of concentrated teamwork by a group of young people in the previous week. It may include news reports, commentaries and discussions, and interviews with celebrities or other commentators on issues of importance. The young people involved described it as the most engaging and satisfying aspect of their school life. It encompasses a wide range of technical, social and academic skills from researching, analysing, synthesising and presenting to target setting, organising, managing and teamwork. It is exemplary of OLE because:

- there is a concrete end product;
- it demands a sense of audience;
- it is student-centred;
- it induces student creativity;
- it demands systematic discipline and time management;
- it requires effective teamwork;
- it involves a sharing of leadership (including students);
- it requires the integration of a wide range of generic skills; and
- it feeds back into various aspects of the curriculum.



Example: Aiming for Quality – at Organisation Level

As a member of the EDB Life-wide Learning Network for several years, School I has devised a comprehensive framework to reflect holistically on the quality of their learning programmes both inside and outside classroom/ normal lessons under the following headings.

Organising and planning

1. Having a purpose
2. Finding what is needed

Leadership for Learning

3. Curriculum links
4. Choice/ widening participation
5. Developing programmes
6. Information strategy

Workforce consideration

7. Teacher engagement
8. Involving students and others

Deployment of resources

9. Getting the best from resources
10. Getting the best from partnerships

Evaluation strategies

11. Getting results
12. Managing improvement
13. Celebrating success

The school also invited other schools in the EDB Life-wide Learning Network to discuss and evaluate their findings together before devising future action plans. From this example, we may conclude that the quest for quality is now a feature of the on-going school culture when offering OLE to their students.

EDB Website of the Quality Framework of Life-wide Learning:
(<http://www.edb.gov.hk/cd/lwl/qf/>)

Principle 5: Coherence

The fifth principle reminds us that OLE should not be a series of 'unconnected activities'. Nor should OLE be a disconnected component under the SS curriculum. With OLE as an integral part of the curriculum, schools should therefore:

- ensure that the school-based OLE programme is a development of what is offered in basic education and complements other components in the SS curriculum (e.g. ApL, choice of subjects);
- try to align OLE with the existing school-based life-wide learning (LWL) strategy and flexible learning time concept, e.g. make OLE part of LWL days or weeks as scheduled in the school calendar and implement OLE during specific sessions of each cycle/ week in the time-table;
- note that learning experiences gained through the elective subjects such as Ethics and Religious Studies, PE, Music and Visual Arts and/ or ApL courses should be counted as helping students to achieve the aims of the respective OLE components. Students could record such experiences in their Student Learning Profile; and
- make sure that the provision of OLE opportunities is sufficient and balanced.

(Cross-reference: *Basic Education Curriculum Guide*, Booklet 6 (CDC, 2002), *Learning to Learn – Life-long Learning and Whole-person Development* (CDC, 2001))



Examples: Coherence

Forming a co-ordinating team

An LWL co-ordinating team was formed to implement the whole-school policy in LWL in School J. In order to ensure effective communication across subjects and departments, the team comprised a deputy head, a guidance mistress, the Extra-curricular Activities Master and some relevant KLA panels as members so that LWL practices could be aligned with OLE at the SS level.

OLE as part of the whole curriculum

Viewing OLE as an integral part of the SS curriculum, the OLE co-ordinator in School K liaised with all subject panels and teachers to re-organise and match the existing KLA extension activities, such as Community Service, which was extended from Religious Studies, and coupled with OLE components. Apart from enhancing the role of OLE as an integral part in extending, enriching and complementing the subject curriculum, teachers on the whole have become more 'in tune' with the development of OLE and acquired a holistic understanding of the role played by OLE in the curriculum.

Principle 6: Flexibility

The sixth principle highlights the importance of flexibility in organising the OLE programmes. Schools can:

- plan their OLE flexibly, using a wide range of community resources and combinations of time, place and people;
- offer students a range of strategies to enhance the quality of experiential learning, e.g. teamwork, simulation/ role play; and
- use an integrated approach by designing a programme (e.g. leadership training, campus TV, dramas) incorporating key elements across the five areas of OLE.

Example: Flexibility

An integrated leadership programme as leverage

In order to train students at senior levels to become school leaders in organising co-curricular activities, School L co-organises a four-day leadership camp with a youth agency every year. The programme covers all five components of OLE and 'potential' student leaders choose a focused area to exercise their leadership after the camp. Regular reflection sessions are organised in the year to allow deeper sharing among student leaders. The programme has been found to be particularly effective in building an independent learning culture and promoting whole-person development through OLE among other students.

Principle 7: Learning together

The seventh principle allows us to see OLE as valuable learning opportunities for teachers, as well as for students. Teachers are encouraged to play the role of facilitating adults in OLE, and to act as learners alongside their students. Teachers can:

- observe students working in a 'non-subject' context and understand more about individuals' learning styles and approaches;
- use OLE to build their capacities through trying out diversified learning and teaching approaches in different learning contexts;
- use OLE to build up stronger collaboration among schools, parents, community and students; and
- celebrate the benefits of OLE on student development with stakeholders and the wider community.



Example: Learning Together

Learning together in the Wetland Park

Students in School M joined the internship programme at the Wetland Park during the summer holidays. The teacher-in-charge and students underwent training together. The overall aim was to promote a sense of environmental protection among schools and communities through leading guided tours at the end of the programme. The training process inspired not only students, but also the teacher and the park officers about how people learn effectively in the context of environmental education. As a consequence, some students and the teacher volunteered to participate in promotion activities related to wetland conservation.

Teaching each other in a school enterprise programme

An enterprise programme organised by Junior Achievement Hong Kong⁴ in School N requested students to establish a 'mini' company under the guidance of volunteer business advisors. Students were responsible for selling stock, producing and marketing real products, as well as liquidating the company at the last phase. The teacher-in-charge of the programme was an Economics teacher without much practical trading experience. Instead of being an instructor, he experienced the process as a facilitator and participating member. In addition, a learning climate was gradually created in which students shared their learning with peers and teachers. The experiences engendered reciprocal learning between teachers and students.

⁴Junior Achievement Hong Kong is an international, non-profit making agency dedicated to running programmes inspiring and empowering young people to improve the quality of their lives and communities.

Celebrating OLE outcomes

Schools in a network which aims at promoting experiential learning in the school curriculum were committed to investigating the impact of such learning experiences in a more systematic manner. In order to study its impact on students' affective and social development (e.g. attitude towards learning, self-concept, attitude towards school and leadership), they had tracked a cohort of students (i.e. S1 in the 2004/05 school year) with different levels of OLE participation since 2004. The impact study was accompanied by focus group interviews among network schools. Tentative findings showed that these essential learning experiences had a significant impact on participating students in terms of affective/ social development and attitudes on learning. These benefits were disseminated and celebrated among stakeholders, especially parents at individual school level. It was found that teachers and community groups also learned a lot through this self-evaluative process.

Details of the Impact Study can be found on the EDB Life-wide Learning Website:
(http://www.edb.gov.hk/cd/lwl/impact_study/)

Reflective Questions

- In the light of the seven guiding principles and your existing practices, what are your school's strengths and areas for improvement in terms of OLE implementation? What insights do they give you in planning for school-based OLE approaches?
- What opportunities and threats does your school have in implementing OLE? How can they help you to devise action plans for the implementation?
- In what way could your school identify 'gaps' and 'over-dos' of existing practices for OLE?
- Among the seven guiding principles, which one is the most difficult to achieve in your school? Do you have any suggestions for tackling this? What may be the best possible 'entry point'?



5.6 Other Learning Experiences as a Means to Helping Whole-person Education and Balanced Development

The following paragraphs explain briefly the key directions of each area of OLE with school examples, and how each might be implemented to achieve the intended overarching goals and expected outcomes mentioned in Section 5.3 (please refer to Appendices I and II for an overall framework and suggested expected outcomes for each OLE area).

Moral and Civic Education

Moral and Civic Education is essential in nurturing students' moral and social competencies, cultivating positive values and attitudes, and developing a range of perspectives on personal and social issues.

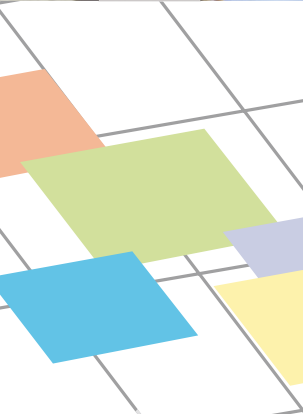
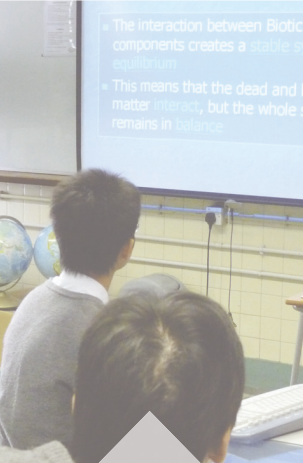
A holistic approach to developing students' values and attitudes is recommended through integrating National Education, Life Education, Sex Education, Environmental Education, etc.. The overall aim is to help to promote among students seven priority values, namely: **Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Care for Others and Integrity.**

Example: Integrating MCE and Service Learning within OLE

A secondary school (School O) in the New Territories integrated MCE and service learning within OLE for S4 students. Service learning was used as a learning strategy to nurture in students positive values and attitudes, including responsibilities, respect for life, commitment, empathy, love and care. Pre-service training sessions and services to the elderly in the community were provided as part of the Life Education lessons. To understand students' progress and learning effectiveness, pre-service and post-service surveys, programme evaluation and students' reflection were conducted. Students were found to have taken an active role in planning and implementing the programme. They developed ownership in learning and a sense of empathy, sharing and caring.

Example: Promoting Sustainable Development through MCE

A secondary school (School P) took part in the community education programme 'Save Energy, Save our World'. In the first phase of the programme, talks were co-organised with the Council for Sustainable Development to increase students' awareness of sustainability and environment. Students were then provided with opportunities to design feasible strategies of saving energy for practice at home. To enhance learning, class teacher periods and MCE lessons were also arranged for students to share experiences and discuss outcomes. In the second phase, students served as 'Energy Saving Ambassadors' and produced pamphlets based on their prior learning for distribution and promotion of sustainable development in the community. Finally, students concluded and exhibited their learning through reflection and sharing in a school assembly. They considered this a valuable learning experience on how excessive use of energy could have an impact on the environment and on sustainability.



Some examples of learning activities:

Inside school:

- Class teacher periods
- A talk at school assembly
- Ethics and religious education talks
- Participation in student organisations (such as flag-raising team, uniformed group (e.g. the Scouts), student union, and classroom/ school environmental protection activities)
- A thematic programme (such as serving others, debates or plays relevant to life events)
- A national education programme/ course
- A service learning programme
- The school as a family programme

Outside School:

- Exchange and interflow educational programmes with the Mainland
- The Student Environmental Protection Ambassador Scheme
- The National Day Extravaganza
- A leadership training programme
- A community volunteer scheme
- A beach cleaning activity
- A visit (such as to Wetland Park, the Mai Po Nature Reserve)
- An experience workshop on social integration
- The regional civic education programme
- A field study of the community

Aesthetic Development

Besides fostering students' life-long interest in the arts and cultivating positive values and attitudes, Aesthetic Development plays an important role in helping students to lead a healthy life and achieve whole-person development. As no public examinations are required for Aesthetic Development, students can learn the arts in a more relaxing way through appreciating, creating, performing and reflecting. Aesthetic Development is different from the elective subjects of Music and Visual Arts. It aims to provide all senior secondary students with rich and meaningful arts learning experiences, while Music and Visual Arts aim to help individual students to develop their specialisation in these two arts areas.



Example: An Arts Programme that Builds on Existing Strengths

School Q has a tradition of offering General Music to SS Students. To implement Aesthetic Development in OLE, the school broadens student learning by providing all SS students with a double period lesson of Music or Visual Arts per cycle. Various arts groups and artists are invited to conduct different types of arts activities such as instrumental master classes, live dance performances and talks on film appreciation. The school also arranges students to visit exhibitions and stretches their talents through participating in external competitions related to the arts.

Example: Diverse Arts Learning Opportunities for Students

School R allows all SS students to take part in learning modules of various art forms such as visual arts, music, dance, drama and media arts in the afternoon sessions. To consolidate their learning in the arts, students work collaboratively in groups to produce and present multi-media performances at the end of the school year. The school also encourages students to participate in arts-related community activities such as giving music and drama performances at hospitals and organising fund-raising exhibitions for the elderly.



Suggested modes of implementation

- Structured arts learning sessions:

The provision of structured arts learning sessions is an important mode of implementation for Aesthetic Development. For example, schools can offer music, visual arts, drama and/ or dance lessons in each cycle/ week, as well as organise structured arts learning days.

- A variety of co-curricular activities related to the arts:


To complement the learning in structured arts learning sessions, schools should arrange a variety of co-curricular activities to engage students in the learning of arts in authentic contexts. For example, students can attend arts seminars and concerts, join guided tours on arts exhibitions, work with artists, as well as participate in community arts services and arts exhibitions, performances, competitions and training programmes.

Please visit the website at <http://www.edb.gov.hk/arts/aesthetic> for more information on Aesthetic Development.

Physical Development

Physical Development develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes, and perseverance in PE, provide a good foundation for students' life-long and life-wide learning.

Among the relevant values in the following, **perseverance** is to be highlighted in Physical Development through appropriate learning activities.



Some Examples of Cultivating Core Values through Physical Development

- **Perseverance:**

Students try their best in competitions and learn to persevere to the end.

- **Responsibility:**

Students learn to follow safety measures to avoid injuring themselves and their fellow students in physical development activities.

- **Commitment:**

Students accept challenges and practise seriously in preparation for competitions and lifetime sport.

- **Respect for others:**

Students learn how to work in teams and follow proper etiquette in games and competitions.

- **National Identity:**

At times of hoisting the national flag and playing the national anthem in sporting events, students could best identify themselves as a Chinese National.

- **Care for Others:**

Students learn to take care of fellow classmates who are confronted with difficulties.

- **Integrity:**

Students learn the importance of fair play and work hard to achieve targets.

The provision of Physical Development in OLE should differ from that of PE as an elective subject, since the latter aims to enable students to address issues related to “body maintenance”, “self enhancement” and “community concern” in the context of physical education, sports and recreation, drawing on knowledge in physiology, nutrition, physics, sociology, psychology, history and management science. Hence, the PE Elective and the Physical Development element of OLE are interrelated, but with different emphases.



Suggested modes of implementation:

- PE lessons:

The recommended mode of implementation is PE lessons. They constitute a major part of the PD time allocation to help to ensure that students can enjoy a broad and balanced programme featuring a variety of movement experiences. Schools should note that only teachers with proper training in the teaching of PE should be assigned to teach PE lessons.

- A variety of physical development-related co-curricular activities:

Life-wide learning is important for student learning as it is not confined to lessons. Physical development-related co-curricular activities complement the learning in PE lessons, enrich student learning experiences, and widen their exposure to various physical activities. To this end, schools should encourage students to participate actively in interest groups or training courses of different physical activities, inter-school sports competitions or physical activities, whether inside or outside the school, or at their leisure.

To ensure students' safety during physical activities, schools should observe the recommendations set out in the "*Safety Precautions in Physical Education for Hong Kong Schools*", the "*Guidelines of Outdoor Activities*" or other safety guidelines published by EDB.

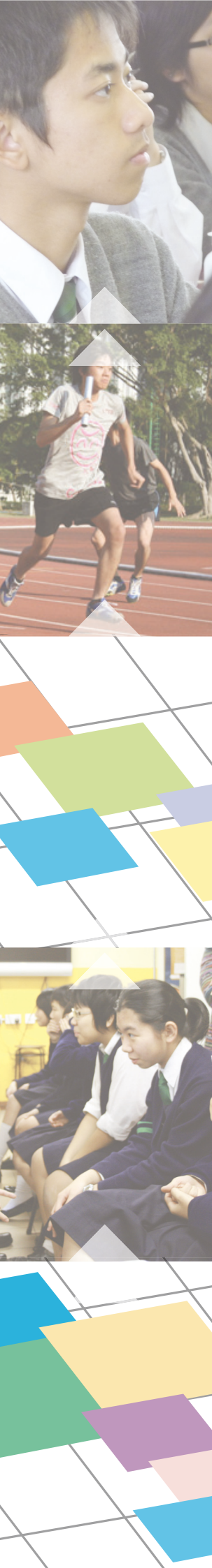
Community Service

Community Service helps students to nurture respect for others and a caring mind, especially for disadvantaged members of society. Through Community Service, students develop civic responsibility towards the community via activities such as environmental conservation projects and Clean Hong Kong campaigns.

Community Service in the SS curriculum should be built on prior experience in basic education. Schools should offer a range of opportunities with different levels of participation to cater for different needs and interests. In addition, schools should motivate students by offering them a variety of Community Service choices. Activities might range from service opportunities inside school and cleaning parks in the local neighbourhood to volunteer work in a social service agency; helping students or other stakeholders in their own schools and younger children in a local kindergarten, to serving in an elderly home.

Community Service is both a means and an end in itself, serving a variety of learning aims or objectives.





Example: The ‘Good Samaritan’ Project

In order to help students to put ‘caring for others in the community’ into action, a ‘Good Samaritan’ project was launched in School S as early as in 1995. This was a Religious Studies extension activity for all S3 students. Students had to participate in some kinds of Community Service, e.g.

- Flag day
- Visiting centres of deprived communities
- Fund-raising activities
- Clean HK campaigns
- Services provided to welfare agencies....

In collaboration with certain NGOs, the school offered a wide range of community service opportunities for students. Students were asked to reflect on what they learned throughout the process of serving. Their participation in Community Service was also recorded and recognised by the school. Building on these prior experiences, the project will be extended to SS level.

Example: The Story of V-Net

In School T, volunteer service is seen as meeting two important ends – one, to serve the very young and the elderly; two, to provide valuable experiences for all students that build up their self-confidence, empathy and leadership. Service opportunities were not only offered to ‘keen students’, but also to students who were labelled as ‘disruptive’ and ‘uncontrollable’. The social worker who manages the V-Net was determined to provide a variety of tailor-made service opportunities, ranging from ‘taster’ experiences to advanced service programmes for enthusiasts. As a result of joining these programmes, many students changed their attitudes from ‘being disruptive’ to ‘being proactive’ in helping others. The V-Net manager also found that a previously ‘shy’ student became a confident and sensible leader among her peers, after joining V-Net.

(Please refer to <http://www.edb.gov.hk/cd/lwl/cs/> for more details.)

Some examples of learning activities:

Community service could be conducted in a wide range of contexts and purposes, both inside and outside school, such as,

- service opportunities inside school, e.g. the student union, peer mentoring scheme, student librarians;
- service opportunities arranged by uniformed groups;
- participating in various community service activities organised by local community centres;
- organising events and activities for different social groups (including other schools) within the community;
- inviting target groups to schools for activities (e.g. a Chinese New Year variety show);
- Flag Days for charity organisations;
- a group of students organising a charity sale;
- Clean Hong Kong activities;
- helping younger children to learn English or plan an educational project, as mentors in a local primary school;
- environmental protection and neighbourhood improvement programmes; and
- serving as helpers in local libraries.





Career-related Experiences

Career-related Experiences (CRE) enable students to obtain up-to-date knowledge about the world of work. Work ethics, such as integrity, commitment and responsibility are emphasised in these activities, so that students have a good idea of what will be expected of them in their future working life.

Schools are encouraged to organise suitable activities to achieve the above learning intentions, building on their existing career education policies (see Booklet 9). Schools may choose from a wide variety of formats and approaches to CRE, such as classroom activities, job attachments/ placements, job shadowing, career talks/ exhibitions, study visits to special workplaces and projects involving interviewing professionals/ experts.

A quality CRE should address dimensions such as:

- **Student perceptions on ‘the world of work’** - Profiling perceptual components of the world of work or the occupational fields concerned;
- **Work ethics** - the concept of good working attitudes (e.g. punctuality, team work spirit, integrity) related to the experience;
- **Knowledge related to employability** - Understanding of the current labour market and the notions of ‘employability’, with examples of possible entry points, progressions and trends in the selected field, as well as ‘personal qualities’ required, in the light of encouraging personal career planning and development; and
- **Good use of community/ business partnerships and existing social networks** (e.g. alumni, parents, within schools’ sponsoring bodies) is particularly useful for organising quality CRE to students.

Example: Everyone Owns their Dreams

School U used a structured School-based Life Education programme as an entry point to provide CRE to students at S2. The objectives of the programme were:

- to help students to find out about themselves;
- to provide exposure to career opportunities; and
- to enable students to consider choices according to their interests and capabilities.

The teachers worked closely with the career & guidance team. The first phase comprised a systematic reading programme in which students could explore CRE. Students then discussed what they had learned with others.

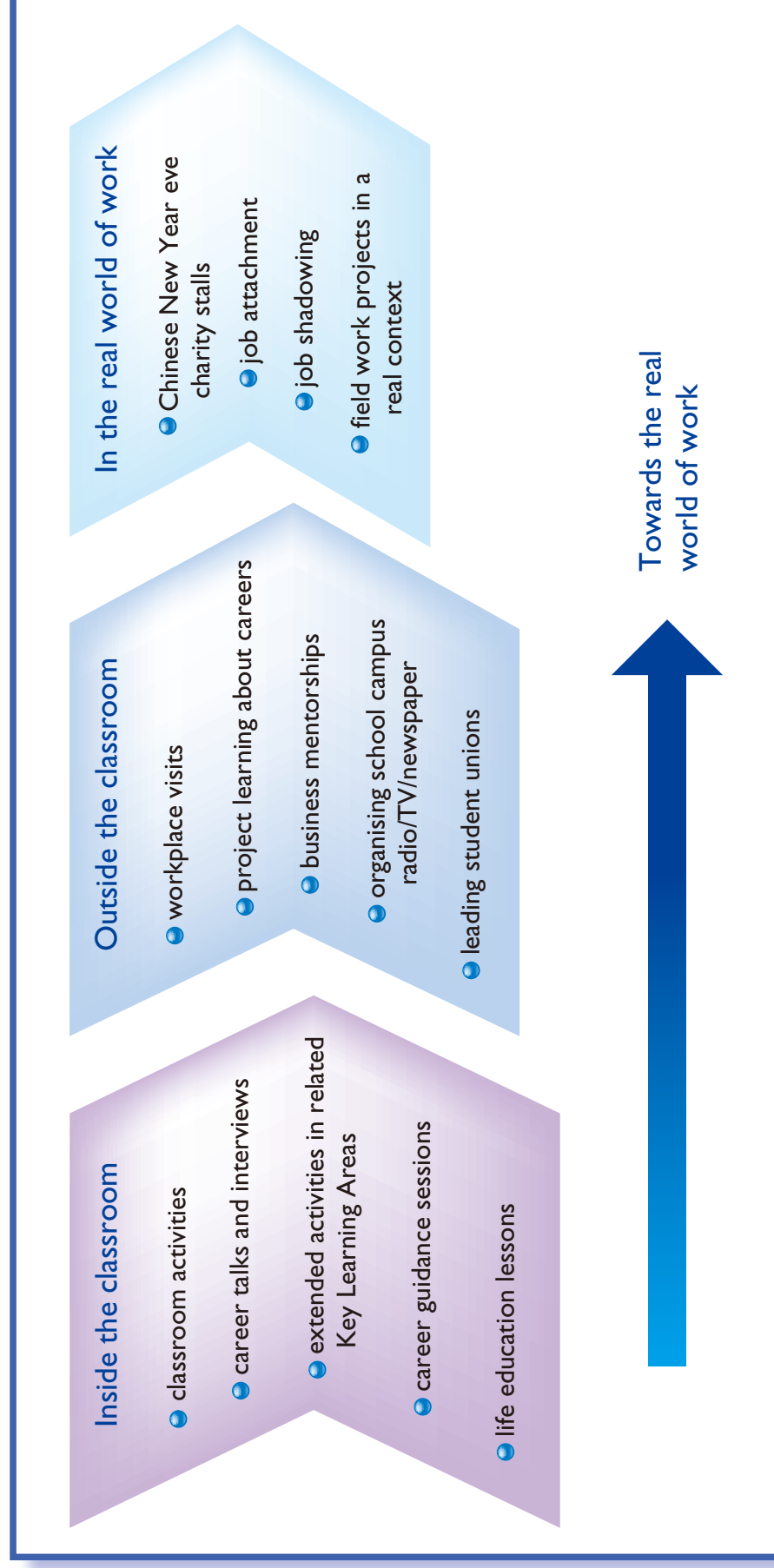
During the second phase, students were organised into groups of five to carry out an assigned project. They were asked to search for CRE information and then discussed how the information might be appropriate to them. Various workplace/ institute visits and career talks were arranged for students (usually on Saturdays, lunch time and after school on weekdays, and during the post-examination period). At the end of the project, students interviewed a member of the school alumni who might be an expert in a certain career field. Self-reflection, peer reflection and teacher evaluation were then undertaken. Now, the school plans to extend the programme to SS levels gradually.

(Please refer to <http://www.edb.gov.hk/cd/lwl/cre/> for more details.)

Information on EDB's Business-School Partnership Programme Website:
(<http://www.edb.gov.hk/index.aspx?nodeid=4738&langno=1>)



Some examples of learning activities:



5.7 Harnessing Community Resources

Schools can harness a variety of community resources to strengthen their OLE programmes. Fostering good partnerships with local agencies is likely to be particularly beneficial.

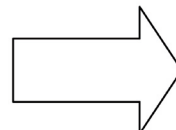
Many community groups are willing to support school functions and OLE by providing financial help, expertise, community facilities and appropriate learning experiences. Some organisations are also eager to offer 'pre-packaged' services specially designed for SS students so that teachers can concentrate on facilitating student learning in the process. In order to select appropriate community resources for student learning, schools should critically evaluate their probable effectiveness in accordance with the overall OLE aims and objectives.

Example: Community Service Programme by the HK Federation of Youth Groups

Building on the success of helping P4-S3 students in a cluster of schools to engage in Community Service, the HK Federation of Youth Groups, which networks with a large number of social service agencies, launched a programme targeting at SS students. The overall aim was to nurture reflective and active citizenship among students through participating in Community Service. The programme also played an essential role in empowering teachers to be the facilitators in Community Service.

Enquiry-based Programme Becoming a reflective citizen	Advocacy-based Programme Becoming an active citizen
<ul style="list-style-type: none"> Systematic enquiry into social issues encountered 	<ul style="list-style-type: none"> Apply appropriate actions to review and improve present social systems and values
<ul style="list-style-type: none"> For SS students to <ul style="list-style-type: none"> have some experiences in Community Service; and develop demonstrable ability to analyse and use critical thinking skills. 	<ul style="list-style-type: none"> For SS students to <ul style="list-style-type: none"> have a sense of civic responsibility; and develop organisation skills at a reasonable level.

A databank specific to OLE that contains up-to-date activity information, useful contacts and websites has been launched to help teachers to draw on community resources and set up partnerships for OLE programmes.



NSS Curriculum		Other Learning Experiences		
		Activities Databank		
Search Result :				
Activity Name	Organization	Start Date	End Date	Contact Phone
天文觀測 -- 天文快樂時光	香港太空館	2009/1/7	2009/3/4	2721 0226
十九世紀末港島之發展	香港中華文化促進中心	2009/2/27	2009/3/6	2559 4904
週末講座：玻璃巴士底啟 專制與自由象徵的探索	香港歷史博物館	2009/3/7	2009/3/7	2724 9082
專題講座 -- 天文學發展大前 線	香港太空館	2009/3/7	2009/3/7	2721 0226
丁衍庸的繪畫藝術	香港中華文化促進中心	2009/3/7	2009/3/7	2559 4904
專題展覽特攝節目：創意的 畫工作坊	香港歷史博物館	2009/3/1	2009/3/8	2724 9082
遺囑古今：莫家三代珍藏	香港中文大學文物館	2008/7/26	2009/3/8	2609 7416
天文電影	香港太空館	2009/2/21	2009/3/15	2721 0226

<http://www.edb.gov.hk/cd/ole/> (Screens captured on 09/01/2009)

To promote a collaborative culture between schools and community partners, an interactive function is built into the website. Teachers are encouraged to provide feedback on their experiences with partners for others' reference.

Reflective Questions

- Have there been any good practices in your school with regard to community partnerships for OLE?
- How did you acquire up-to-date information on OLE-related community resources?
- How did the co-ordinating team develop an understanding of the local community contexts, and how did the team build the capacity to select appropriate community resources as partners for OLE?
- What have you learnt from these experiences? And how will this learning be helpful in future OLE programmes?

5.8 Student Reflection as a Key to Success

Reflecting on experiences can enhance learning. In order to learn effectively from experiences, students need sufficient time and support:

- to connect with relevant prior experiences and make sense of it (e.g. *“What is learned?”*, *“Why should I learn this?”*);
- to extend their learning (e.g. *“How could I learn more about this?”*); and
- to challenge prior ‘knowledge’ (e.g. *“I used to think...; Now I think...”*) and learning pathway (e.g. *“Why learning this way?”*).

The following factors are important to promote reflection amongst students in OLE:

- Facilitating and leaving sufficient space for student reflection during and after the activity
- Developing a repertoire of pedagogical approaches (e.g. in briefing and de-briefing) to stimulate deeper thinking and to nurture reflective habits of mind among students
- Establishing a ‘reflection-conducive’ environment in school, based on trust, acceptance, and mutual respect of individual feelings, perceptions and beliefs.

Reflection can be simply interpreted as enabling a person to ‘step back and think’ of an experience. In this sense, reflection is not necessarily in written form. In fact, such reflective thinking could be manifested or expressed in a wide range of forms in OLE contexts, such as journal or ‘blog’ writing, worksheets, tape recording own thoughts, talking with peers, power-point presentations, group discussions in de-briefing, drawing, designing a short play with a targeted audience or producing a promotional video collectively.

Reflective Questions

- How much time and support have you given for students to reflect deeply in OLE activities?
- How can you improve student reflection? What strategies could work well so far? Are there any channels for sharing these strategies among colleagues in your schools?
- How could you make student reflection more interesting and creative so that students would have better disposition towards it?



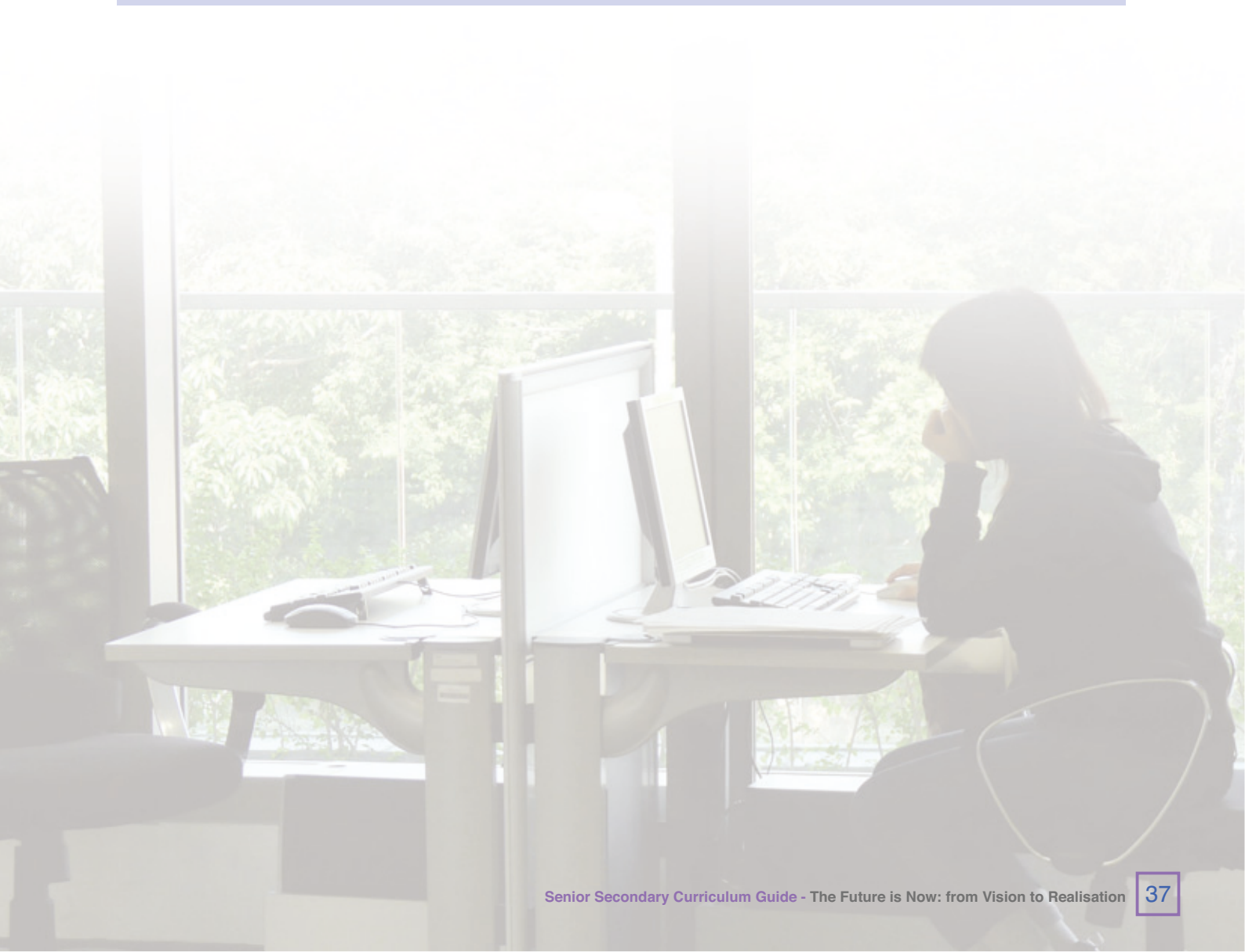
5.9 Appraising Student Performance in Other Learning Experiences

The 'assessment' of student performance in OLE should be designed to facilitate further learning and development. To enable teachers and students to value the process and plan for future engagement in OLE, a range of formative assessment modes such as self-assessment, peer-assessment, and portfolio assessment have been adopted in schools of diverse backgrounds. As observed in these schools, informal feedback has been effectively used to help students to learn how to learn and to participate better in various OLE activities. Schools are thus encouraged to build on their existing practices and adopt an appropriate 'vehicle' to enable further learning and to promote whole-person development. After all, the heart of OLE should be on **Assessment for Learning**, not formal summative testing.

For this, every student is encouraged to build a Student Learning Profile through which tracking and reflecting on whole-person development could be possible during the period in the SS education. Schools could make good use of the profile to motivate OLE participation and reflection if appropriate. More elaboration can be found in Booklet 5B.

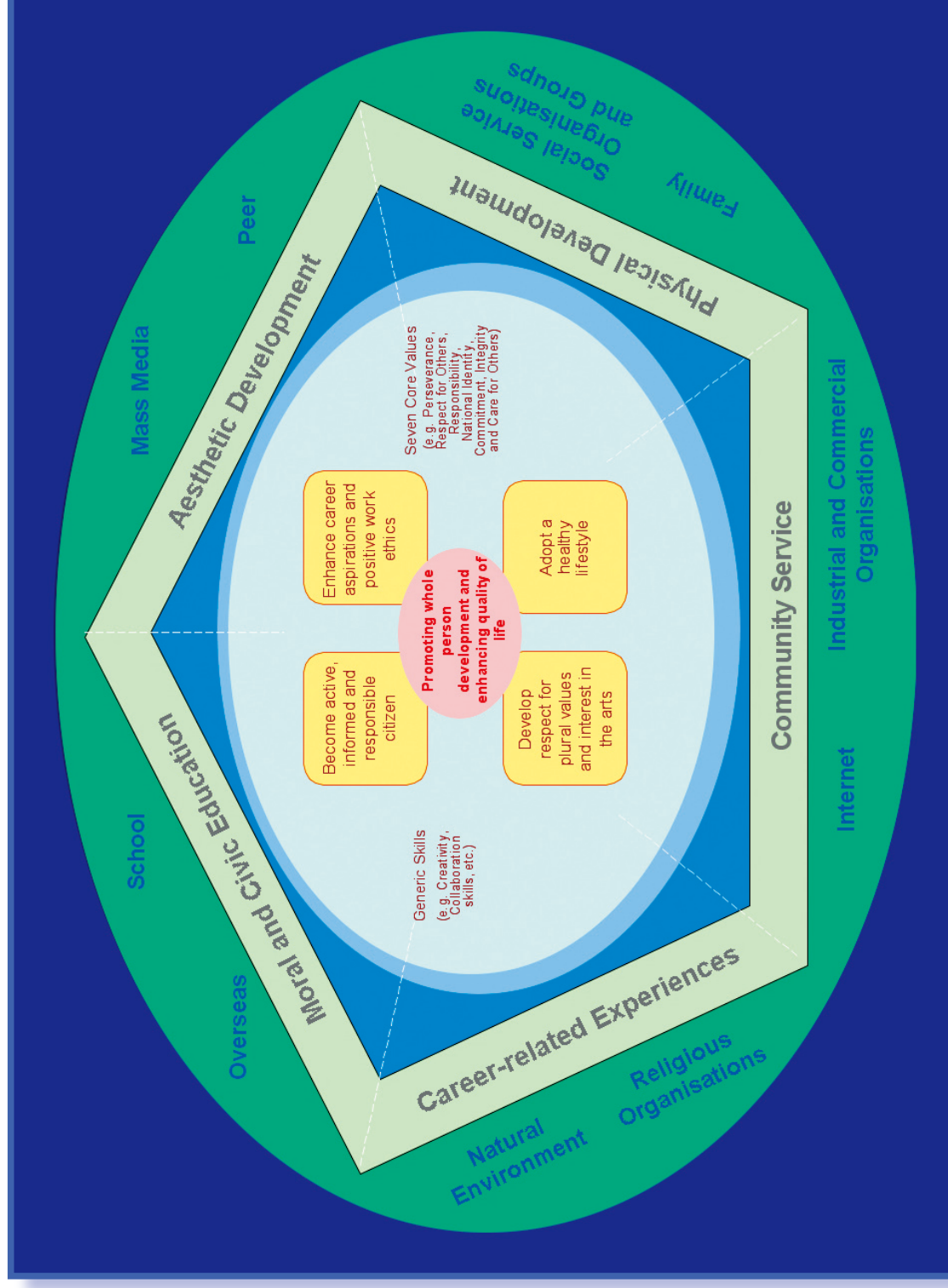
Reflective Questions

- Has your school arranged adequate and balanced OLE opportunities for all SS students? If yes, how? If not, why?
- Building on existing strengths, what would be the short-term and medium-term targets of OLE in your school to promote whole-person and balanced development?
- How will your school foster the kind of culture that is conducive to promoting quality OLE in the long run?
- What would be the strategies adopted by your school to cultivate a culture of reflection among students over their OLE and personal development?
- Has your school developed partnerships with parents, government departments, NGOs, etc.? How does your school plan to do so in the future, and who will be involved?



Appendix I

Conceptual Diagram of Other Learning Experiences in the Senior Secondary Curriculum



Appendix II

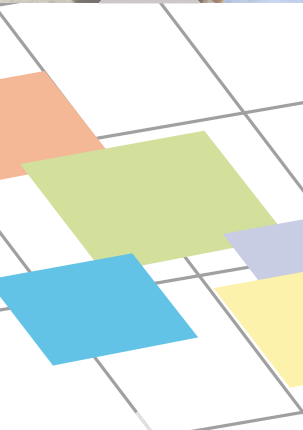
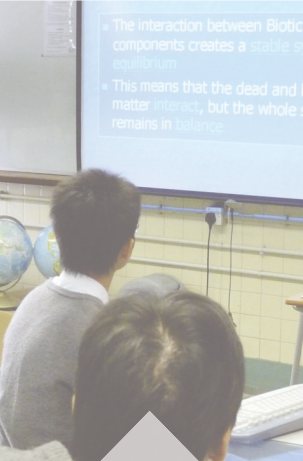
Some Suggested Expected Outcomes of the Five Areas of OLE

Teachers may make reference to the following suggested expected outcomes of each area of OLE when planning their school-based OLE.

Moral and Civic Education

Through Moral and Civic Education, we expect our students to:

- develop and exemplify positive values and attitudes when dealing with personal and social issues pertinent to the development of adulthood;
- identify the moral and civic values embedded in personal and social dilemmas, and make rational judgements and take proper actions with reference to their personal principles as well as social norms; and
- become ‘informed’, ‘sensible’ and ‘responsible’ citizens who will care for others, develop a sense of identity and commitment to society and the nation, and show concern for world issues.



Aesthetic Development

Aesthetic Development in OLE is expected to help students to further:

- develop their creativity, aesthetic sensitivity and arts-appraising ability;
- cultivate their respect for different values and cultures; and
- cultivate their life-long interest in the arts.

Physical Development

Through Physical Development in OLE, students should be able to:

- cultivate core values, such as perseverance, responsibility, commitment and respect for others;
- refine the skills learnt and acquire skills of novel physical activities, and participate actively and regularly in at least one PE-related co-curricular activity;
- analyse physical movement and evaluate the effectiveness of a health-related fitness programme; and
- take the role of sports leader or junior coach in school and the community, and demonstrate responsibility and leadership.

Community Service

Through Community Service in OLE, we expect our students to:

- identify and reflect on various social issues / concerns encountered in Community Service experiences;
- develop positive attitudes (e.g. respect and caring for others, social responsibility) and related generic skills (e.g. collaboration) to prepare for future voluntary service involvement; and
- nurture life-long interest and habits in Community Service.

Career-related Experiences

Through Career-related Experiences in OLE, we expect our students to:

- enhance up-to-date knowledge about ‘the world of work’;
- acquire knowledge related to employability, in order to encourage personal career planning and development; and
- reflect on work ethics, and employers’ expectations in the current labour market.



Other Information and Learning/Teaching Resources:

For OLE and SLP in general:

- OLE pamphlet “**Other Learning Experiences: What is it about?**” (http://www.edb.gov.hk/cd/ole/whats_it_about/) helps OLE co-ordinators, vice-principals and relevant school personnel to understand the place of OLE in SS.
- OLE Website (<http://www.edb.gov.hk/cd/ole>) includes an OLE activity databank, essential information on OLE/ SLP, good practices, conceptual frameworks, seed project information, tools and examples of SLP. A databank on OLE time arrangement illustrating different school practices has also been uploaded recently.
- An SLP Module of WebSAMS has been launched in early 2008 for school reference or use if appropriate. For details, please refer to (<http://www.edb.gov.hk/cd/slp>).
- For parent education, schools can refer to “**Other Learning Experiences: A Journey towards Whole-Person Development**” (Parent Education Resource) DVD (http://www.edb.gov.hk/cd/OLE/ole_dvd/).
- Articles related to OLE are listed as follows:
 - ▶ Other Learning Experiences: A Catalyst for Whole-person Development
 - ▶ Eight Misconceptions about “Other Learning Experiences” and “Student Learning Profile”
 - ▶ A Self-checking Workflow of OLE Time Arrangement
 - ▶ The Role of “Community Service” in the SS curriculum: Kindle the Life of Serving Others

For details, please refer to (http://www.edb.gov.hk/cd/ole/ole_articles/).



- Guidelines to ensure student safety during activities:
 - ▶ *Guidelines on Extra-curricular Activities in Schools*
 - ▶ *Guidelines on Outdoor Activities*
 - ▶ *Guidelines on Study Tour Outside HKSAR;*
 - ▶ *School Outings in Rural Areas: Safety Precautions;* and
 - ▶ Government's advice for the public on seasonal influenza, avian influenza and influenza pandemic

For details, please refer to (<http://www.edb.gov.hk/index.aspx?langno=1&nodeid=3126>)





For individual components of OLE:

- Moral and Civic Education:
 - ▶ The Moral and Civic Education website (<http://www.edb.gov.hk/cd/mce>) provides the conceptual framework and curriculum information, as well as learning and teaching resources on various cross-curricular themes etc;
 - ▶ The Revised Moral and Civic Education Framework: Self-auditing Tool (<http://www.edb.gov.hk/index.aspx?nodeID=6921&langno=1>)
 - ▶ Service Learning (<http://www.edb.gov.hk/cd/mce/servicelearning/>)
- Community Service (<http://www.edb.gov.hk/cd/lwl/cs/>)
- Career-related Experiences (<http://www.edb.gov.hk/cd/lwl/cre/>)
 - ▶ “Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations” jointly developed by the HK Association of Careers Masters and Guidance Masters and CDI. (http://cdl.edb.hkedcity.net/cd/lwl/ole/ole_articles.asp)
- Aesthetic Development (<http://www.edb.gov.hk/arts/aesthetic>)
 - ▶ The Aesthetic Development website provides suggested modes of implementation, examples of learning and teaching activities, information about Professional Development Programmes and community resources etc.
- Physical Development: (<http://www.edb.gov.hk/cd/pe/>).

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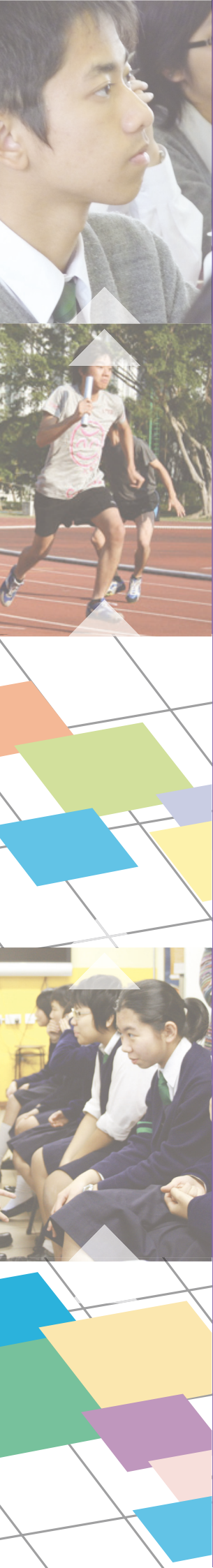
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Booklet 5B

Student Learning Profile

Celebrating Whole-person Development



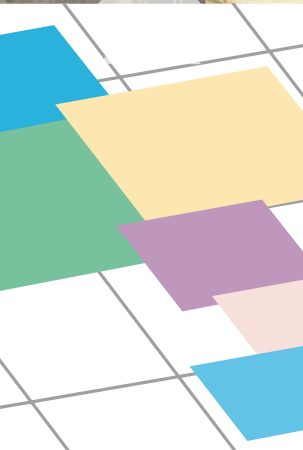
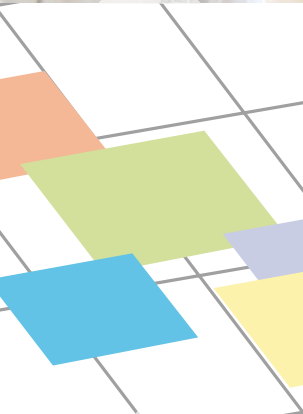
Booklet 5B

Student Learning Profile Celebrating Whole-person Development

This is one of the series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

5.1	Purpose of the Booklet	1
5.2	Purpose of Student Learning Profile	1
5.3	Content of Student Learning Profile	2
5.4	School-based Student Learning Profile: Design and Implementation	2
5.5	Examples of Student Learning Profile Implementation Practices	3
5.6	Tools for Student Learning Profile	11
5.7	Key Issues related to School-based Student Learning Profile	13
Appendices		17
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5.1 Purpose of the Booklet

- To explain the general aims and concepts of Student Learning Profile (SLP)
- To provide guidelines and suggestions on how to develop school-based SLPs by building on schools' existing strengths
- To illustrate different possible practices, approaches and templates/ formats of SLPs to enhance school-based learning and development

5.2 Purpose of Student Learning Profile

SLP is a summary record of what students achieve, in terms of their whole-person development (other than their results in the Hong Kong Diploma of Secondary Education (HKDSE) Examination) during the senior secondary (SS) years. The purpose of SLP is to provide supplementary information on secondary school leavers' competencies and specialties, in order to give a fuller picture of the students. Schools need to note the following when introducing SLPs:

- Each student should be encouraged to develop an SLP for recording and reflecting on their learning experiences and achievements. Schools should assist students in creating this profile, building on existing practices.
- The SLP concept is not new to schools. There are many existing school practices that already serve the purposes of SLP. Schools are advised to further develop existing school-based practices and strengths to help SS students 'to tell their own stories' about their participation and achievements.
- At students' discretion, SLPs could be used as documents to demonstrate personal qualities and competence to future employers and tertiary institutions.



5.3 Content of Student Learning Profile

To serve as evidence of whole-person development, the content of an SLP may include brief information on:

- academic performance in school (other than results in the HKDSE Examination);
- Other Learning Experiences (OLE);
- performance/ awards gained outside school; and
- student's self-accounts (e.g. highlighting any impressive learning experiences or career goal setting).

5.4 School-based Student Learning Profile: Design and Implementation

An SLP is not intended to be another 'bolt-on' initiative, but a way of enhancing learning and recognising personal development. Building on existing school-based practices (e.g. school reports, transcripts, portfolios), SLPs can take any form and include any content that helps students to tell their 'stories of learning', their participation as well as achievements conducive to whole-person development during the SS years.

Schools have flexibility in designing and implementing their SLPs, including:

- the content (e.g. appropriate items to be included, such as the five components under OLE (see Booklet 5A));
- the level of detail required; and
- the implementation process/ format (e.g. learning portfolio, folder, activity handbook, reflective journal, log book, or data management system).

School-based SLP systems can generate concise reports for individuals which are in line with the requirements of tertiary institutions and some employers (See Appendix I for a sample template of SLP in WebSAMS).

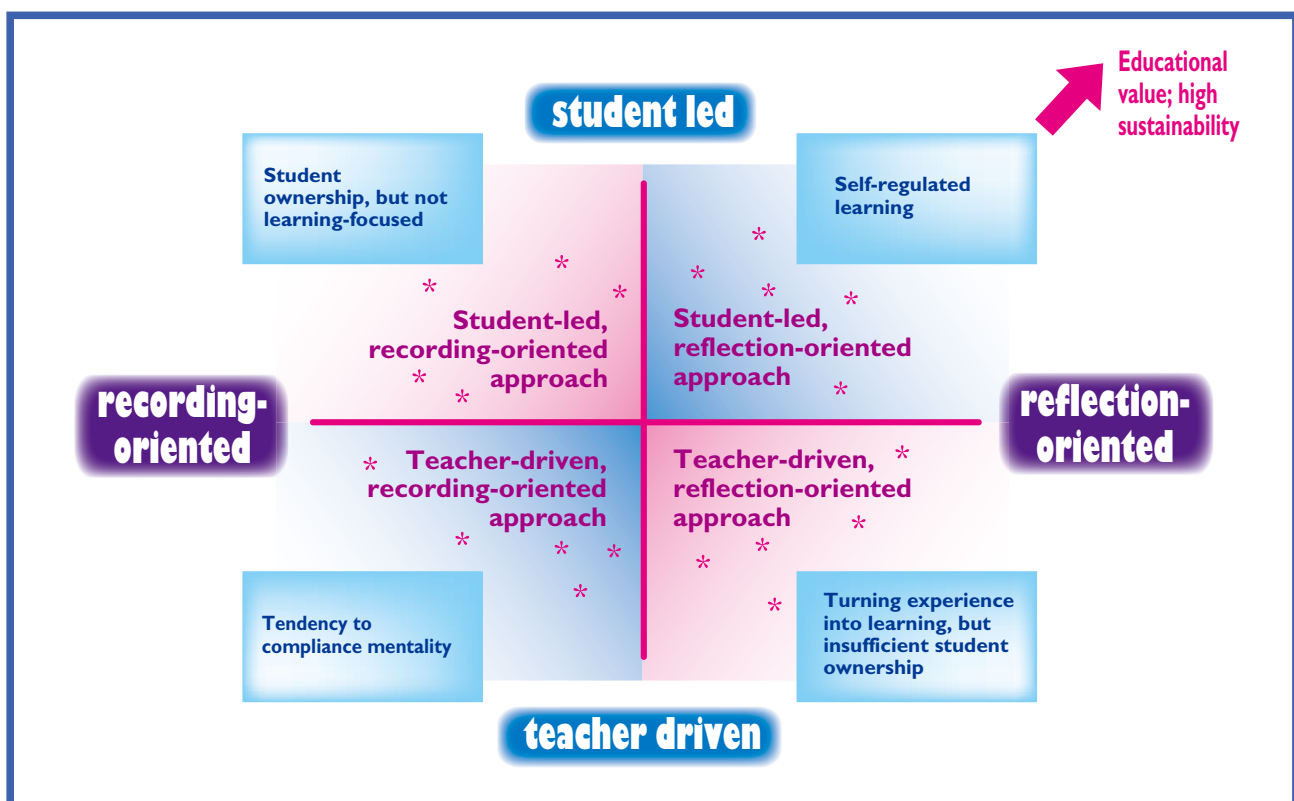
SLPs should be designed as a summary of student participation and achievements conducive to whole-person development during the SS years (usually not more than a few pages), rather than an account of each and every detail. It is the **quality that matters, not quantity** (see Appendix II for “Dos and Don’ts in OLE and SLP”).

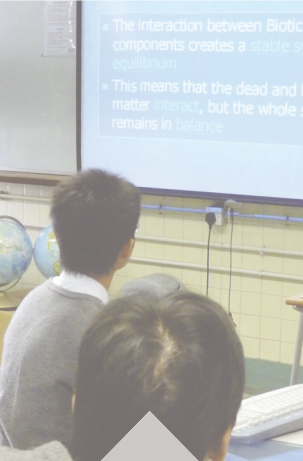
The content of an SLP also enables students who leave school early to provide useful information to future employers and/ or tertiary institutions if deemed appropriate.

5.5 Examples of Student Learning Profile Implementation Practices

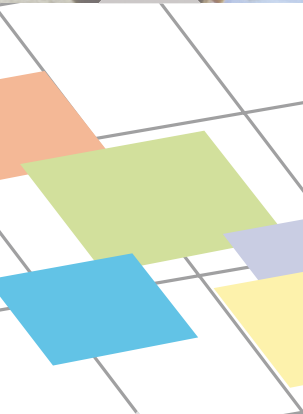
There is already a wide range of good school practices that achieve the purposes of SLP, although such practices may vary among schools. Schools are advised to decide on a school-based ‘starting strategy’ as an entry point to implement SLPs, before adopting any particular tools. This could be done through reviewing and building on their existing practices. The following sets out some implementation procedures which schools might consider adopting as their SLP starting strategies.

Figure 5.1 Four Starting Strategies of SLP Implementation





- The interaction between Biotic components creates a stable equilibrium
- This means that the dead and matter interact, but the whole remains in balance



In general, schools might consider two possible routes of implementation, teacher-driven route and student-led route, when deciding on their SLP 'starting strategy':

Teacher-driven route

Building on existing strengths with a well-established data management system and effective clerical support, schools could assist students in building their profiles by collecting relevant data for them (including both 'academic performance' and 'OLE information'). Under teacher guidance, students could be asked to select what they would like to put in their SLPs. Students might also include additional items (e.g. awards gained outside school) at their discretion.


Example: Using a Web-based Data Management System to Build the SLP – a Recording-oriented Approach

A web-based data management system to record OLE data

School A set up a simple but effective data management system to handle records of student participation in extra-curricular and personal development activities in 1998. The system helped teachers to handle the information that eventually developed into a very large number of print documents. A link with WebSAMS was later established so that the system could help to formulate non-academic records. Having got used to operating this system, teachers found their record-keeping workload greatly reduced. The data captured were used to generate school-based SLP or transcript for every student. In the process, students were also encouraged to discuss their SLPs with career teachers and select appropriate items, such as OLE and achievements outside school, for inclusion in their profiles in the final year of SS education.



Building on these school practices, the school decided to use the SLP module of WebSAMS to help students to build their profiles at the SS level. As a long-term strategy, the school also plans to enhance student involvement in building their profiles by enhancing the role of class teachers. Half-yearly discussions and de-briefings with students will be arranged. To create space for teachers and students, a number of class teacher periods will be used to help students to set learning goals for their own all-round development, review their participation, and select 'key' learning experiences for reporting. Clerical support will also be provided to input data provided by teachers.

The school believes that these arrangements best fit the school culture and strengths. Without the need to consider any start-up and maintenance cost, the school also finds the selected approach and arrangements cost-effective.




Example: Using a Web-based Central Record System to Build the SLP – a Reflection-oriented Approach

Promoting reflection to help students to turn experiences into learning during the SLP building process



Michael is an SS student in School B. The life education teacher has been a mentor for his whole-person development. He recorded his OLE and outside school activities in a student handbook and selected a number of impressive activities to provide more in-depth reflection. This handbook has been used as a tool for him to interact with his teacher. Based on the information provided, the teacher gained a more thorough understanding of Michael's participation and development. Constant reviews with Michael of his OLE participation and achievements were also arranged. At the end of every school year, the school gave clerical support to input Michael's activity records into the WebSAMS. He then selected the OLEs that could best represent his development throughout his SS education. Meanwhile, he also supplied information about his outside school activities, using a record list in spreadsheet format, together with a personal self-account. Based on the information inputted and selected in WebSAMS, School B was able to generate an SLP with appropriate content for each student, at any time.



The above approach and practices adopted by School B demonstrate that while there is an intention to turn students' experiences into learning, a reflection-oriented approach can be incorporated into the SLP building process. Without introducing any expensive tool, no additional cost has thus been incurred. However, for sustainability, School B has decided to create space for both teachers and students by using class teacher periods for the sharing of experiences and reflections on learning. As is its existing practice, clerical support will be provided in terms of data input.

Student-led route

Some schools have been developing portfolio systems, learning diaries and activity handbooks for years and their students are generally accustomed to building their own profiles by recording relevant data during their SS education. Teachers in some schools may make regular checks on the progress of individual profile building. Such a practice could be conducted with or without an emphasis on student reflection.

Example: Making Good Use of the School Intranet System – a Student-led, Recording-oriented Approach

Increasing student ownership through building SLPs with the school intranet system

Students of School C have used the school intranet system to process data about their development over the years. While the teachers were previously in charge of overseeing data input in the system, the school decided to increase student ownership of their profiles by opening up channels for students to collect and input data themselves. To start small, students were each given a booklet to record their OLEs. Under teachers' guidance during two time-tabled periods, they then entered information about their OLE participation into the school intranet system in order to generate their individual SLP reports. So far, students of School C have been trained to make good use of their own profiles to review their own participation and achievements.

For sustainability, School C has planned to provide more space for teachers and students to further develop the SLPs. Apart from the existing two time-tabled periods, a number of class teacher periods will be arranged for SLP-related activities such as selecting 'key' learning experiences and sharing of learning with peers and teachers. School C has also taken practical steps to facilitate teacher validation of students' entries. For instance, 'teacher-preset items' covering names and descriptions of the OLE programmes, together with some 'pull-down menus', will be prepared for students to retrieve when processing and inputting their own information. The existing resources of the school will also be used to slightly revise the existing system so that it is better aligned with the SS curriculum.



Example: Using an Electronic Portfolio System to Build up the SLP - a Student-led, Reflection-oriented Approach

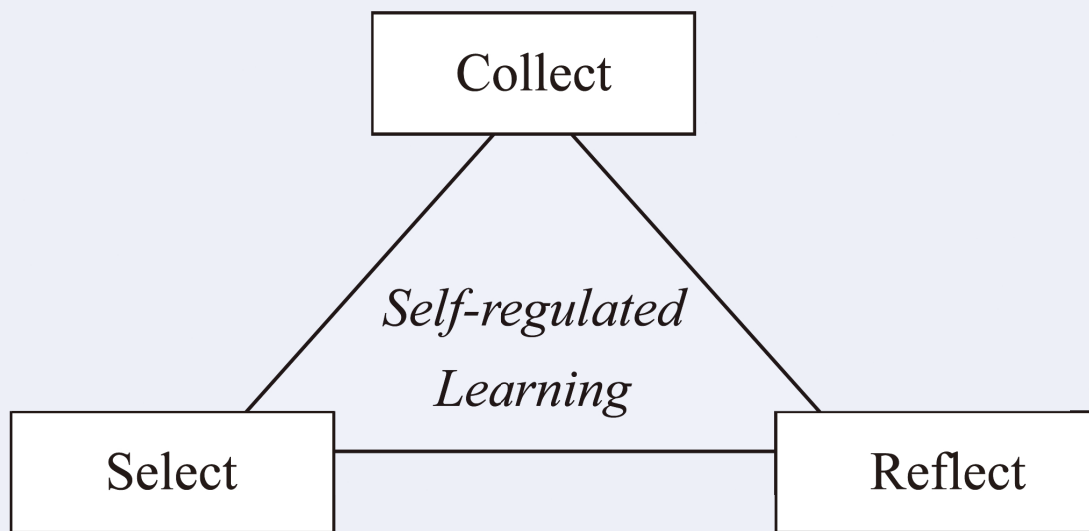
Cheryl's case of building SLPs with a student-led and reflection-oriented approach: Encouraging Self-regulated Learning

Cheryl was an SS student in School D. Throughout her SS schooling, Cheryl participated in a variety of school-organised OLE activities, such as a National Education programme and community services. The school made use of an electronic portfolio system to help Cheryl to build her learning profile effectively. During this process, Cheryl was encouraged to make a plan for personal development, provide information about her OLE participation, and reflect on her learning and achievements. Cheryl also provided data and self-reflection on activities that were not organised by the school. Before generating her SLP report, she was also given the opportunity to select the items she wished to see in it. According to Cheryl, she really “owns” her SLP.

Apart from its reporting function, the SLP was meaningful to Cheryl because it encouraged self-regulated learning. Assisted by an interactive, user-friendly electronic system, teachers-in-charge found the SLP helpful in providing feedback on Cheryl's plan and participation. With timely feedback and guidance from teachers, she improved her planning and involvement in her education. Based on these experiences and development, Cheryl completed her ‘self-account,’ highlighting her strengths, ambitions and future plans.

Since an electronic system has been used for a number of years in School D, both teachers and students have become used to its operation and workflow. In recognition of its existing practices that can also reach SLP objectives, School D will continue to help students to build their profiles without any extra cost. Based on previous

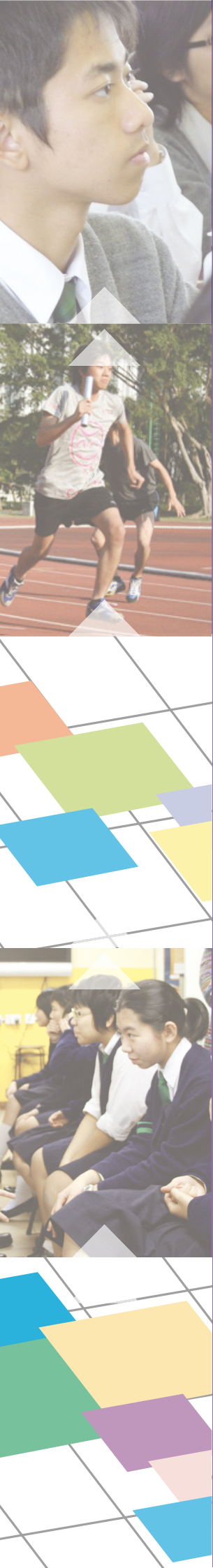
experience, school D realises the importance of providing opportunities for conducting SLP-related activities under teachers' guidance. For sustainability, time-tabled lessons (e.g. class teacher periods) will be arranged to consolidate learning and enhance reflective thinking.



For tools and school examples, please browse
(<http://www.edb.gov.hk/cd/slp/tools>)

The four examples above indicate that, when selecting a 'starting strategy' to implement SLP, schools should build on their existing practices because they can offer:

- shared understanding about the notion of whole-person development;
- related experiences that can be developed further;
- established structures that can help both teachers and students to develop SLPs (e.g. the existing data management system/ tool); and
- knowledge about existing gaps and the direction that can be taken for sustainable development.



Reflective Questions

To identify a school-based strategy as an entry point for SLP implementation, the following questions could be discussed among school leaders and teachers:

- How does your school record the subject-related and non-subject-related achievements of students to capture their whole-person development? How can teachers and students make use of this data and information?
- Does your school have any tools (e.g. electronic systems) for students to record their participation and reflections for their SLPs?
- How can you build on your current practices to help your students to tell their stories about whole-person development? What would be your short-term plan to implement SLPs?
- Building on existing practices and strengths, which 'starting strategy' could your school adopt as an entry point to implement SLPs?
- Which implementation route is more suitable for your school, teacher-driven or student-led? Why?
- What SLP tool(s) is/ are appropriate for your school to accomplish the aims of your selected 'starting strategy'?
- What arrangements can your school make to ensure sufficient space/ opportunities to implement SLPs (e.g. creating space for teacher support and guidance)?
- How can your school make good use of existing resources to ensure cost-effectiveness?
- What are the professional development needs of your teachers in order for them to ensure quality student involvement in preparing SLPs? How are you going to address them?

To plan ahead for the sustainable development of SLPs, schools need to consider the following:

- How would you plan to enhance student motivation, ownership and responsibility in school-based SLP development in the long run? What would be your school's long-term plan for SLPs?
- How would your school build capacities at student, professional and systemic levels to secure and sustain these targets?

5.6 Tools for Student Learning Profile

Tools for SLPs, if appropriate and cost-effective, could help schools and their students to build profiles. These tools could be sophisticated electronic systems or print-based handbooks, depending on the school's needs and situations. However, instead of merely focusing on the technical arrangements, the educational values of using the tools in the SLP building process to enhance students' balanced development should be highlighted.

There are many different kinds of tools available for consideration, such as electronic systems for recording SLP information, e-portfolio systems and booklets. These tools are not exhaustive or exclusive. Schools are encouraged to consider the following when selecting them.

- **Building on existing practices** – Schools should review their existing strategies in respect of the need for balanced developments of students; identify strengths and gaps, and carry out long-term planning in order to develop school-based SLPs that will address students' needs for whole-person development.
- **Examine the use of IT among teachers and students** – This can inform schools about the feasibility of the operation and workflow of the tool selected. For example, if a school has a long history of using IT in their daily learning and teaching, it will be easier for it to adopt the use of new electronic systems for both students and teachers. On the other hand, if a school wants to develop students as active, self-directed learners but the IT culture in school is not strong enough, it may be more desirable for the school to use print-based handbooks (or 'box file' portfolios) as a start, to help students to develop their habits and enhance their sense of ownership.
- **Appropriate features and functions** – The tools, or a combination of tools, should provide features that facilitate the building of SLPs with basic data including students' particulars, academic performance and OLE information. Tools that allow schools to generate SLP reports with appropriate or selected contents from the database, whenever needed, would also be most desirable. Schools are recommended to make reference to the SLP template of WebSAMS (see Appendix I) when devising the tool.
- **User-friendliness** – Tailor-made features that will enhance the user-friendliness of the tool are definitely assets that will assist in profile building. Examples may include 'teacher-preset items' and 'pull-down menus' mentioned in the example of School C in 5.5.
- **Cost-effectiveness** – Start-up and maintenance costs are key considerations to ensure SLP sustainability in a school. Quality SLP implementation does not necessarily imply expensive tools.



An Example of a Tool – an SLP Module of WebSAMS

WebSAMS has been enhanced to provide an SLP module to support the implementation of SLPs. The key features are documented below for schools' reference (Also see Appendix I for its template):

Features	Rationale
Data management	<p>Data managed by WebSAMS:</p> <ul style="list-style-type: none">● Student particulars● Academic performance in school with information on key projects● OLE information on learning goals, students' roles, kinds of experiences and evidence of students' participation● Awards and major achievements in school● Performance/ Awards gained outside school – optional item to be provided by students● Student's 'Self-Accounts' (e.g. highlighting any impressive learning experiences or career goal setting) – optional item to be provided by students
Space for students' voice	<p>A record of OLE information could be generated for students' reference. Students could review their own participation to see if they would be able to achieve a balanced and all-round development in school education. Students could also select and arrange their favourite OLE activities for presentation in the SLP report.</p> <p>Students could optionally provide outside school activity information and self-accounts in presenting their views of their own personal development.</p>
Support for school planning and development	<p>Schools could also extract relevant OLE data to review students' participation and the school's provision of OLE to see if the provision could meet the needs of students or not.</p>

5.7 Key Issues related to School-based Student Learning Profile

Irrespective of different school-based implementation routes and approaches, there are some key common issues that schools need to note:

- **SLP leadership** – Instead of deploying a Computer/ IT teacher to be wholly responsible for SLP development and implementation, it is advisable for schools to exercise distributed leadership when implementing SLP. By doing so, both senior and middle managers of a school will be involved in terms of SLP leadership and could work as teams.
- **Purpose** – Schools may consider how SLPs may be used as tools to achieve school goals relating to student development, such as those stated in the School Annual Plan and School Development Plan. Schools should make appropriate synergies with the existing 'form teacher' structure and/ or on-going careers education programmes to address students' needs. The core purpose and value of SLPs should be more about celebrating students' efforts and achievements in their whole-person development, rather than an over-emphasis on their instrumental values (e.g. university admission).
- **Content** – Instead of keeping very detailed records, students should be guided to learn to put entries in their SLP periodically and selectively.
- **Time for SLP activities** – Time and space should be given for both teachers and students to conduct SLP activities. For example, a school might set aside two half-days per year to enable form teachers to discuss with their students their SLPs and their personal development. Alternatively, some schools might use some of the form teacher periods to help students to build their own SLPs when appropriate.
- **Validation** – Schools are expected to keep and verify records of students' activities as in their existing school report practices. For learning programmes not organised by the school during SS education, students may provide the information to the school. However, it is not necessary for the school to validate such information. Students will be responsible for providing evidence to relevant persons whenever requested. If these activities are included in SLPs, they should be listed in a separate column/ section from the main OLE list.
- **Use of SLP data** – In addition to keeping individual student's record of whole-person development, schools may use the SLP data of student participation and achievements to inform school planning.



- **Generation of SLPs** – Although an SLP is required to be produced as a summary record at the end of secondary education, it is not advisable for schools to generate SLPs only at the end of the three years of SS education. Schools may consider providing interim profile information at regular intervals (e.g. twice every year) to facilitate the provision of progress feedback and to celebrate students' success and participation.
- **Using electronic systems** - Electronic systems are often chosen as a means of building school-based SLPs. Although there are many strong reasons for adopting an 'e-system' rather than a print-based system, schools should examine their existing conditions (e.g. culture, facilities, teacher capacities and habits, current practices, clerical and technical support) carefully before opting for an electronic means as described in 5.6.
- **Dialogic process** – According to many success stories, both local and overseas, SLPs are best conducted through maintaining a dialogic process between students and teachers or 'mentors' (e.g. business mentors, alumni, parents). The success of SLPs often depends on the quality of interaction/ dialogue between students and teachers/ mentors, rather than the quality of the profile design. For example, some schools managed to run successful programmes through creating time and space to facilitate such teacher-student dialogues.
- **Students tell their own stories** - As students are the ultimate owners of their SLPs, schools should seek to increase students' sense of responsibility and ownership for their SLPs, regardless of the school-based approaches adopted. Any inappropriate disclosure of content without students' agreements should be avoided.
- **Ethics** - Teachers should encourage students to include items in their SLPs honestly and ethically since the SLPs are, in many ways, both formative and summative tools for all-round development. In addition, future readers, such as employers, may ask about the content or may request further evidence of certain items in the SLP. The process of building an SLP could be a worthwhile learning experience for our students, which enables them to compile high-standard and reliable curriculum vitae in their future career life.

Some suggestions for the implementation of SLP

Schools might observe the following when implementing SLP:

- students understand the meaning of building their own SLP
- students view the SLP as a personal information bank
- students are allowed to have some customised features for personal styles and identities
- the process is interactive and socially connected
- the end product will be useful in future but the process is no less important as a valuable experience for students' future adult life
- both teachers and students understand the intrinsic values of SLP (e.g. celebrating whole-person development, enabling self-management and encouraging self-regulation)
- teachers make good use of the information to give constructive feedback
- schools make good use of 'business mentors' from the community to help students to build their own SLPs
- students have a say on which items should be included in the final profile
- students are trained to use the selected tool when occasions arise
- time and space is given for teachers and students to conduct SLP activities
- students are not asked to record everything and to write down their 'reflection' after every activity (see Booklet 5A, 5.8 "Student Reflection as a Key to Success")
- implementation could be linked up with the School Annual Plan and School Development Plan

SLPs are best implemented through a whole-school approach when teachers and students treat it as a long-term strategy in promoting whole-person development. The example below illustrates how a school progressively builds up a sustainable practice for SLPs, by cultivating a strong reflective culture among key stakeholders.

Example: Using Student Portfolios to Nurture Reflection — Building on Existing Strengths

Since 2001, School E has been using Student Portfolios as a means of motivating students to reflect on their own learning and personal development. A print-based portfolio has been designed which relates to every aspect of school life and which is made available to every student at the beginning of the term, so that they can input the details of their participation and reflections on their own learning. The portfolio system not only enables students to reflect on what has happened but also helps them to plan their future learning and development. At the same time, teachers are also encouraged to engage in reflection through a teacher portfolio, so as to develop a reflective culture within the school.

A list of attributes and capabilities to help students and teachers to reflect is also provided. Teachers have to interview students three times a year and provide them with feedback, using the information inside the portfolio. Students are encouraged to reflect alongside their teachers and every student is required to prepare an annual portfolio of his/ her reflections as part of the school's formal practice.

At the beginning, students were found to be quite passive and unmotivated. Teachers had to spend a great deal of effort to encourage them to reflect and build their portfolios. Gradually, the school has managed to build up a very strong culture of reflection for continual improvement. Students are willing to share their reflections on the school web.

The practice of reflection is not only applied to learning and teaching in this school. It is also practised by the school management. An electronic portfolio system will be tried out to see if it might yield a similar impact on student learning. This system will serve as a tool to generate the school-based SLPs.



Please visit the website on SLP (<http://www.edb.gov.hk/cd/slp>) for more information.

Appendix I

學生學習概覽例子 Example of Student Learning Profile

發出日期 Date of Issue: 31-07-2012

學生資料 Student Particulars

學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份証號碼: ID No.:	R000101(2)
出生日期: Date of Birth:	01-10-1994	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	54321
入學日期: Date of Admission:	1-9-2006		
學校地址: School Address:	新界，大埔，泮涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: School Phone:	(852) 26563446		

(For this part, there are three optional formats in the existing WebSAMS for school's choice, which are presented by 'Marks', 'Grades', 'both Marks & Grades')

校內高中學科成績 (資料由學校提供)

Academic Performance in School at Senior Secondary Level (Information provided by the school)

科目 Subject	滿分 Full Mark	2011-2012 中六 S.6		2010-2011 中五 S.5		2009-2010 中四 S.4		主要作品名稱 Name of Key Projects
		校內表現 Mark/ Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark/ Performance in School		
中國語文 Chinese Language	300	200	300	175	300	(100)		
英國語文 English Language	300	190	300	180	300	160		
數學 Mathematics	100	90	100	95	100	95		
通識教育 Liberal Studies	100	80	100	(45)	100	65		獨立專題探究：發展中國家的環保科技 IES Assignment: Environmental Protection Technology in Developing Countries
生物 Biology	100	90	100	85	100	60		
健康管理與社會關懷 Health Management and Social Care	100	85	100	85	100	85		香港公眾健康一疾病監察 Public Health Project on Disease Surveillance in Hong Kong

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其他學習經歷 Other Learning Experiences

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。

Information about Other Learning Experiences must be validated by the school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related Experiences.

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構(如有) Partner Organisations (if any)	其他學習經歷的主要範疇 Major Components of Other Learning Experiences	獎項/證書文憑/成就**(如有) Awards / Certifications / Achievements (if any)
共同策劃社會服務 Community Service Together 在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。 Students organise their own Community Service in small groups, under supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. The programme is designed to empower students with key responsibilities and enhance their quality of learning (e.g. problem solving, creativity and responsibility).	2009-2010	組長 Group leader	香港青年協會 The Hong Kong Federation of Youth Groups 香港小童群益會 The Boys' and Girls' Clubs Association of Hong Kong	社會服務 Community Service 德育及公民教育 Moral and Civic Education 與工作有關的經驗 Career-related Experiences	出席證書 Certificate of Participation 學習紀錄 Learning Log http://hk.blog.yahoo.com/learning_log
企業計劃 Company Programme 透過企業計劃，在義務商管顧問的指導下，學生成立一「小型」公司，售賣股票、生產及推廣貨品，及在最後階段把公司清盤。活動的目的是營造學習氣氛，讓學生與同儕及教師分享學習成果。 This is an enterprise programme requiring students to establish a 'mini' company under the guidance of volunteer business advisors. Students are responsible for selling stock, producing and marketing real products, as well as liquidating the company at the last phase. It is intended to build among students a learning climate in which students share their learning with peers and teachers.	2009-2010	會員 Member	國際成就計劃香港部 Junior Achievement Hong Kong	與工作有關的經驗 Career-related Experiences	成就證書 Certificate of Achievement
健康生活日 A Day for Healthy Living 在特定的上課日舉行各種的球類運動及與健康生活相關的活動，以提升學生對健康的關注和對健康、體育運動和生活方式的關係的了解。 A variety of ballgames, programmes on healthy living and related activities are held on a special school day to increase students' concern and understanding about the relations among health, physical exercise and lifestyle.	2009-2012	出席學生 Student participant	-	體育發展 Physical Development 德育及公民教育 Moral and Civic Education	-

<p>校內戲劇節 In-school Drama Festival</p> <p>戲劇節是學校每年舉行的大型活動，當中包括一連串的表演項目及比賽，讓所有學生以不同形式參與。學生不僅學習如何有創意地製作戲劇，他們並可多了解戲劇的歷史和發展，從而學習如何欣賞藝術。 The Drama Festival is an annual school function with a series of programmes, including competitions, designed for all students with different forms of participation. Students not only learn how to produce plays creatively, but also learn to understand the history and development of drama and acquire a sense of arts appreciation.</p>	2010-2011	舞台經理 Stage manager	-	藝術發展 Aesthetic Development	優良証書 Certificate of Merit
<p>濕地公園暑期實習計劃 Summer internship programme at the Wetland Park</p> <p>教師和學生一起接受環境教育的訓練。計劃的整體目標是透過帶領導賞活動推廣濕地保育，在學校及社區推廣環保意識。學生參加導賞員訓練，以提升能力及信心去配合服務的要求。 Teachers and students undergo training in the context of environmental education. The overall aim is to promote a sense of environmental protection among schools and communities through leading guided tours to promote wetland conservation at the end of the programme. Training on tour-guide skills is arranged to enable students to develop the abilities and confidence to meet the service's requirements.</p>	2010-2011	會員 Member	香港濕地公園 Hong Kong Wetland Park	德育及公民教育 Moral and Civic Education 社會服務 Community Service	出席証書 Certificate of Participation
<p>文化藝術義工計劃 Cultural Services Volunteers Scheme</p> <p>本計劃透過義務工作訓練，讓學生推廣藝術及文化的能力。藉著一連串的學習活動及接觸不同的藝術模式及文化的機會，擴闊學生視野及提升其對人文生活素質的關注，讓他們的領導能力、溝通能力及創造力得以發展。 The Scheme is designed to equip students with capabilities to promote art and culture through voluntary service. With a range of learning opportunities and exposures to different art forms and cultures, students broaden their horizons and become more aware of the need to raise the quality of the humanities. Overall, students are expected to enhance their leadership, communication abilities and creativity.</p>	2010-2011	隊長 Team Leader	康樂及文化事務署 Leisure and Cultural Services Department	藝術發展 Aesthetic Development 社會服務 Community Service 德育及公民教育 Moral and Civic Education	出席証書 Certificate of Attendance
<p>校際音樂節 Hong Kong Schools Music Festival</p> <p>透過參加比賽，讓學生增強有關的演繹技巧、受眾意識，和表演時的音樂感，也讓學生更能認識自我及發展堅毅的精神。 Through participating as competitors in the Festival, students enhance the techniques, interpretation, audience awareness, and musicality of their performance. The Festival also helps students to develop better self-understanding and perseverance.</p>	2010-2011	參賽者 Competitor	香港音樂及朗誦協會 Hong Kong Schools Music and Speech Association	藝術發展 Aesthetic Development 德育及公民教育 Moral and Civic Education	獨唱(優良証書) Vocal Solo (Certificate of Merit)

<p>探訪老人院 Visits to elderly homes</p> <p>透過這項服務學習計劃，學生培育正面的價值觀和態度，包括責任感、尊重生命、承擔精神、同理心、愛心和關心。提供服務前學生會接受訓練，讓他們了解服務的意義，對老人院這個新的學習環境有基本的認識，及應該如何訂定學習目標。</p> <p>Through this service learning programme, students nurture positive values and attitudes, including responsibility, respect for life, commitment, empathy, love and care. Pre-service training sessions are provided to help students make meaning of their service, acquire basic understanding of the new learning context at the elderly homes, and set learning goals.</p>	2010-2012	義工 Volunteer	香港明愛 Caritas – Hong Kong	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	<p>社署義工服務獎勵計劃 銅獎 Social Welfare Department's Volunteer Award Scheme (Bronze Award)</p>
<p>圖書館管理員 Library Prefect</p> <p>除了認識及協助學校圖書館運作，學生學習如何對工作負責。透過提供經常性的服務，學生可發展溝通技巧和進一步明瞭服務學校的意義。</p> <p>Besides understanding and offering assistance in the operation of the school library, students learn how to be responsible for tasks under their charge. Through regular service, they also develop communication skills and better understand the meaning of serving the school.</p>	2011-2012	圖書館管理員 Librarian	-	<p>與工作有關的經驗 Career-related Experiences</p> <p>社會服務 Community Service</p>	-
<p>與工作有關的經驗講座 Talk on career-related experiences</p> <p>講座於週會時段舉行。校友向高中同學分享他們寶貴的工作經驗，高中同學可就其理想職業作出提問。透過本活動，同學可了解不同行業的入職要求，並對工作態度及與工作有關的經驗有更多認識。</p> <p>This sharing is arranged during an assembly period. School alumni share their precious work experience with senior form students. Students could select their desirable professions and make personal enquiries on related areas. Through this activity, apart from knowing more about the entry requirements of different industries, students have more exposure to work ethics and career-related experiences.</p>	2011-2012	參加者 Participant	-	與工作有關的經驗 Career-related Experiences	職業初探報告 Report on "My desirable profession"

* 本部分除介紹相關的活動項目內容外，也可概略地述說學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。

Apart from explaining what the programme is about, the description also shows briefly the knowledge, generic skills, values and attitudes which would be developed through participating in the programme.

**有需要時可提供 獎項 / 証書文憑 / 成就 作証明。

Evidence of awards/ certifications/ achievements listed is available for submission when required

The above list, which does not mean to be exhaustive, merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。

校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2010	李氏數學獎 Mrs. Lee Mathematics Award	
2011	校內戲劇節（優良証書） In-school Drama Festival (Certificate of Merit)	
2012	陸運會（跳高冠軍） Sports Day (Champion in high jump)	

校外的表現 / 獎項及重要參與

Performance / Awards and Key Participation Outside School

學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校不須確認學生的參與資料。在有需要時，學生將會負責向相關人仕提供適當證明。

For learning programmes not organised by the school during the senior secondary education period, students may provide information to the school. It is not necessary for the school to validate such information. Students will be responsible for providing evidence to relevant people whenever requested.

活動項目（及簡介） Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 証書文憑 / 成就* （如有） Awards / Certifications / Achievements* (if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2010-2011	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院, 八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會銜科考試及樂理考試，為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				
雅思國際英語測試 International English Language Testing System	2011-2012	考生 Candidate	English for International Opportunity	達到英澳大學入學水平 Achieved UK and Australian universities enrolment standard
雅思國際英語測試原則是為母語並非英語的人士，測定及認證英文能力的考試。 The International English Language Testing System is designed for non-native English speakers all over the world in order to evaluate and certify their English-language proficiency.				

*有需要時可提供 獎項 / 証書文憑 / 成就 作証明

Evidence of awards/ certifications/ achievements listed is available for submission when required

學生自述 Student's 'Self-Account' (可選擇填寫 / Optional)

(以 1000 字內之英文 或 1600 字內之中文撰寫本部分)
(No more than 1000 words in English or 1600 words in Chinese)

學生可於本欄提供額外資料，重點描述其在高中或以前的學習階段中的學習生活及個人發展方面的情況，以便其他人士（例如各大專院校及未來僱主等）參考。

舉例說，學生可概略地敘述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其個人抱負及全人發展。

In this column, students may provide additional information to highlight any aspects of his/her learning life and personal development *during or before* senior secondary education for readers' (e.g. tertiary education institutions, future employers) references.

For example, the student may take the opportunity to briefly highlight an impressive learning experience that has had an impact on his/her personal growth and life goals. The student may also use this column to tell his/her story about personal goal setting that is influencing his/her career aspirations or whole-person development.

我喜歡與人相處……在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「關心社區」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。

在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。

我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。……

I enjoy getting along with people very much. I was a boy scout at junior secondary level. I liked meeting people and solving problems through community service. The experience enriched my learning and exerted a positive impact on my study. In a "Care for Community" project, as a team of teenagers, we made proposals to the district office to improve the facilities in our community so that people could make good use of the environment. For instance, we observed that some chairs in our community were not properly located because some metallic chairs there were not suitable for use during hot summers with no shelter on top. We channeled our ideas to the district office and made suggestions for improvement. At my senior secondary level, I got another opportunity to serve the community in a summer internship programme at the Wetland Park. I was trained to lead guided tours to promote wetland conservation and environmental protection. These activities gave me a chance to share love and care in a practical way. I also became more analytical, observant and aware of people's needs. With these positive experiences, I had more ideas in terms of writing and design, and my communication and interpersonal skills improved. Apart from the benefit in learning, I have also developed a disciplined and caring character. As compared to my childhood, I understand myself better, in terms of strengths, limitations and aspirations for the future.

Among the activities I joined at my senior secondary level, the most impressive one was the Cultural Services Volunteers Scheme. I learned a lot about art and culture, how people perceive life, and what people value the most through their art works. This activity provided me with a chance to paint walls in hospitals with volunteers from different cultures. Because of different backgrounds, proper communication was important to ensure smooth collaboration with each other. I discovered that whatever the culture, whatever the age and background, love and a heart to care for others is the greatest motivation for anyone to work for the best of the community.

I have set a career goal to participate in a service industry that could benefit the needy. Whatever position I have in future, I have decided to try my best to love and serve the community to make us live in a better world. ...

完
End of Report

Appendix II

Some Dos and Don'ts in OLE and SLP

Dos	Don'ts
<p>The aim of OLE is to help students to develop as life-long learners with a focus on sustainable capacities, with expected outcomes such as:</p> <ul style="list-style-type: none"> ● becoming active, informed and responsible citizens; ● developing respect for plural values and interests in the arts; ● adopting a healthy lifestyle; and ● enhancing career aspirations and positive work ethics. 	<p>The aim of OLE is NOT to produce a presentable SLP, with detailed records of activities attended by the individual.</p>
<p>OLE and SLP must be built on schools' existing practices and strengths.</p>	<p>OLE and SLP DO NOT necessarily mean re-designing everything or abolishing existing good practices, e.g. reducing PE lessons and extra-curricular activities or adopting a completely new e-portfolio system.</p>
<p>It is the quality, rather than the quantity that matters in OLE. Schools should concentrate on offering programmes that could motivate students and facilitate deep reflection.</p>	<p>Meeting the suggested time allocation should NOT be the most important or the only aspect in the overall planning for OLE. Furthermore, the number of students' OLE records should NOT be the essence of the design of school-based SLP.</p>
<p>Regular and structured learning opportunities (e.g. timetabled lessons) are the essential forms of implementation of Physical Development (PD) and Aesthetic Development (AD), in terms of meeting their objectives and expected outcomes.</p>	<p>AD and PD should NOT be implemented merely through co-curricular/ extra-curricular activities or one-off special school days.</p>
<p>Student reflection is crucial in OLE. It could be manifested or expressed in a wide range of forms in OLE contexts, such as journals or 'blog' writing, worksheets, tape recording own thoughts, talking with peers, Power-Point presentations, group discussions in de-briefings, drawings, designing a short play with a target audience or producing a promotional video collectively.</p>	<p>Reflection can be simply interpreted as enabling a person to '<i>step back and think</i>' upon an experience. In this sense, reflection in OLE does NOT mean asking students to reflect in written form (e.g. reports, notebooks) after every activity.</p>



Dos	Don'ts
SLP should be best implemented to encourage student reflections on their own personal development and should be seen as an opportunity for students to 'tell their own stories of learning'.	SLP should NOT be seen merely as detailed records of all the participation and achievements of individuals. Students should be given opportunities and guidance to select appropriate items to be included in the final profiles. Profiles should be simple, concise and easy to read.
Schools should devise suitable arrangements for SLP, building on existing practices.	SLP does NOT necessarily imply adopting a 'powerful and expensive' electronic system to yield desirable educational aims.
SLP is designed for students to tell their 'stories of learning' and to celebrate their successes, in terms of whole-person development.	While SLP will be used as a reference document during university admission, it could provide a fuller picture of the students' competencies and specialties for consideration. However, the purpose of an SLP is NOT solely for university admission.
OLE (and SLP) requires strong connected and learning-centred leadership that clearly communicates the need for change so that teachers from different areas can both understand and play an active part in planning and developing the OLE programmes.	The leadership of OLE and SLP should NOT rest solely on the OLE / SLP co-ordinator. OLE should NOT be planned as if it is a disconnected, add-on school initiative, without fostering effective links with other projects and components of the curriculum.
Schools will assist students in developing their SLPs. This will be an educational process for students to select and review on their participation, and to address their whole-person developmental needs.	OLE is part of the SS curriculum in school. Students are thus offered sufficient opportunities of OLE to promote whole-person development and enhance quality of life. Parents need NOT make extra efforts to arrange more OLE just for the sake of quantity, or to build profiles for their children.

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Booklet 6

Quality Learning and Teaching Resources

Facilitating Effective Learning



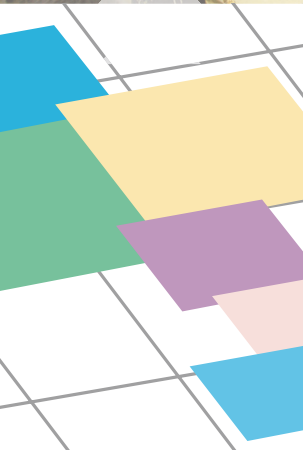
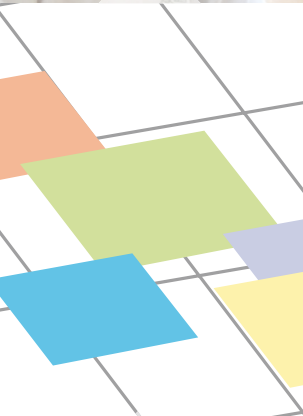
Booklet 6

Quality Learning and Teaching Resources Facilitating Effective Learning

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

6.1	Purpose of the Booklet	1
6.2	Function of Learning and Teaching Resources	1
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6.1 Purpose of the Booklet

- To introduce functions and types of learning and teaching resources
- To introduce strategies for effective resources development
- To provide guidance on how resources can be effectively used with examples of good practice

6.2 Function of Learning and Teaching Resources

The purpose of learning and teaching resources is to provide a source of learning experiences for students. They should be able to facilitate interaction among students and teachers during the learning/ teaching process, as well as to help students to learn, broaden students' learning experiences and meet different learning needs. If used effectively, learning and teaching resources can help students to construct knowledge for themselves and develop effective learning strategies, generic skills, values and attitudes, thus laying a solid foundation for life-long learning.

Reflective Questions

- Do the learning and teaching resources used serve the purpose described above?
- Were there any used resources 'unfit' for a particular learning activity in your school?
If so, how did you deal with them?



6.3 Types of Learning and Teaching Resources

Learning and teaching resources are not confined to textbooks and are available in many other forms such as reference books, workbooks, worksheets, audio-visual teaching aids, web-based learning materials, computer software packages, structured courseware delivered by electronic learning management systems, Internet and media, as well as libraries, learning communities and resources in the natural environment, etc.. A wide variety of learning and teaching resources is readily available. Several types of commonly used resources in the senior secondary (SS) curriculum are discussed below.

6.3.1 Textbooks

Textbooks have a positive role to play and should provide the core elements of learning in the subjects recommended by the Curriculum Development Council. Textbooks should also be designed to develop students' critical and creative thinking and other generic skills through the information and activities that they provide.

Quality textbooks can assist teachers by providing a 'one-stop' shop for materials that will help them to plan the scope and sequence of their teaching.

Tips for Selecting Textbooks

You may refer to the following website for "Notes on Selection of Textbooks and Learning Materials for Use in Schools", "Guiding Principles for Quality Textbooks", "Recommended Textbook List" and related websites.

(<http://www.edb.gov.hk/cd/textbook>)

Example of How One School Goes about Selecting Textbooks

The Curriculum Committee formulated general criteria for the selection of textbooks, making reference to the Education Bureau (EDB) guidelines. These general criteria (listed below) aim to help each subject panel to consider a number of key factors in textbook selection. They should:

- be in line with the curriculum aims and contain the core elements of the curriculum;
- provide students with a range of materials at various levels of difficulty and present different points of view;
- develop students' learning strategies, generic skills, values and attitudes;
- enhance students' motivation and learning effectiveness;
- ensure the design of tasks and activities that cater for learner diversity;
- encourage self-access and independent learning;
- add reflection, self assessment, peer and group assessment to the learning activities to improve learning;
- provide opportunities for discussion and further enquiries to facilitate students' critical thinking and to assist them to make informed judgements;
- weigh the quality of the language used; and
- take into consideration the price and the weight of the textbooks.



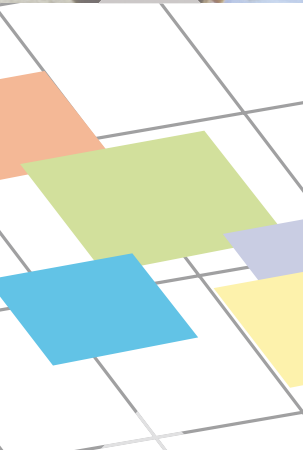
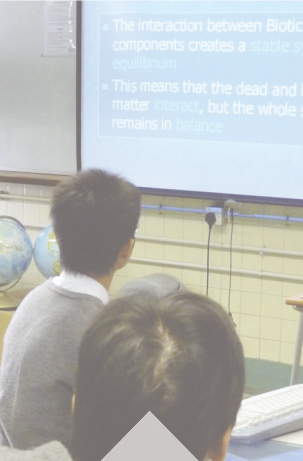
Based on these general criteria, different subject panels have further developed subject-based textbook selection checklists with weighting factors related to the needs of their subjects. Panel heads have invited those involved to use the criteria/ checklists to make suitable judgements about a number of textbooks.



Using the checklist, every set of textbooks was reviewed by at least two panel members independently. After reviewing the textbooks and analysing their evaluation data, the subject panels recommended the most suitable textbook for their students.



The compiled textbook list for the coming school year was tabled and received/ endorsed at an Incorporated Management Committee meeting.



'Recommended Textbook List' serves as a reference for textbook selection for most SS subjects, except subjects that require great variety of learning resources such as Literature in English, Liberal Studies, Health Management and Social Care, Technology and Living, Music and Visual Arts.

Tips for Making Effective Use of Textbooks

Textbooks are not the only resources that bring about learning. Teachers should:

- exercise professional judgement in deciding whether to cover all the materials in the textbook or not;
- adapt or replace any part of a textbook found inappropriate to the needs of the students and use other supplementary learning and teaching resources to support students' learning;
- re-organise the units and the sequence of activities in a unit to cater for students' differing abilities; and
- choose amongst the materials provided, e.g. avoid using workbooks/ supplementary exercises associated with particular textbooks indiscriminately in order to leave space for students to engage in a range of meaningful learning tasks.

Reflective Questions

- What is the textbook selection mechanism in your panel or school? In what way could your panel or school further improve the selection procedures so that quality textbooks are chosen for the benefits of your students (e.g. quality, price)?
- How do teachers of your school use textbooks? Do they use other learning and teaching resources to complement textbooks to meet students' needs?

6.3.2 Reference books and other printed materials

Teachers are encouraged to use a wide range of other learning and teaching resources, such as reference books or other printed learning materials (e.g. supplementary reading and information materials, newspapers, articles, journals, periodicals, workbooks, exercises) to allow students to explore issues of interest, stimulate enquiry, apply/ consolidate their learning or encourage them to undertake further learning.

Teachers could also make good use of authentic resources (e.g. information leaflets, pamphlets, magazines, songs, posters) that are not written for classroom purposes, but could bring real-world issues into their classrooms.

Teachers should consider factors such as availability, affordability and copyright issues before using reference materials in the classrooms.

Tips for Copyright Issues

You may refer to the following website for issues related to copyright in education and licensing schemes in using and developing learning and teaching materials.

(<http://www.edb.gov.hk/ip/>)

6.3.3 Multimedia resources

Multimedia resources, which embrace audio-visual teaching aids, web-based materials, computer software packages, online learning platforms, etc., have the following advantages in helping students' learning:

- Flexibility, adaptability
- Multi-sensory experience
- Possibility of interactivity
- Connectedness

Besides complementing textbooks, multimedia resources may provide opportunities for both students and teachers to gain access to up-to-date information. For example, teachers may select materials that present different sides of controversial issues to help students to develop their critical thinking and to make informed judgements in their daily lives. However, teachers should evaluate whether the online information is authentic, reliable and appropriate for student learning.



Teachers are encouraged to select electronic educational products produced by different agencies, including those from EDB and overseas. The following resources are available to support schools:

A repertoire of curriculum resources can be accessed in this EDB website (<http://www.edb.gov.hk/cr>). Examples include:

- multimedia packages and a database of learning resources for different subject curricula;
- Resources Library on the Hong Kong Education City website;
- Educational Television programmes;
- Liberal Studies web-based resources platform;
- Moral and Civic Education Resources Net;
- Reading to Learn website;
- Project Learning website;
- Information Technology for Interactive Learning website;
- Life-wide Learning Databank;
- Other Learning Experiences Databank;
- Guidebooks/ Tool Kits on different key tasks and themes; and
- self-access learning materials related to specific issues for teachers.

Some learning and teaching materials or exemplars are available on various KLA websites in the form of publications: e.g.

- Curriculum and Assessment Guides of SS subjects
- Basic Education Curriculum Guide
- Senior Secondary Curriculum Guide
- Action Research publications (e.g. school-based collaborative action research)
- Reports on research and development projects
- Reference books (for teachers & students)
- Other publications of the Hong Kong Examinations and Assessment Authority.



6.3.4 School libraries

School libraries and teacher-librarians play a significant and pivotal role in helping students and teachers to gain access to knowledge and information that are needed in the process of learning and teaching.

School libraries should serve as

- resource centres with ample information in a variety of formats, where teachers and students can read, learn and share;
- favourable physical space equipped with traditional, technological and human resources for students to engage in enjoyable reading and learning; and
- virtual environment in conducting enquiries, using information technology to navigate for information and constructing and co-constructing knowledge.

The school library service has evolved from the traditional services of book purchasing and lending. It is now serving as a resource centre to support learning and teaching. A school library should provide ready-to-use learning and teaching resources (or extended reading materials) and multimedia resources which address overall school curriculum needs. A teacher-librarian should also

- collaborate with subject teachers (in particular teachers of Liberal Studies) to facilitate the resource needs of students' learning;
- co-ordinate teachers in school-based reading programmes; and
- develop students' information skills and attitudes in using information derived from all formats and contexts appropriately and ethically.

A teacher-librarian is the key personnel of a school library and his/ her expertise and experience is crucial to the implementation of the SS curriculum. Schools need to realise that the successful development of a school library service is heavily influenced by how the role of a teacher-

librarian is perceived in a school. The major roles suggested in the *Basic Education Curriculum Guide* (see Booklet 7) are reiterated to recognise their contribution to learning and teaching, namely, ***Library-in-charge, Reading co-ordinator, Information specialist, Teaching partner and Curriculum resources facilitator***. Schools should therefore ensure sufficient capacity and space for teacher-librarians to concentrate on carrying out the above major roles and responsibilities effectively.

In the contexts of SS education, teacher-librarians could facilitate learning and teaching across the curriculum. As knowledge managers, resources and information specialists, they are able to bridge the gap between the world of information and resources and the world of the classroom to help students to attain the curriculum goals of all Key Learning Areas (KLAs) (e.g. Liberal Studies' Independent Enquiry Studies).

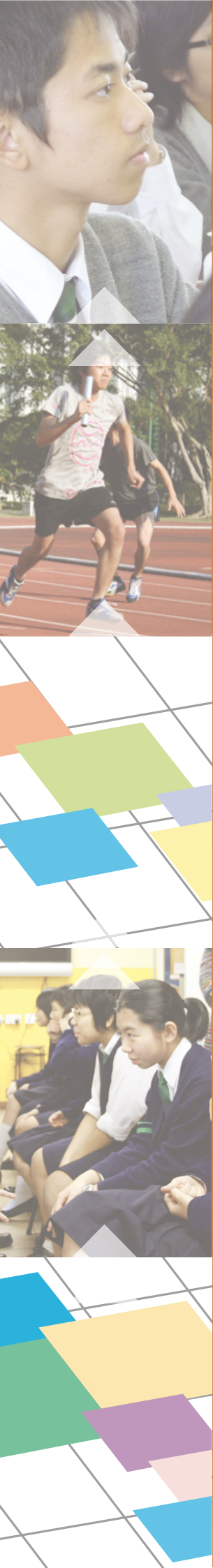
An Example of Collaboration with a Liberal Studies Teacher in Helping Students to Conduct an Enquiry on 'Weight and Self Image' in the Module 'Self and Personal Development'

The lessons aim to enable students to:

- gain an understanding of the importance of evaluating different views and opinions;
- become more critical about people's views; and
- be more critical of the factors affecting self-image.

The roles of the teacher-librarian in collaborative teaching are to :

- teach students how to locate information relating to eating disorders such as Anorexia, Bulimia and weight through different sources including books, magazines, newspapers, electronic databases and the internet;
- discuss the reliability of different sources of information; and
- critically evaluate and select appropriate sources of information for discussion.



Good Practices of School Libraries

To share good practices of school library services, EDB has published a booklet titled “*Exemplars on School Library Services*”. As many as 20 schools have shared their experiences in mobilising school library resources to support learning and teaching with an emphasis on the roles of the teacher-librarian and the functions of the school library. This booklet is also available online at the website: <http://www.edb.gov.hk/cd/lib>

Reflective Questions

- What are the existing strengths that your school library service could build on to help student learning?
- How would your school create time and space for the teacher-librarian to contribute in different curriculum areas?
- What would be the appropriate ‘cut-in’ points for the teacher-librarian to foster further collaboration with subject panels/teachers and relevant school initiatives?

6.3.5 Community resources

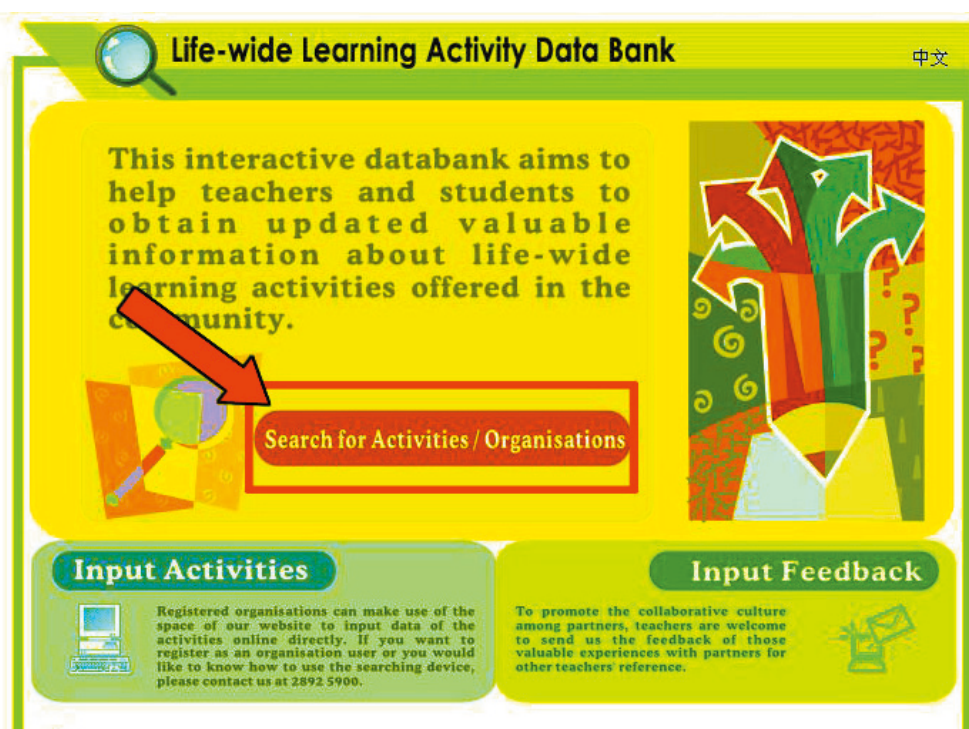
- The use of community resources includes a combination of people, places, financial resources, websites and materials. Teachers could also make use of public libraries, museums, educational parks and media (including newspaper and TV), as well as services provided by HKEdCity (<http://www.hkedcity.net/>) and non-government organisations.
- Effective use of community resources not only helps learning and teaching, but also introduces students to many 'resource hubs' in society to further engage in life-long learning after SS education.
- Teachers may also browse the EDB Life-wide Learning Activity Data Bank (<http://www.edb.gov.hk/cd/lwl/>) and the EDB's Business-School Partnership Programme website (<http://www.edb.gov.hk/index.aspx?nodeid=4738&langno=1>) to update information on 'learning beyond the classroom' and Other Learning Experiences opportunities offered by local community groups.

Example: How to search for activities in “Life-wide Learning Activity Data Bank”?

1. Visit our homepage: (<http://www.edb.gov.hk/cd/lwl/>)
2. Click on “LWL Activity Data Bank”

The screenshot shows the Education Bureau website. The breadcrumb trail is: Kindergarten, Primary and Secondary Education > Curriculum Development > Life-wide Learning. The page title is 'Life-wide Learning'. A diagram illustrates the 'Student Learning' cycle, showing the relationship between 'School', 'Community Service', 'Career-related Experience', 'Other Learning Experiences', and 'Life-wide Learning'. Below the diagram, a text box explains that Life-wide Learning (LWL) refers to student learning in real contexts and authentic settings. A red arrow points to the 'LWL Activity Data Bank' link in the 'What's New' section. Other links in the 'What's New' section include 'Updated training information' and 'Teacher Professional Development'. The left sidebar contains a list of links: Home, What's New, About Us, Policy Highlights, Press Releases and Publications, Circulars, Kindergarten, Primary and Secondary Education, Post-secondary Education, Other Education and Training, Our Services to Students and Parents, School Administration, Teachers' Development, Resource Banks, Access to Information, Public Forms, Tender Notices, Related Bodies and Schemes, and Contact Us. The right sidebar contains links: The Hong Kong Jockey Club Life-wide Learning Fund, Resources and Support, Related Sites, HKEdCity Life-wide Learning Forum (CHI), School Activities Guideline, Team Clean - Civic and Health Education in school, and Questions and Answers.

3. Click “Search for Activities / Organizations”



Life-wide Learning Activity Data Bank 中文

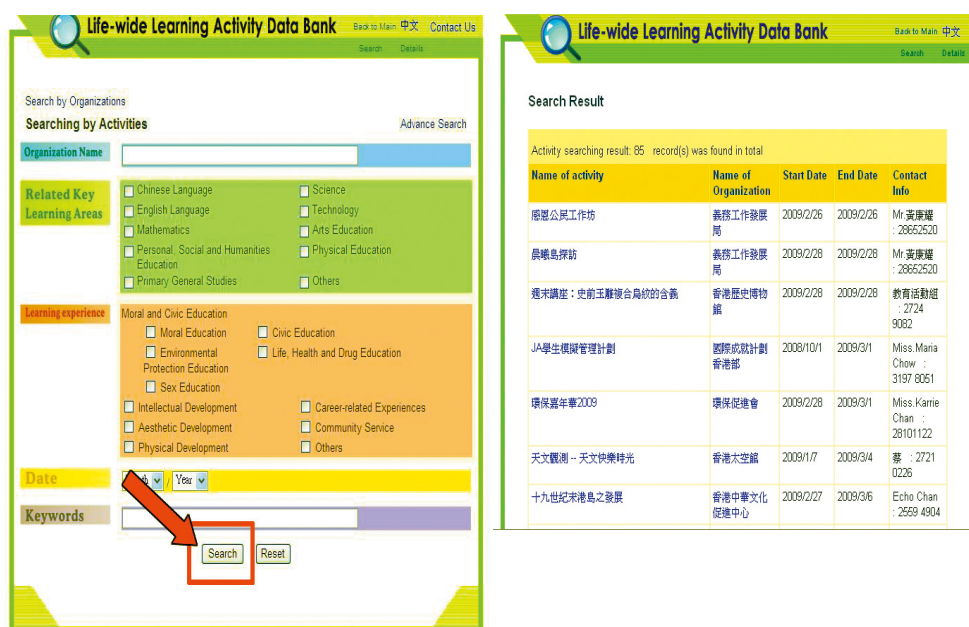
This interactive databank aims to help teachers and students to obtain updated valuable information about life-wide learning activities offered in the community.

Search for Activities / Organisations

Input Activities
Registered organisations can make use of the space of our website to input data of the activities online directly. If you want to register as an organisation user or you would like to know how to use the searching device, please contact us at 2892 5900.

Input Feedback
To promote the collaborative culture among partners, teachers are welcome to send us the feedback of those valuable experiences with partners for other teachers reference.

4. Choose the options and click “Search”



Life-wide Learning Activity Data Bank Back to Main 中文 Contact Us

Search by Organizations
Searching by Activities [Advance Search](#)

Organization Name

Related Key Learning Areas

- ☐ Chinese Language
- ☐ English Language
- ☐ Mathematics
- ☐ Personal, Social and Humanities Education
- ☐ Primary General Studies
- ☐ Science
- ☐ Technology
- ☐ Arts Education
- ☐ Physical Education
- ☐ Others

Learning experience

- ☐ Moral and Civic Education
- ☐ Environmental Protection Education
- ☐ Sex Education
- ☐ Intellectual Development
- ☐ Aesthetic Development
- ☐ Physical Development
- ☐ Civic Education
- ☐ Life, Health and Drug Education
- ☐ Career-related Experiences
- ☐ Community Service
- ☐ Others

Date / Year

Keywords

Search **Reset**

Search Result

Activity searching result: 85 record(s) was found in total

Name of activity	Name of Organization	Start Date	End Date	Contact Info
感恩公民工作坊	義務工作發展局	2009/2/26	2009/2/26	Mr. 黃康耀 : 28652520
晨曦島探訪	義務工作發展局	2009/2/28	2009/2/28	Mr. 黃康耀 : 28652520
週末講座：史前玉璽聯合島嶼的含義	香港歷史博物館	2009/2/28	2009/2/28	教育活動組 : 2724 9082
JA學生模擬管理計劃	國際成就計劃香港部	2009/10/1	2009/3/1	Miss. Maria Chow : 3197 8051
環保週年賽2009	環保促進會	2009/2/28	2009/3/1	Miss. Karrie Chan : 28101122
天文觀測 - 天文快樂時光	香港太空館	2009/1/7	2009/3/14	蔣 : 2721 0226
十九世紀末港島之發展	香港中華文化促進中心	2009/2/27	2009/3/6	Echo Chan : 2559 4904

Example: Experience Sharing by a Senior Mathematics Teacher

A textbook nowadays is no longer regarded as a bible or as the only source of information. It is limited by its static nature and by its relatively linear and didactic rather than interactive design. For example, when teaching the graph of parabola $y = ax^2 + bx + c$, the teacher can refer to graphs printed in the textbooks, but the static diagrams do not provide a dynamic picture of the relations between the features of the graphs and the coefficients of the equations. Moreover, even though some good textbooks provide well-organised activities for students to explore these relations, it is very time-consuming for students to plot many different graphs on paper, and this will hinder them from making their own conjectures.

With the use of resources on the Internet, graphing calculators or other interactive algebraic equation graphing software, the plotting of graphs will become easy and students will be able to focus more on investigatory tasks. For instance, students might be asked to plot graphs with different values of a , but keeping the other parameters b and c constant, and observe the effect of the value of a upon the features of the graphs. They might then be encouraged to discuss their observations and conjectures with each other, and use the software to justify, during which time the teacher might focus on asking them to explain their reasoning. For example, some students may suggest that “the smaller the value of a , the bigger the opening of the graph will be”, the teacher might then ask other students to check whether this statement holds when the value of a is negative. These interactive and investigatory tasks can be accomplished only if the teachers go beyond the textbook for the content of their instructions and make use of a wide range of learning resources.

Reflective Question

- How effective are the currently used resources in helping student learning and learning how to learn?



6.4 School-based Resources Development: Managing and Sharing Learning and Teaching Resources

The following are some suggested practices that help schools to develop, share and manage learning and teaching resources effectively:

- Teachers working closely with the school librarian to produce strategic plans for the procurement and development of resource materials based on the needs of learning and teaching.
- Setting up a resource bank on the school intranet for the sharing of learning and teaching resources. Schools may provide technical and managerial support to monitor the maintenance and development of the resource bank.
- Updating resource materials from time to time and developing an efficient search system and resource bank to facilitate easy access and retrieval.
- Reflecting and sharing experiences among teachers on how to use resources effectively.
- Devising a review mechanism for evaluating existing resources to further promote learning, teaching and curriculum development. For example, schools may include the use of learning and teaching resources as an agenda item in professional meetings such as whole-school curriculum planning meetings and KLA department meetings.

Web-based Resource Platform for Liberal Studies

(<http://www.ls.hkedcity.net/Home/Index.aspx>)



Introduction

Curriculum Framework

Curriculum Content

Independent Enquiry Study

Learning & Teaching

Assessment

Professional Development

Liberal Studies Friends

Relevant Information

Web-based Resource Platform for Liberal Studies

serves teachers through on-going provision of learning and teaching resources in the subject. It will provide basic information about the NSS Liberal Studies curriculum, and updates of relevant learning and teaching materials. There will also be exemplary learning and teaching practices and school case studies.



This platform also offers space and opportunities for teachers to share good practices, exchange innovative learning and teaching ideas, and easily access a supportive resource bank.

This platform is being constructed to support teachers, and suggestions to this Beta version are welcome. Please send your comments to: ls-suggestion@hkcdcity.net



The following are some examples of school-based resources management/ development:

Some Examples of School-based Resources Management/ Development

Example 1

Teachers set up reading groups/ sharing groups among themselves for discussion of learning and teaching skills, teaching resources and current educational developments. The groupings and attendance at meetings are on a voluntary basis. Teachers usually meet at lunch hours, after school or during free lessons. Teachers find these informal gatherings more fruitful than formal meetings.

Example 2

A school sets up a resource corner in the staff room to keep all documents related to the SS curriculum, e.g. consultation reports, curriculum and assessment guides for teachers' reference. This raises teachers' awareness of the development of the SS curriculum and keeps them up-to-date with the latest information.

Example 3

A school extracts key issues/ major recommendations from various consultation documents and disseminates them to teachers, so that they understand the rationales behind current developments.

Example 4

A school has set up a Liberal Studies resource centre for teachers to pool learning and teaching resources collected from different sources, e.g. reference books, newspapers, magazines, Internet. This school has also joined a teacher network that shares innovative ideas and resources in Liberal Studies.

References on learning and teaching resources for specific SS subjects are available in the relevant Curriculum and Assessment Guides (CDC & HKEAA, 2007)

Website: (<http://www.edb.gov.hk/334>)

Teachers may also use the facilities and services of the EDB's Central Resources Centre to support their teaching.

Website: (<http://www.edb.gov.hk/crc>)





Reflective Questions

- Are there any clearly laid-down principles/ criteria for the selection and evaluation of textbooks and other learning and teaching resources in your school? How much stakeholders' involvement is there in the selection and evaluation process?
- Has the content of textbooks been adapted to cater for the diverse needs of students?
- What collaborative efforts have been made between the teacher-librarian and subject teachers in the implementation of resource-based learning? What strategies have your school adopted to nurture information literacy among SS students?
- How are your school's learning and teaching resources kept, shared and managed?
- How would your school policies on learning resources make an impact on improving student learning?
- How could you support newly-joined teachers to improve their professional capacity, in terms of using and identifying appropriate learning and teaching resources?

Booklet 7

Catering for Learner Diversity

Excellence for All in Senior
Secondary Education



Booklet 7

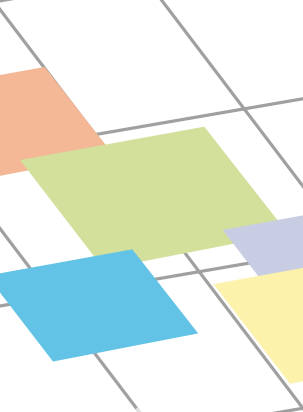
Catering for Learner Diversity

Excellence for All in Senior Secondary Education

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

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7.1 Purpose of the Booklet

- To discuss learner diversity in senior secondary (SS) schooling
- To provide guidance on catering for learner diversity in general
- To provide guidance on catering for the needs of the gifted
- To provide guidance on the education of students with special educational needs (SEN) in SS schooling

7.2 Key Challenges in Senior Secondary Schooling and Opportunities for All to Succeed

Under the New Academic Structure, all students have the opportunity to complete three years of SS schooling. Greater learner diversity in SS is therefore anticipated. There will be learner diversity in terms of interests, motivations, aspirations, abilities, learning styles and achievements across the various aspects of intelligence. This will pose greater challenges to schools and teachers at this level in their provision of a broad and balanced curriculum.

In this connection, the SS curriculum and assessment framework (see Booklet 1) is designed to provide opportunities for every student, including the gifted and those with SEN, to excel in SS studies, through incorporation of the following characteristics:

- Emphases on learning goals, including those related to Other Learning Experiences (OLE)
- Emphases on the processes as well as the outcomes of learning
- A variety of elective subjects, plus elective modules in the subjects, and Applied Learning (ApL¹) courses as alternative choices to meet the abilities, interests and aptitudes of particular students
- Allocation of 15-35% of curriculum time to OLE for whole-person development
- Introduction of School-based Assessment to allow a comprehensive review of student abilities
- Introduction of Standards-referenced Reporting to capture and recognise a fuller range of students' achievement
- Introduction of the Student Learning Profile (SLP) to provide a comprehensive picture of the full range of achievements and abilities of students

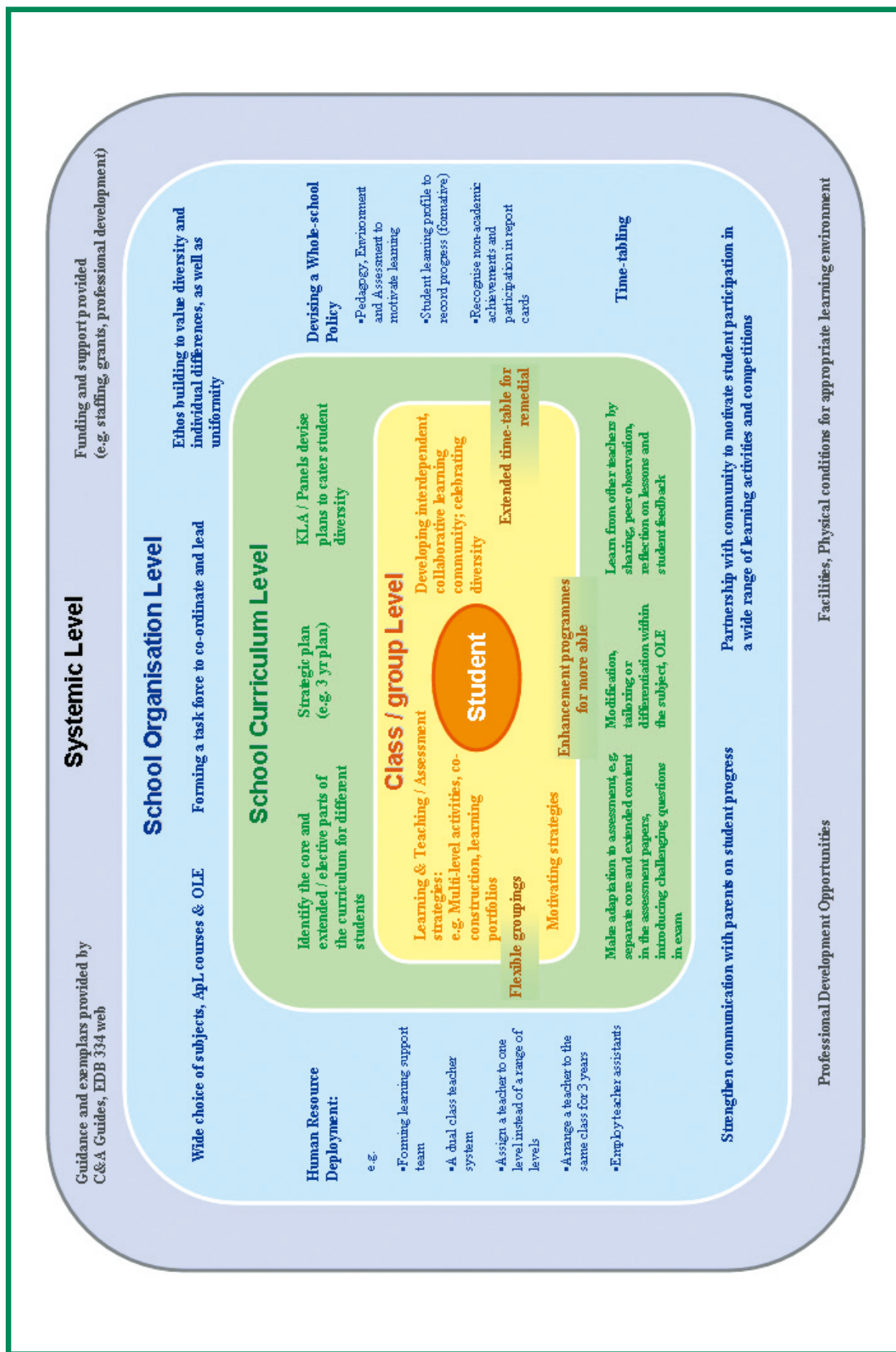
¹ApL was formerly named "Career-oriented Studies". Readers may refer to the report "*Action for the Future — Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" (EMB, 2006) for details.

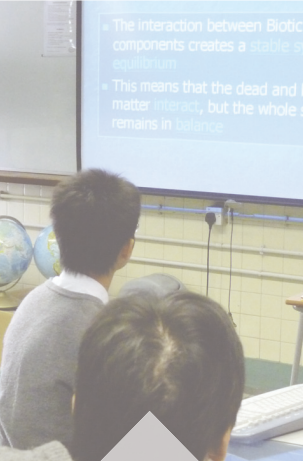
7.3 Catering for Learner Diversity

Every class is composed of individuals who are different from each other in terms of maturity, motivations, abilities, learning styles, aspirations, interests, aptitudes and socio-economic backgrounds. Catering for learner diversity is a significant and challenging consideration in determining learning and teaching objectives, contents, levels and methods. Schools and teachers should be aware of the characteristics of the SS curriculum and assessment framework and make full use of them to address student needs. In general, learner diversity can be catered for at the curriculum planning level, classroom learning and teaching level and student support level. These are to be facilitated by supporting conditions at the systemic level (e.g. funding flexibilities) and school organisation level (e.g. human resources deployment, communication with parents). Figure 7.1 illustrates the interrelationship at different levels.

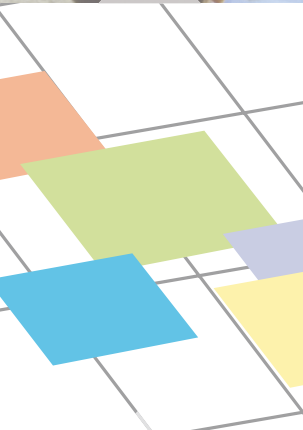


Figure 7.1 Catering for Learner Diversity





- The interaction between Biotic components creates a stable equilibrium
- This means that the dead and matter interact, but the whole remains in balance



7.3.1 Curriculum planning level

The curriculum can be appropriately adapted to suit the different needs and abilities of students. For example, foundation and non-foundation topics in mathematics can help to cater for students with a wide range of abilities. Those who are more interested in mathematics can study one of the two modules in the Extended Part in addition to the Compulsory Part of the curriculum.

It is worth noting that under the new SS curriculum structure, the provision of a wide choice of elective subjects, ApL courses and other languages, as detailed in Booklet I (see Section I.5), aims to cater for individuals with a wide range of interests, aptitudes, aspirations, learning styles and abilities. Schools are encouraged to plan their curricula with reference to the diverse needs and interests of their students.

A range of strategies can be adopted to maximise the development of the more able students and to help the less able ones to learn more effectively. For example, teachers may design enhancement and enrichment activities for the more able students and adopt different groupings to help the less able students.

In complementing the learning experiences from subjects (or ApL courses), schools are encouraged to offer a wide range of OLE to cater for different needs, interests and aspirations among their students. For example, instead of organising a large-scale community service activity for all S4 students, a school can design a variety of community service activities, including taster programmes, for students according to their different interests, prior experiences, orientations and capabilities.

7.3.2 Classroom learning and teaching level

Teachers should plan their lessons flexibly to suit the needs of their students in class teaching. The following strategies might be considered:

- Gathering background information on students, including their interests, strengths and weaknesses
- Varying the level of difficulty and the content covered
- Varying questioning techniques and the amount and level of support provided, for example, providing additional support such as using mind-maps and diagrams to aid comprehension for less able students, asking open-ended questions with fewer hints for more able students, using concrete examples to illustrate concepts for less able students and symbolic language for the more able ones
- Varying the teaching approach, such as using less challenging modes and content in assessment to provide the less able students with an opportunity to succeed
- Promoting independent learning and group learning to release teachers from the need to work with all students at the same time
- Being responsive to student performances and needs that may not be expected in the classroom and giving constructive feedback that helps learning
- Formulating a teaching plan for the whole class using core and extension resources for different student groups.

7.3.3 Student support level

The level of support provided may be adjusted to cater for students of different abilities. For example, enrichment/ remedial classes, pull-out programmes/ activities and peer groupings might be employed. Educational software packages may also be used to provide different levels of challenge to students. Schools may consider extending school hours to provide other extension or enrichment programmes.



7.3.4 Supporting conditions at systemic and school organisation level

The human resources and funding provision of schools, physical space, school-based resources and external support are all supporting conditions to enable schools to provide effective learning and teaching for students. School leaders, middle managers and teachers could collaborate in identifying resources, prioritising their use and targeting at supporting students with different needs (e.g. enlisting the aid of teaching assistants/ other helpers, varying the size and types of student grouping, procuring external support services). Apart from the above, schools may find the following measures useful in creating supportive conditions at organisational level to cater for learner diversity:

- Building positive school ethos in order to value diversity and individual differences as well as uniformity
- Devising a whole-school policy to recognise all-round achievement of students and indicating that every student can achieve
- Widening subject choices (including ApL courses)
- Sharing effective pedagogy and assessment strategies
- Formulating a flexible time-table
- Strengthening communication with parents (e.g. discussing student progress)
- Fostering community partnerships to motivate student to participate in a wide range of learning activities.

Reflective Question

- What measures have been adopted in your school to cater for learner diversity at student, class/ group and curriculum levels?

7.4 Gifted Education in Senior Secondary Schooling

Who are the gifted?

Gifted students excel, or possess the potential to excel, in one or more areas such as general intelligence, specific academic studies, visual and performing arts, leadership (with inter- and intra-personal skills), creative thinking, as well as psychomotor movement such as physical ability in sports. Their giftedness is usually characterised by an advanced pace of learning, a high quality of thinking or capability for remarkably and consistently high standards of performance as compared to their age peers.

Although many gifted students are capable of demonstrating outstanding achievement, the learning environment, be it within the classroom or outside, is pivotal in order to enable them to demonstrate and develop their capabilities. Some gifted students are also at risk of underachieving, or even disengaged from learning if they are not identified and catered for appropriately, or even worse, are labelled negatively because of the poor behaviour some might demonstrate, or the lack of understanding of their needs by their teachers and parents.

Reference should be made to Booklet 4 of the *Basic Education Curriculum Guide* with regard to catering for the gifted, including the three-tier approach that has been adopted as a strategy for gifted education in Hong Kong since 2000.

Identification of the gifted

All schools need to develop a mechanism for identifying gifted students that suit their own school context and school-wide approach. Although many tools are available to assist their identification, a combination of techniques is essential. Various ways and modes should be adopted to gain information instead of relying upon a single IQ test or only academic results. Teachers' informed observations and professional judgements, plus information from other sources such as parents, peers, school social workers, counsellors and community workers are essential to providing a holistic picture. A range of information about the student's behaviour, achievement and disposition in intellectual, social and creative endeavours is usually required to gain a reliable, full picture of a child's giftedness.



For more information on identification methods and approaches, please refer to the following websites:

EDB: (<http://www.edb.gov.hk/cd/ge>)

The Hong Kong Academy for Gifted Education: (<http://www.hkage.org.hk/>)

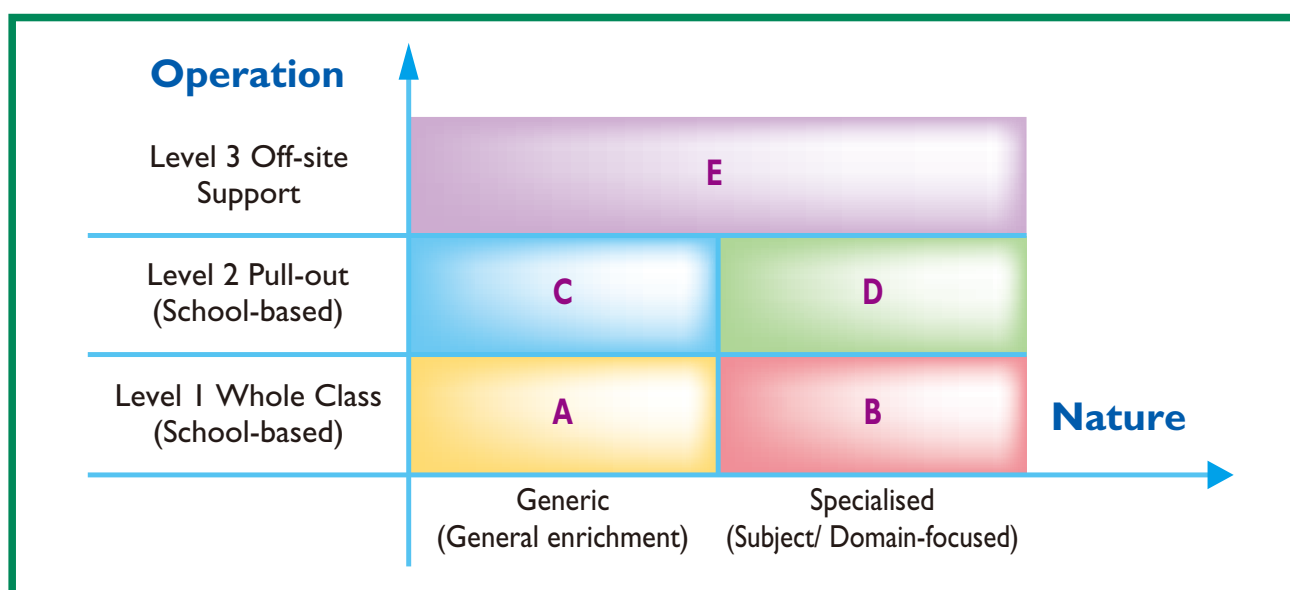
In summary, the identification process should:

- be school-wide;
- be systematic;
- be dynamic and on-going;
- include more than one nomination source and multiple indicators;
- be justifiable;
- facilitate early identification;
- ensure that equal opportunity should be provided for students regardless of their sex, race and religion;
- ensure that students from disadvantaged and ethnic minorities are not overlooked;
- ensure that different areas of giftedness are taken into account; and
- ensure links with support measures conducive to nurturing the giftedness of students.

7.4.1 Gifted education in senior secondary schooling in general

Gifted students have been given various opportunities to challenge themselves and the implementation of the SS curriculum is built upon those opportunities that have proved successful. Collaboration between schools and external providers is central to providing learning experiences for gifted students.

Figure 7.2 Three-tier Approach

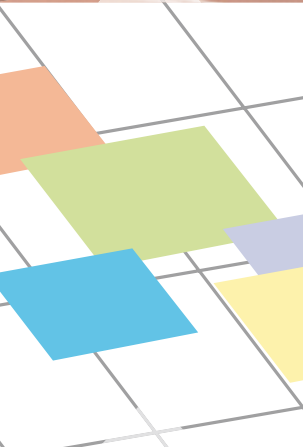


Besides the Level 1 (whole-class, school-based) teaching strategies such as differentiation that addresses directly the needs of gifted students, schools might also make good use of acceleration/ enrichment programmes, which are offered as:

- Level 2: pull-out, school-based programmes; and
- Level 3: off-site through the Hong Kong Academy for Gifted Education (HKAGE), sometimes in collaboration with tertiary institutions and non-government organisations.

Greater breadth and depth in their studies will help gifted students to stretch themselves to the full. Their achievements can be fully reflected in the SLP.

Through the notional allocation of 15-35% of curriculum time to OLE, the SS curriculum allows more time for students to meet non-academic goals, to undertake independent research studies and to widen their interests and stretch their potential.



More emphasis on inter-disciplinary practices, advanced project learning and developing self-directed learning skills in the areas of planning, problem identification, organisation, resource utilisation, time management, co-operation with others, decision-making and self-evaluation should help students to think critically and creatively.

Schools can make use of the Diversity Learning Grant to enhance educational provisions that cater for the needs of gifted students, e.g. to subsidise these students to attend fee-charging credit bearing courses offered by tertiary institutions.

7.4.2 Strategies for implementation

Teachers should use appropriate learning and teaching strategies to encourage high achievement, originality, problem-solving, higher-order thinking and creativity. Gifted students should be challenged to continue their development through curricular activities that require depth of study, complexity of thinking, a fast pace of learning, high-level skills development and/ or creative and critical thinking through independent investigations, tiered assignments, diverse real-world applications, mentorship, etc.

In fact, these pedagogies apply to all students, not just the gifted, and so raise the general learning and teaching quality territory-wide - 'a rising tide lifts all ships'.

The major strategies for effective learning and teaching of the gifted are as follows:

Formulating a school-based gifted education policy

- There is a need to develop and implement a school-based gifted education policy that allows schools to take stock of the available resources and to plan for long term, coherent and holistic provision for the gifted.
- It is also essential that each school should nominate a member of staff to be the 'driver' of the policy in the school, to ensure that all queries are answered, and to support all staff through in-house training.

Devising an appropriate curriculum

- A whole-school approach to managing and organising learning and teaching of the gifted with clear policies and guidelines developed for identifying and addressing the following issues is needed:
 - ▶ Early entry to the Hong Kong Diploma of Secondary Education (e.g. completing S4-6 in 2 years) if schools can prove that the students have completed the entire curriculum
 - ▶ Grade skipping or single subject skipping at any year of schooling, if deemed appropriate
 - ▶ More freedom of choice for students
- Developing differentiated activities for students with different needs:
 - ▶ Students with high potential can be exposed to more demanding tasks
 - ▶ Modifying the regular curriculum with respect to pace, depth and breadth and in line with the different learning styles of gifted students. This means having flexibly-paced developmental learning and teaching programmes, composed of a range of enrichment activities, with more challenging learning objectives, contents, contexts and learning strategies. They can be whole-class activities, pull-out programmes that are implemented within schools but after regular school hours, on weekends, during holidays (e.g. summer school), or perhaps courses offered at other institutes, such as ApL or credit-bearing courses at universities, or individualised educational programmes (IEPs)
 - ▶ Developing a 'compacted curriculum' by streamlining the regular curriculum to ensure that the contents are not repeated, reducing drilling and allowing more time for enrichment, accelerated content, extended work and independent study (e.g. by an extended study on a specific theme), or OLE
- Tomlinson (1999) encourages designing activities that will enable students to move towards greater independence and juggle multiple variables. She developed a continuum-style approach and identified nine instructional elements that can be modified to challenge students at different levels of readiness. These nine continua of instructional elements, ranging from foundational to transformational, from concrete to abstract, from simple to complex, from fewer to more facets, from smaller to greater leaps, from more structured to more open, from clearly defined to fussy, from less independent to more independent and from slower to quicker, are presented through a graphic model called "the equalizer" similar to the sliding buttons seen on audio components. The equalizer can serve as a visual tool for understanding the concept of differentiation and for learning how to create a differentiated



activity. The equalizer can be used to evaluate students' assignments as well as the students themselves. It gives us a great starting point for differentiated lesson design. The levels on the continuum suggest a journey from basic understanding of a topic to more sophisticated reasoning. The following examples help to illustrate some of the continua of instructional elements.

Examples of gradation using the equalizer:

Foundational



Transformational

Scientific investigation: Integrated Science

All students investigate the properties of detergent as a wetting agent and an emulsifying agent. Highly able students are required to compare several detergents and decide which detergent is the best (in the process, they would need to set their own judging criteria).

Concrete



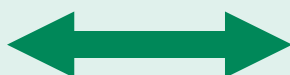
Abstract

Implications and insights: Language Arts (S4 or above)

Differentiated writing activity: After reading *The Merrybegot* by Julie Hearn, all students are asked to write either a book review or an article about religious intolerance, in which they will provide their personal views. Students are required to identify and comment on the writer's purposes and viewpoints as well as the overall effect of the text on the reader. They are also required to interpret the way the writer uses mood, manner, morality and motivation to present the characters and events.

More able students are required to relate the text to its social, cultural and historical contexts and literary traditions, and consider its relevance to their own context. For instance, they can consider how *The Merrybegot* presents life in seventeenth-century New England and how people were affected by the beliefs of the time and what these mean to the people in the modern world.

Smaller Leaps



Greater Leaps

Compare-and-contrast and real-life problem solving: English Language

Compare-and-contrast activity: The students are shown a film clip that explores a dystopian society. All of them are asked to list the poor living conditions they have identified in the film. The teacher then asks the students to read a scenario of a perfect society. Students compare the living conditions of the utopia society and the dystopian society. Under the teacher's guidance, the whole class works out the definitions of utopia and dystopia. Average students will select either utopia or dystopia as a topic to work on. Then, they conduct an Internet search for real-life examples and write a journal entry to show their understanding of either one type of society.

High ability students compare the real life examples they have found against the definitions of utopia and dystopia. They analyse why it is important for human beings to desire a utopian society, and write a letter to the editor to evaluate the quality of life in a place based on the real-life examples they have gathered and make suggestions.

Clearly Defined



Fuzzy

Scientific reporting and forecasting: Integrated Science

All students are required to write a summary report on the development of pesticides to protect crops and on the pros and cons of using pesticides. Highly able students are required to project the fate of pesticides in the year 2050. They need to justify their viewpoints with concrete data and scientific evidence.



Creating an appropriate learning environment

Providing an open, flexible, accepting, supportive and nurturing environment through:

- using interactive teaching strategies (both teacher-student and student-student interaction);
- allowing mistakes in attempting new tasks;
- celebrating achievements and providing opportunities for students to present or display their work in the hall, galleries, at fun-days, parents' evenings, etc.;
- providing a positive learning ethos of praise to raise students' self esteem;
- encouraging positive teacher-student relationships;
- having a safe and receptive learning atmosphere that encourages active participation and reflection as well as risk-taking among students;
- providing learning activities that allow in-depth exploration of topics of interest and foster enquiry and independent learning; and
- helping students to have higher expectations of themselves.

Designing an appropriate learning and teaching process

Using diversified learning and teaching strategies:

- providing greater depth and breadth (lifting the ceiling) to cater for high flyers;
- infusing higher-order thinking skills and creative thinking skills through the use of more open-ended tasks and challenging activities;
- establishing co-operative learning and flexible groupings;
- helping students to set challenging yet realistic targets;
- giving access to additional opportunities for cross-curricular projects;
- nurturing problem-based learning by providing students with unstructured problems or situations from which they must discover the answers, solutions, concepts, or draw conclusions or generalisations;
- offering open-ended assignments by providing students with tasks and work that do not have single right answers or outcomes;

- presenting real-life/ real-world learning experiences through provision of tasks or projects that relate to current issues and problems in society or the student's own world;
- working with others with similar abilities (ability groupings) on more challenging tasks;
- benefiting from multi-sensory teaching² and co-teaching to stimulate learning motivation and encouraging interaction at different levels;
- encouraging students to undertake independent studies/ projects for the pursuit of an intense personal interest and higher learning goals;
- working on individualised educational plans or contracts based on an assessment of their strengths and learning needs;
- offering one-to-one tutoring/ mentoring by placing a gifted student with a personal tutor/ expert who will offer curriculum or advice at an appropriate level; and
- providing opportunities for mentoring others.

Varying assessment modes

Gifted and high ability students should be given the opportunity to take different learning paths, and be assessed by diversified modes and through content appropriate to their abilities:

- Using a portfolio system/ SLP to collect evidence that indicates excellence in student performance.
- Using assessment methods that might be different from others in order to challenge them (e.g. open presentation of project, interview, debate).

Reflective Questions

- Should gifted students be given more attention, or should they be given less so that they can learn to learn independently?
- What are the pros and cons of grouping gifted students together for a learning activity?
- Who should be employed/ trained to support the gifted in your school?
- How are teachers who have received training on gifted education enabled to contribute their knowledge within school?

²Teaching that makes use of stimuli through many sensory channels (e.g. through hearing, seeing as well as touching). The co-ordination of input from all the senses helps students to organise and retain their learning.

7.4.3 Resources and support

The Government and other tertiary institutions/ educational organisations have been jointly organising and will continue to offer a number of enrichment and acceleration programmes for gifted students. These include:

- credit-bearing courses;
- summer schools;
- weekend courses;
- study skill seminars;
- taster courses at university;
- Olympiad training;
- leadership training;
- open competitions;
- web-based learning platforms; and
- mentoring schemes.

Schools can acquire additional information about these programmes through the web pages of the tertiary institutions/ non-government organisations (NGOs) in Hong Kong and the Gifted Education Section of EDB at <http://gifted.hkedcity.net> or <http://www.edb.gov.hk/cd/ge>. The HKAGE (<http://www.hkage.org.hk>), established in 2007, will provide more structured educational services for exceptionally gifted students and will support teachers, parents and academics in these endeavours.



7.4.4 Group and team work

Group or team work is essential to the development of the gifted. The flexible use of student groups is crucial for differentiated instruction and the grouping of students should be done according to the nature and objectives of different learning activities. Schools may refer to the types of grouping including flexible groups, ability/ aptitude groups and co-operative groups as suggested by Heacox (2002) and consider the following strategies, making full use of available resources both within school and in the community:

- A talent development or gifted education co-ordinator might be assigned from amongst the staff, or a task force could be formed to oversee and plan school-based gifted development programmes.
- Teachers of different Key Learning Areas (KLAs) might work together to pool wisdom and resources to develop more enrichment and extension activities.
- Schools might encourage supporting staff such as the school social worker, guidance teachers, career teachers, educational psychologists, laboratory technicians, etc. to contribute to addressing the specific learning and emotional/ social needs of gifted students.
- Encourage people affiliated with the school (such as members of the sponsoring body, parents, alumni) and draw upon community resources (the business sector, academics, professional and educational organisations, NGOs, etc.) to contribute as mentors, guest speakers, facilitators in exploratory activities and job-shadowing, etc..



7.4.5 Assignments

Assignments are important tools to challenge the gifted. Tiered assignments can be used to cater for students of different abilities. Students can engage in those assignments that are at the level most appropriate to them. Assignments can be tiered by:

- **level of task** (analysis, synthesis and evaluation are higher level tasks);
- **complexity of content** (abstraction, depth and complexity of content are more challenging);
- **resources to be used** (based on students' prior knowledge, abilities, reading level);
- **outcome expected** (the same content/ context, resources and pedagogy can have different learning outcomes);
- **process** (might involve a more advanced research process); and
- **product** (might involve more than one form of result).

Reflective Questions

- Should there be a higher-level achievement objective or skill objective added?
- Are the extended/ enrichment programmes suitable for gifted students and are multiple intelligences catered for?
- Does the programme allow for deep thinking, e.g. exploration of concepts, themes, issues, cross-curricular ideas?
- Are there negotiable/ choice elements, or is everyone in the class expected to do the same?
- Does the programme allow for creativity?
- Does the programme allow individuals to move at their own pace?
- Does the programme allow for an appropriate level of independent learning?
- Is self-assessment (formative and summative) incorporated?
- Will the programme be motivating to the gifted?

7.5 Education of Students with Special Educational Needs

Students with SEN should have the same range of learning experiences as others at school. They should be provided with the same broad range of subject choices and opportunities to participate in OLE so that they can stretch their potential. Opportunities provided should allow students with SEN to achieve as much independence as possible so that they can lead fulfilling lives and contribute to the community.

7.5.1 Whole-school approach

A whole-school approach is essential in catering for student diversity particularly in schools with students with SEN. Schools should build an accommodating culture, establish a whole-school policy and enhance team spirit among teachers. Schools should also encourage different school personnel to share responsibilities in looking after students' individual differences and special needs. With the acceptance and support from schools, peers, and parents, students with SEN will have a stronger sense of belonging and a better environment for effective learning.

The following approaches could be considered:

- Set up a student support team, which is chaired by the school head with relevant KLA/ panel heads as members, to formulate a policy for SEN. Regular meetings should be held to agree on the school policy in terms of the level of accommodating SEN. Principles and procedures for curriculum planning, internal assessment policy and support measures for learning and teaching should be discussed in the course of setting up the school policy.
- Assign a senior teacher to co-ordinate curriculum adaptation and assessment accommodation as well as support for students with SEN.
- Arrange school-based staff development programmes and invite professionals/ community resources to equip teachers with knowledge and skills in supporting the teaching of students with SEN.



- Involve parents of students with SEN in the planning of their children's learning and seek advice from parents of other students in the school (say through the Incorporated Management Committee/ School Management Committee); file records of decision and recommendations properly.

Reflective Question

- Are there students with SEN in your school? What strategies does your school employ to stretch the potential of students with SEN and engage them in learning?

7.5.2 Strategies for implementation

Major strategies for effective learning and teaching of students with SEN are set out as follows:

Appropriate adaptation of curriculum

- For students with SEN (such as those with mild intellectual disability (ID), visual impairment (VI), hearing impairment (HI), physical disability (PD), Autistic Spectrum Disorders (ASD), Attention Deficit and Hyperactivity Disorder (ADHD), speech and language impairment (SLI) and Specific Learning Difficulties (SpLD)), who are capable of pursuing studies at the SS level in an integrated setting, an adaptation of the regular curriculum should be made to respond to the students' needs such as pace and styles of learning.
- Schools should adopt a whole-school approach to help all teachers at all levels to make appropriate curriculum adaptations so that students with SEN have full access to the broad range of learning opportunities.

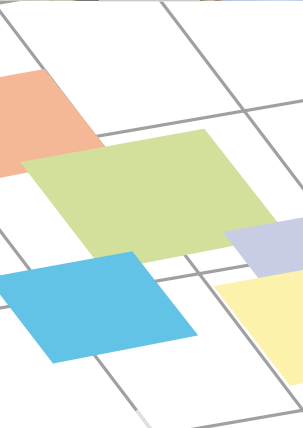
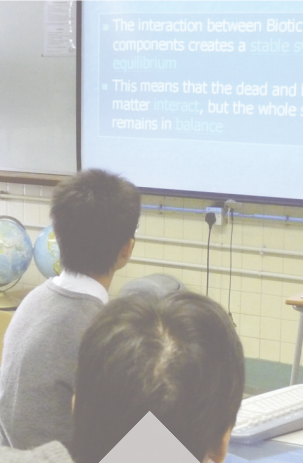
- Schools need to help students with SEN to develop individualised learning goals, learning outcomes and expected performance levels; identify core learning and key skills for enhanced learning; and provide support required to achieve their agreed learning goals. IEPs should be drawn up, monitored and regularly reviewed by teachers, parents and the students themselves.

For easy reference, a separate set of Supplementary Guides to the Curriculum and Assessment Guides for the SS core subjects (i.e. Chinese Language, Mathematics and Liberal Studies/Independent Living) and relevant SS elective subjects (e.g. Physical Education and Visual Arts) to help special school teachers to differentiate and adapt the curriculum to cater for the needs of students with ID will be available by mid 2009. Examples of curriculum adaptation to promote learning for students with SEN is available at <http://www.edb.gov.hk/cd/sen>.

Creating an appropriate learning environment

In an integrated setting, it is important to provide a safe, accepting, supportive and nurturing environment for students with SEN. The following tasks are necessary:

- Devising school plans and policies to support the learning of students with SEN; proposing specific policies and measures in respect of monitoring and evaluation when setting school objectives and development plans
- Providing support services in an integrated manner, through mobilisation of the school management, teachers, students and parents
- Promoting an inclusive school culture and an ethos of acceptance and care for students with SEN
- Creating opportunities for able and disabled students to work together on learning activities and to share life experiences in order to promote the inclusive culture of students, teachers and parents, and to correct their misconceptions about disabilities through real encounters
- Setting realistic expectations with regard to the academic, social and affective development of students with SEN.



Formulating strategies for learning and teaching

As with their peers, learning diversity exists among students with SEN in terms of interest, ability, style and experience. Teachers must understand their learning styles and adopt various teaching and remedial strategies to reinforce their participation in learning and enhance learning effectiveness.

Appropriate learning and teaching strategies might include:

- providing helpful devices and appropriate learning tools such as hearing aids for HI; magnifiers and low-vision aids, etc. for VI; large grids for students with SpLD and PD; picture cue-cards for those with ID, autism and speech impairment;
- grouping in co-operative learning and project work to facilitate interaction with peers;
- arranging for peer support if group work is needed for completion of assignments, such as project learning;
- designing different learning activities to tap and develop students' multiple intelligence and allow various ways of expression;
- adjusting the level of difficulty of learning activities and assignments to fit students' learning stages, learning objectives, abilities, needs and life experiences;
- giving simple, specific, concrete and comprehensive instructions and examples in learning activities and assignments;
- co-teaching to provide additional support to groups and individual learners;
- providing more time and opportunities for hands-on practice to consolidate learning;

- adopting multi-sensory teaching, small-step teaching and providing concrete examples to help understanding;
- using diverse modes of assignment and a variety of activities to stimulate learning and sustain interest;
- depending on students' abilities and special needs, alleviating students' burden and anxiety of completing assignments by adjusting the amount required (such as allowing SpLD students to highlight, circle or underline instead of writing out the text) and the time for completion, arranging extra support as appropriate; and
- advising on the format of written assignments for students with autism and SpLD.

Further information on learning/ teaching resources and support services is available at <http://www.edb.gov.hk/cd/sen>.

Varying assessment accommodations

- For students pursuing the ordinary curriculum, learning progress should be assessed in the same way as other students but with special arrangements, such as extension of examination time and special seating to accommodate their disabilities. Different ways of answering questions that tap thinking rather than writing skills and using practical work to replace written/ oral descriptions of steps and procedures could be considered.
- For students with SpLD, sufficient time should be allowed for tests and examinations. Most dyslexic students are able to finish their papers with an additional time allowance of up to 25%.
- For students with SpLD who demonstrate extreme writing difficulties, the school may consider reading the questions to students, allowing them to use computers as a tool for writing (although spell checks, thesaurus or similar electronic devices should not be permitted) and arranging for another person to write down their answers.



- The performance of students with autism is often affected by their obstinate behaviour, such as refusal to answer questions when they do not know how to answer, or cannot finish their examination papers within the specified time because of repeated corrections for neat writing. The teachers responsible for invigilation should be aware of their behaviours and offer guidance to them patiently when necessary.
- Assessment instructions for students with autism must be simple, direct and clear with concrete examples. If necessary, diagrams and signs which are familiar to students can be included in examination papers to help students to identify the various parts, understand the questions and the procedures of testing.
- Various assessment modes should be employed to capture a comprehensive picture of performance and capability.
 - ▶ Use school-based assessment and IEP to assess performance against learning objectives and specific learning/ behavioural goals (see Figure 7.3)
 - ▶ Use SLP to reflect student performance and capability in different areas

Figure 7.3 Example of an Individualised Education Programme

Student's name:

Age:

Class:

Category of disability:

Date of discussion:

Personnel involved:

Period of implementation:

Student's strengths:

Student's weaknesses:

Area	Learning objective	Intervention strategies		Success criteria	Progress
		School	Parent/ Others		
Learning					
Classroom behaviour					
Social Competence					
Emotional Adjustment					

Date of review:

Members and their posts:

<u>Student's progress:</u>	
<u>Parent's comments:</u>	<u>Student's comments:</u>
<u>Professional comments:</u>	<u>Further information:</u>
<u>Recommendations:</u>	



Example:

A teacher of English Language understands that while there are students who can master the mechanics of reading, there are others who read very slowly, decoding word for word and frequently losing meaning in the process. For these students, reading skills should be taught explicitly. She does not presume that students know what skills to adopt when they are given a task. She supports students by explaining and demonstrating what types of reading skills should apply in understanding a given passage and gives them exercises to practise each skill before assigning tasks. For example, a student with a problem in scanning relevant information from a reading passage is given extra time. The teacher goes through each sentence with the student or a group of students first and prompts student(s) to find the useful data. She uses simple prompting questions, such as: "In the last paragraph, John said that his mother is troublesome. Do you think that John is angry with his mother?" Sometimes, pictures are used for illustration and a brief discussion with the students, using prompting questions, is done before genuinely going to the text. To promote effective reading, graded worksheets with larger font size and sometimes diagrams are used. On these worksheets, leading questions are also designed to help students to use their learned skills and comprehend the passage. For those students who have difficulty in producing written work, such as the case of students with SpLD in decoding/ encoding words, she allows them to present their passages in alternative forms, such as using word processors and voice-to-text mechanisms.

Her curriculum plan consists of adapting the curriculum to cater for the diverse abilities of students with the learning contents and tasks abridged or simplified. Some simple instructions are given alongside the assignments as she believes that clear instructions and sometimes visual demonstrations would mean much to students with SEN.

7.5.3 Resources and support

Besides the topics on different KLAs, courses on the following topics are for special school teachers teaching students with ID:

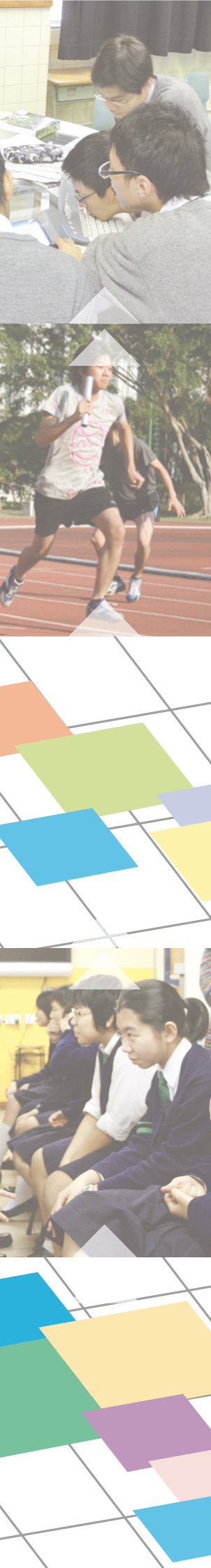
- School leadership
- Curriculum development and adaptation
- Interfacing senior secondary and basic education
- Developing learning outcomes
- Assessment for learning
- Teaching strategies and experience sharing
- Collaboration with other disciplines in special schools
- Web-based learning for teaching students with ID

7.5.4 Some special concerns

- An inclusive culture is needed to support a whole-school approach to catering for students' individual differences, including students with SEN.
- Home-school co-operation is always a vital element for success in integrated education. It is crucial that parents should be involved in students' learning progress.

Reflective Question

- What has your school done to develop an inclusive culture, and does it cater for individual differences/ SEN of students?



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EQUALS (Entitlement and Quality Education for Pupils with Learning Difficulties)

(<http://www.equals.co.uk>)

Qualification and Curriculum Authority-Special Educational Needs

(<http://www.qca.org.uk>)

Special Education Resource Centre (特殊教育資源中心)

(<http://www.edb.gov.hk/serc>)

Special Needs Opportunity Windows (SNOW)

(<http://snow.utoronto.ca/best/accommodate/index.html>)

Stage 6 Special Program of Study – Citizenship and Society Life Skills

(http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/sps/sps_citizenship.pdf)

Stage 6 Special Program of Study – Personal Development, Health and Physical Education Life Skills

(http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/sps/sps_pdhpe.pdf)

Stage 6 Special Program of Study – Work and the Community Life Skills Courses

(http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/sps/sps_workplace.pdf)

TeacherNet-Special educational needs and disability

(<http://www.teachernet.gov.uk/wholeschool/sen>)

The Centre for Special Needs and Studies in Inclusive Education

(特殊學習需要與融合教育中心)

(<http://www.ied.edu.hk/csnsie>)

《大同學習村》

(<http://www.hkedcity.net/specialed/index.phtml>)

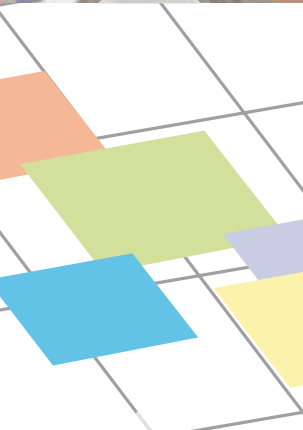
《全校參與模式的融合教育》

(<http://www.edb.gov.hk/index.aspx?nodeID=6559&langno=2>)



《形成性評價及其教學運用》

(<http://www.cmr.com.cn/websitedm/elearning/guest/magazine/paperpre.asp?PaperID=993>)



《殘疾歧視條例教育實務守則》

(http://www.eoc.org.hk/eoc/otherproject/chi/color/youthcorner/education/cop_edu/cop_edu_b.htm)





Booklet 8

Interface at S3/S4 and Articulation to Post-secondary Learning Pathways

Opportunities for All to Succeed



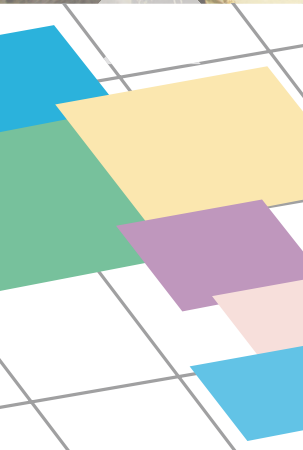
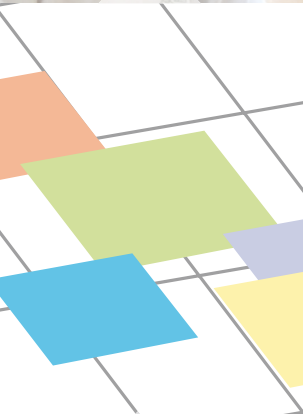
Booklet 8

Interface at S3/S4 and Articulation to Post-secondary Learning Pathways Opportunities for All to Succeed

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

8.1	Purpose of the Booklet	1
8.2	Multiple Progression Pathways	1
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8.4	Strategies for Preparing Students for Senior Secondary	6
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8.1 Purpose of the Booklet

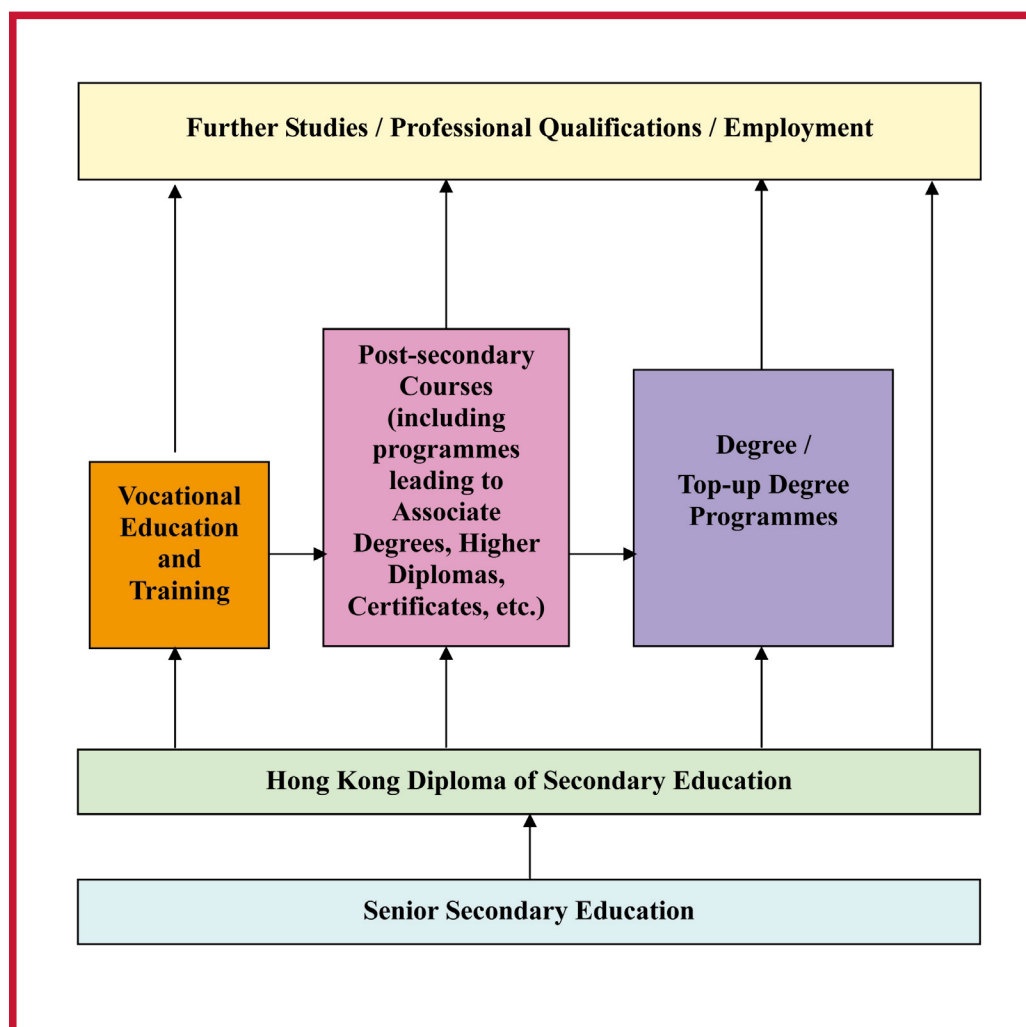
- To discuss issues involved in the interfaces leading into and beyond the senior secondary (SS) level
- To provide guidance on decision-making at each interface
- To suggest a range of strategies to bring about effective transition into and beyond SS

8.2 Multiple Progression Pathways

At the SS level, schools should aim to provide a diversified curriculum to cater for the different needs, interests and abilities of their students. Since not all students will be admitted to universities, one of the essential purposes of SS is to provide students with a range of different pathways (please refer to Figure 8.1) leading towards higher academic, vocational and professional qualifications. For students' reference, schools need to gather relevant information from tertiary institutions (including Associate Degree course providers), vocational training providers (such as the Vocational Training Council) and other professional bodies.



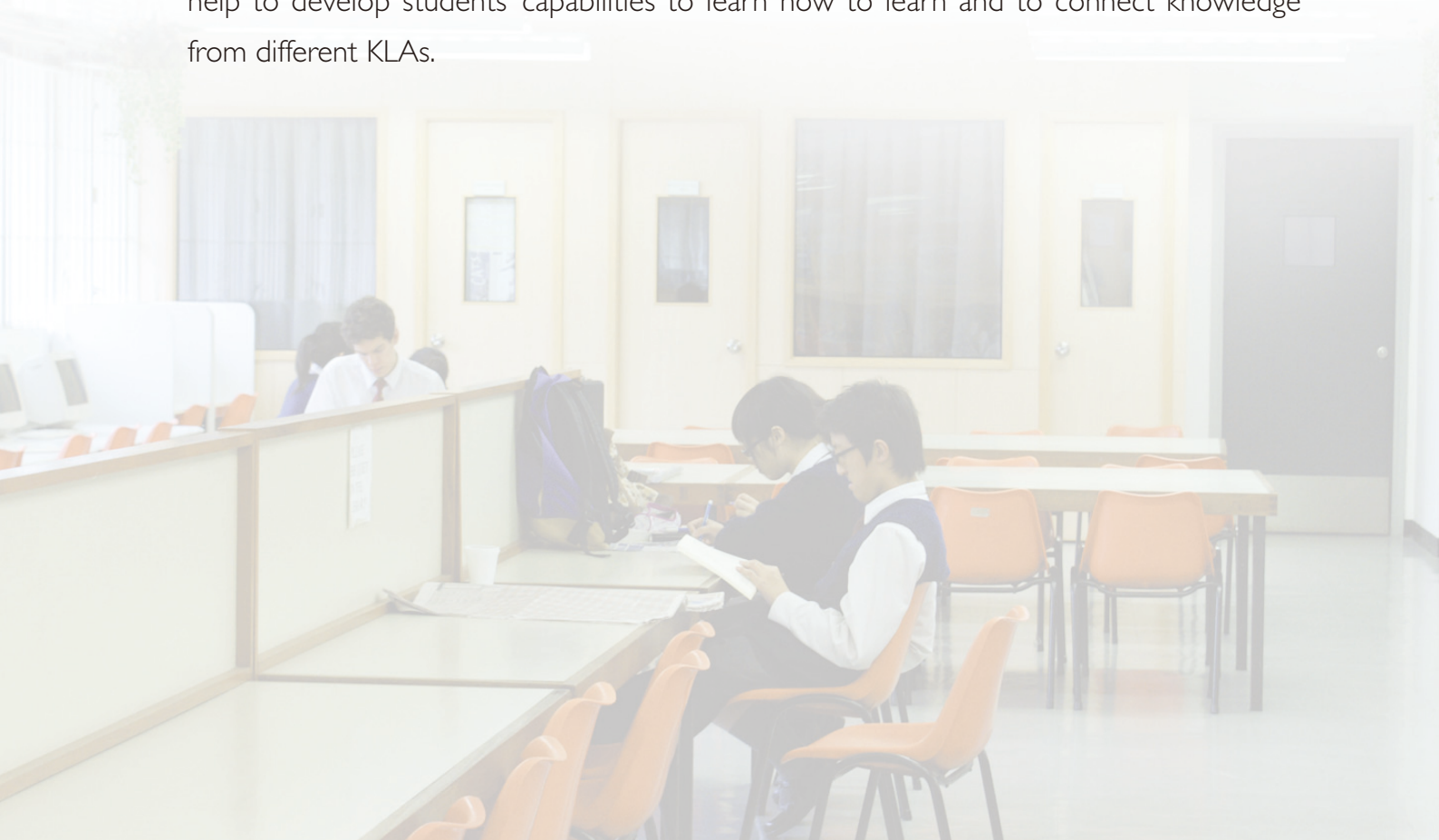
Figure 8.1: Multiple Pathways



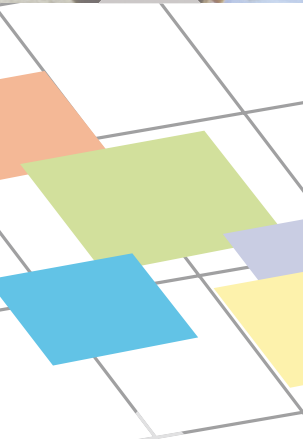
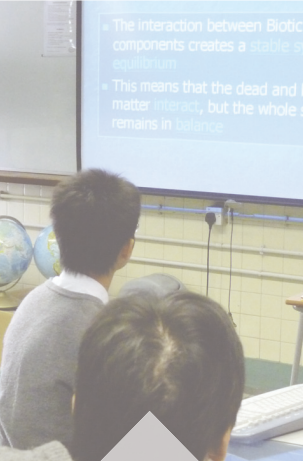
8.3 Considerations for Interfacing at S3 and S4

To prepare students for studying at SS level, the following issues/ strategies should be noted to ensure a smooth interface with SI-3:

- The curriculum reform measures introduced at the basic education level since 2000 have already paved the way for the reform of the SS curriculum. This reform includes:
 - ▶ promoting students' **Learning to Learn** capabilities;
 - ▶ introducing a broad and balanced curriculum in the eight Key Learning Areas (KLAs) and providing opportunities for cross-curricular learning; and
 - ▶ emphasising positive values and attitudes such as national identity, commitment, responsibility, perseverance and respect for others in moral and civic education.
- The ways in which the four key tasks¹ are to be implemented in basic education should help to develop students' capabilities to learn how to learn and to connect knowledge from different KLAs.



¹The four key tasks are moral and civic education, reading to learn, project learning and using information technology for interactive learning.



- A balanced junior secondary curriculum is essential in preparing students to proceed to the SS level. Schools need to ensure that students acquire adequate fundamental knowledge and skills at the junior secondary level in order to study related elective subjects at the SS level.
- Some schools offer “Liberal Studies” in junior secondary level classes at the expense of subjects such as Geography and History. This is to help their students to prepare for Liberal Studies in SS classes. Schools should, however, be very cautious and ensure that the foundation knowledge to be acquired through various disciplines in junior secondary classes is sufficiently broad and adequate for studying SS subjects. To prepare students in their junior secondary classes for Liberal Studies at the SS level, schools could introduce project learning and discussions on contemporary issues to accustom students to the process of knowledge construction. Existing project learning opportunities at the junior secondary level could be strengthened by:
 - ▶ creating more time and space for the nurturing of information literacy skills (e.g. critical thinking, communication);
 - ▶ integrating existing project assignments in individual subjects into a well-structured, cross-disciplinary project involving several KLAs;
 - ▶ developing innovative pedagogical approaches such as co-construction of knowledge and social enquiry by teachers and students;
 - ▶ reinforcing collaboration between subject teachers and others (e.g. teacher-librarians) in school and outside school; and
 - ▶ focusing on the four key tasks to build a sustainable culture of independent learning in schools.

- All SS science electives are developed from the knowledge, skills, values and attitudes and learning experiences acquired by students in the Science curriculum at the junior secondary level. Schools should ensure that students have acquired the necessary foundation for their SS studies. It is not advisable for schools to introduce premature specialisation or early implementation of SS science (i.e. Physics, Chemistry and Biology) curricula at S3.
- Schools should provide opportunities for students to take part in extra-curricular activities at S1-3 to nurture their interests and develop attitudes of active and sustainable participation so that they might acquire more in-depth experiences at SS. For example, schools might organise activities such as visiting Homes for the Aged or participating in a Beach Clean-Up Campaign to arouse students' interest in helping others in the community or their awareness of the need to care for the environment.
- Schools should introduce a range of assessment practices (e.g. projects, assessment tasks and learning portfolios) and promote assessment for learning at the junior secondary level. This would help to track students' achievement and provide continuous/ timely feedback and supporting measures to ensure a smooth progression towards SS.
- Some schools using Chinese as the medium of instruction may wish to change their medium of instruction to English at the SS level. They should ensure that their students have acquired the necessary language proficiency for learning through English.

Reflective Question

- How is a solid foundation in both knowledge and skills guaranteed in your school before students progress to the SS?

8.4 Strategies for Preparing Students for Senior Secondary

- To cater for the diverse aptitudes, interests and aspirations of students, schools should offer a reasonable number of elective subjects (including Applied Learning (ApL)² courses) from which students may choose.
- To understand the abilities and interests of students, schools are advised to conduct a survey among S3 students at the end of term to find out which subjects they would like to choose at S4.
- To ensure that students are able to access the subjects they wish to choose, schools need a flexible time-tabling arrangement (e.g. block time-tabling). For more details, please see Booklet 2. Examples of how time-tabling could help to maximise the subject choices for students are available in the “334” Web Bulletin (<http://www.edb.gov.hk/334>).
- Schools should provide guidance and advice to help students to understand their strengths and weaknesses and choose appropriate elective subjects that match their interests and aspirations. The following may be considered:
 - ▶ Providing comprehensive information about SS subjects on the school website and in school bulletins, leaflets/ booklets, etc.
 - ▶ Organising briefings, discussion sessions, meetings and seminars to familiarise students and parents with the SS curriculum (including the nature, content and requirements of different core and elective subjects as well as ApL courses), various progression pathways and opportunities for post-secondary studies and/ or careers. It is advisable to involve students and parents in the same meetings so that they can discuss the information provided and achieve mutual understanding.

²ApL was formerly named "Career-oriented Studies". Readers may refer to the report "*Action for the Future - Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" (EMB, 2006) for details.



- ▶ Giving individual guidance, through the collaboration of class teachers, career and guidance teachers, school social workers and community organisations, to S3 students and their parents on the selection of subjects in S4. Schools can also work with outside organisations, if appropriate, to analyse personality traits, interests, talents, aspirations, ambitions, etc. of individual students.
- ▶ Inviting senior form students, recent alumni or guest speakers to share their experiences and views relating to the study of the different SS subjects, and the range of post-secondary studies at different institutions.
- ▶ Arranging visits to tertiary institutions, ApL course providers and other academic, public or commercial organisations for students and parents.

Reflective Questions

- Which of the strategies stated above are relevant to your own situation?
- In order to help your students to prepare for the SS curriculum, can you think of any other relevant strategies and tactics?





8.5 Considerations for Articulating to Post-secondary Education

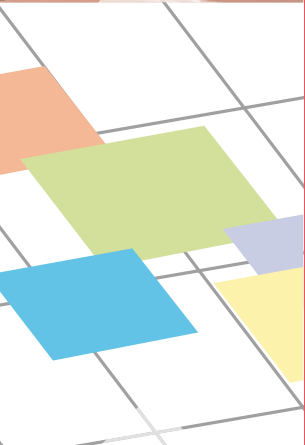
To facilitate a smooth transition from SS to post-secondary education as illustrated in Figure 8.2, the following strategies are suggested:

- Providing a broad and balanced curriculum in SS, with sufficient choices to lay a good foundation for students to pursue their studies after SS education, taking into account students' diverse abilities, interests and aspirations. Schools might also collaborate, if necessary, to offer subject(s) that have a very small number of students.
- Developing students' generic skills, e.g. critical thinking, communication, creativity and problem-solving, and fostering their **Learning to Learn** capability.
- Offering ample opportunities for Other Learning Experiences (OLE), e.g. community service, student exchange programmes to widen students' horizons (see Booklet 5A for further information).
- Devising ApL courses to enable students to explore and determine their career pathways in different fields such as design, creative industries, performing arts, catering industry and service industry. Such diverse learning programmes and initial experiences in vocational environments provide useful contexts for students to acquire more generic learning and prepare them to proceed to post-secondary pathways. Schools need to keep up-to-date with progress in quality assurance, accreditation and recognition of ApL courses. More details can be found in <http://www.edb.gov.hk/apl>.

● Keeping abreast of the latest information on the SS and conveying this information to students. For example, through visits, open days, seminars and relevant websites, schools may keep up-to-date with post-secondary opportunities and the latest developments in university entrance requirements.

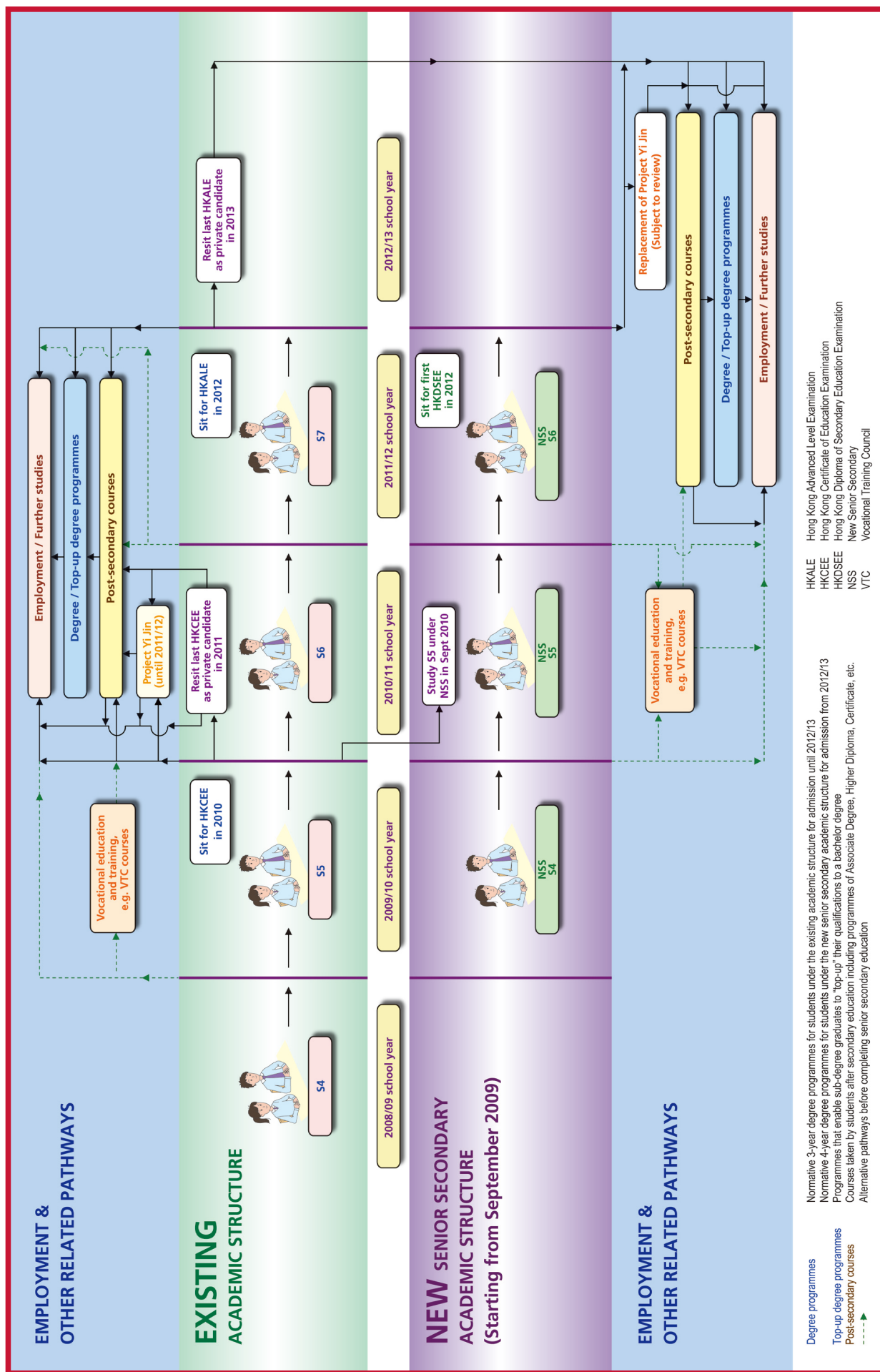
► In 2006, Heads of Universities Committee announced the general entrance requirements and specific programme requirements under the New Academic Structure. In addition to the four core subjects (Chinese Language, English Language, Mathematics and Liberal Studies), most universities will include one elective subject in their entrance requirements and in some cases, a second elective subject from a wider range of subjects. Universities have also supported the study of Combined Science alongside single-disciplined science subjects like Physics, Chemistry and Biology in their entrance requirements. This allows more room for students to choose a second or third elective subject from other KLAs according to their interests and preferences. With a variety of subjects, students are able to explore their interests, achieve whole-person development and equip themselves with adequate knowledge to cope with university programmes and the ever-changing challenges of the community. To further manifest support for the breadth of the SS Curriculum, Heads of Universities Committee announced in October 2008 that their institutes shall continue to give broad support to the implementation of OLE and are ready to recognise Student Learning Profiles (SLPs) as documents of good reference value.

► The announcement of entrance requirements sets out only the minimum requirements for application for university admission. Individual universities will have their own selection criteria. For more details, please visit the “334” Web Bulletin (<http://www.edb.gov.hk/334>).



- Designing SLP which will provide more information about different aspects of student development to supplement examination results and will better inform students about universities' admission processes.
- Keeping students informed of the latest information on multiple pathways including:
 - ▶ the criteria for admission to other post-secondary institutions, e.g. the basic admission requirements of associate degree or higher diploma courses;
 - ▶ articulation to overseas universities and progress relating to the recognition of the Hong Kong Diploma of Secondary Education (HKDSE) ; and
 - ▶ progress of the following under the New Academic Structure:
 - the position of Project Yi Jin
(<http://www.edb.org.hk/yijin>)
 - learning opportunities for students not taking HKDSE
 - the curriculum framework of the Higher Diploma programmes
 - the development of the Qualifications Framework.
(<http://www.hkqf.gov.hk/>)

Figure 8.2 Multiple Pathways for Students under the Existing and New Academic Structures



Reflective Questions

- How does your school inform students and parents of the available post-secondary pathways? Is there any room for improvement?
- How might you help your students to recognise the importance of whole-person development, and to plan their learning pathways?
- What external sources of support have you used to help your students to go through the transition period?
- What support for students will your school offer to achieve a smooth transition from SS to post-secondary sub-degree and undergraduate programmes?



8.6 Exiting before S6

The SS curriculum is designed to equip students with life-long learning capabilities to meet the challenges of the 21st century. It is a coherent but diverse curriculum, providing a wide range of choices to enhance student motivation for study. Nevertheless, some students may choose to leave school before the completion of S6. These students might join the workforce or pursue their studies through other pathways such as vocational/ diploma courses offered by the Youth College of the Vocational Training Council.

At the SS level, every student should develop and maintain his/ her SLP which maintains a record of his or her learning experiences and achievements. The SLP will enable students who leave school before the completion of S6 to provide information about their studies and achievements and help them to seek a job or return to study in the future. Schools therefore need to help their students to build up their SLPs (see Booklet 5B for SLP).





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Website

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Booklet 9

Student Guidance on Careers and Further Studies

Exploring the Future



Booklet 9

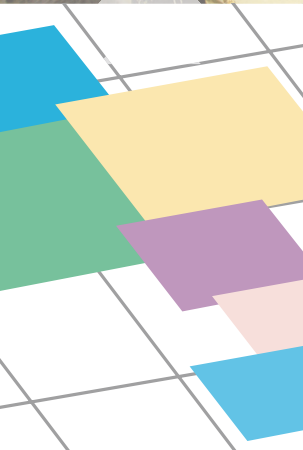
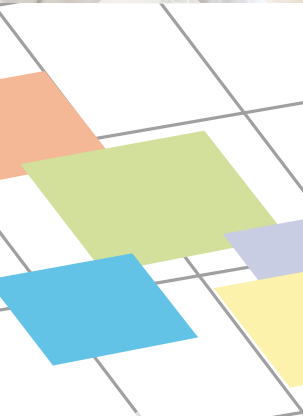
Student Guidance on Careers and Further Studies

Exploring the Future

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

9.1	Purpose of the Booklet	1
9.2	The Role of Careers Guidance in the Senior Secondary Curriculum	1
9.3	Key Principles of Careers Guidance in the Senior Secondary Curriculum	2
9.4	Self-planning of Students at Different Stages	4
9.5	Fostering Connections between Senior Secondary Curriculum Components	8
9.6	Some Suggested Guidance Activities for Further Studies and Careers	10
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9.1 Purpose of the Booklet

- To illustrate how careers guidance could play a role in the senior secondary (SS) curriculum
- To demonstrate some good practices in careers education and guidance
- To enhance effectiveness, synergy and sustainability in schools

9.2 The Role of Careers Guidance in the Senior Secondary Curriculum

Careers guidance is not new to schools. It plays a significant role in helping students to develop the knowledge and skills needed for making wise choices, manage transitions in learning and move into the workplace.

As demonstrated by current best practices in schools, careers guidance should no longer be regarded as merely offering a remedial, advisory service on careers before graduation, but as a broader concept that refers to 'a totality of experiences' by which students acquire knowledge and attitudes about self and work, as well as the skills to plan and prepare for a career.

Careers guidance, in its broader meaning, usually consists of a range of dimensions that may run across the secondary years. For example:

- Individual student planning
- Understanding self
- Career exploration and career-related experiences
- A guidance programme for further studies
- Remedial and accelerated counselling for individual students.

An example of a school plan for careers education and guidance is given in **Appendix I** for reference.



9.3 Key Principles of Career Guidance in the Senior Secondary Curriculum

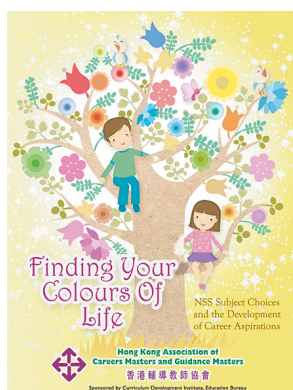
The emphasis of careers guidance should be placed on empowering students to make informed and responsible choices for themselves. They should not simply be passive receivers. Therefore, the guidance should not be confined to services that provide ‘problem-solving’, ‘tips’ or tactics for S3 and S6 students when they are confronted with the need to make critical career choices.

Teachers should encourage students to make their career decisions in accordance with their interests, abilities and personal orientations, apart from examining external factors such as career prospects, subject choices available, constraints and opportunities.

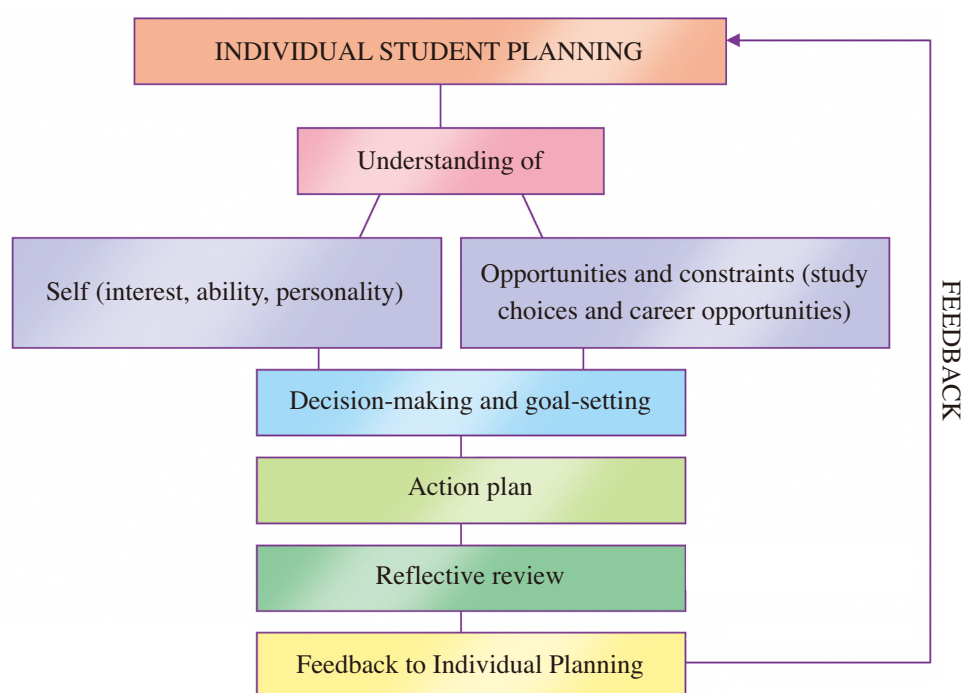
Building on their strengths (e.g. class teacher structure, individual learning portfolios), schools could consider promoting individual student planning to encourage individual career goal setting and reflection. In self-planning, students should have the opportunity to develop different life skills (e.g. self-management, time management) which are essential for future life-long learning.

Careers guidance should start early at junior secondary levels and should progressively develop students’ understanding of themselves in the context of whole-person development. If appropriate, learning tools could be used to help students to acquire reflective habits of mind as well as ‘developed but yet flexible’ attitude towards the future, in terms of constructing individual hopes.

Finding Your Colours of Life : New SS Subject Choices and the Development of Career Aspirations



With the support of the Education Bureau's (EDB) Partnership Scheme, the Hong Kong Association of Career Masters and Guidance Masters has developed a resource pack to help students at S1 to S3 to make informed decisions about their study choices in the SS curriculum, through understanding of 'self' (both strengths and constraints) and the schools' context (e.g. subject choices offered; career opportunities). It aims to develop reflective habits of mind by encouraging goal setting and the rethinking of goals for further adjustment in the planning loop. The tool emphasises that there is no so-called 'Wrong' choice, but students are, nevertheless, encouraged to be responsible for their own informed choices.



http://cdl.edb.hkedcity.net/cd/lwl/ole/ole_articles.asp

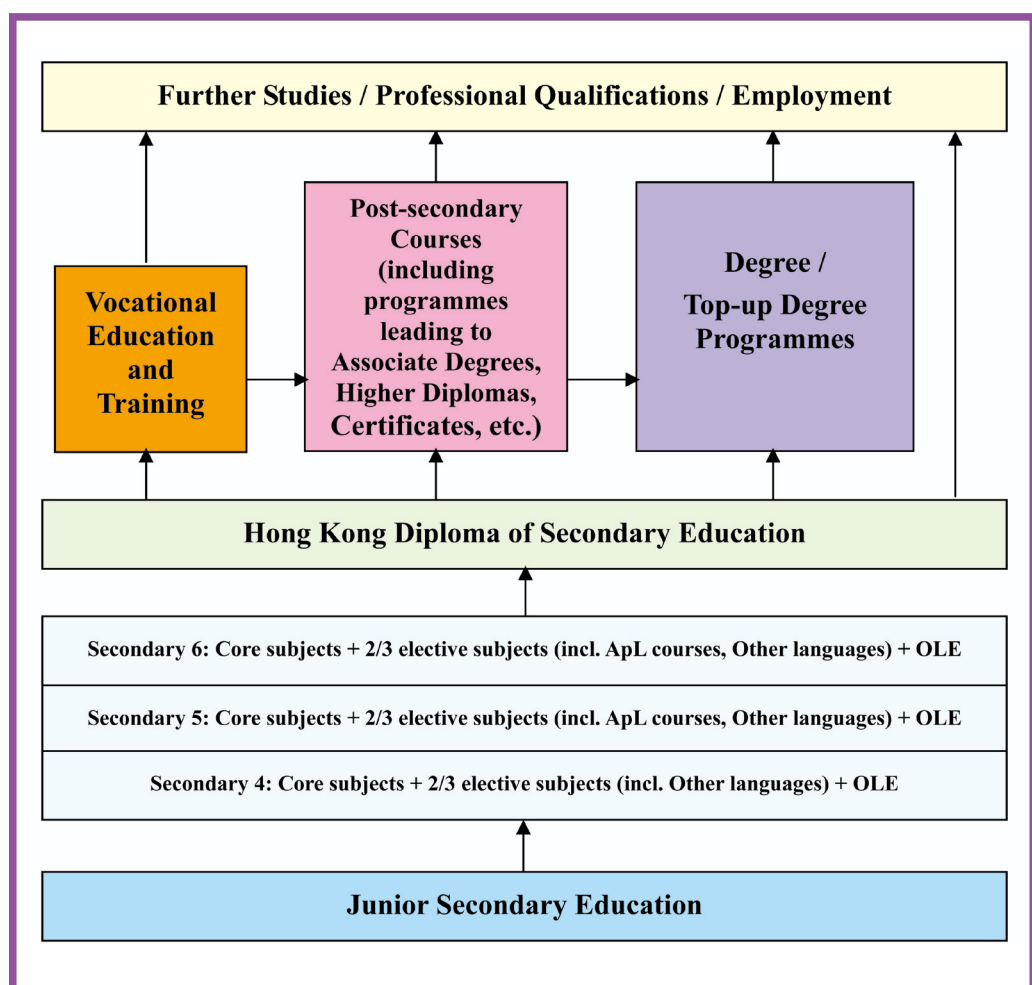
Careers guidance is for all students, irrespective of their abilities and orientations. There may be a misconception that students with good academic results (or potential) do not need careers education and guidance. In fact, early preparation and strategic planning make a great difference for everyone in terms of achievement, career choices and future success.

Making good use of community resources and partnerships (e.g. parents, alumni, sponsoring bodies and local businesses) is essential in planning quality student activities for careers education and guidance.

9.4 Self-planning of Students at Different Stages

The SS curriculum offers a wide range of pathways to cater for different individual needs, abilities and interests. It provides smoother multiple routes to higher education and the workplace so that every student has an opportunity to succeed in life. Students should be encouraged to make informed career decisions before and during their studies at the SS level.

Figure 9.1 Multiple Pathways towards Life-long Learning



Junior secondary (SI-3)

Under the overall aim of whole-person development, the SS curriculum has been specially designed to ensure a reasonable level of broad and balanced coverage of knowledge and skills irrespective of the individual's elective subject choices. Students should therefore be encouraged to choose their SS elective subjects and/ or Applied Learning (ApL)¹ courses in accordance with their interests, potential, orientations and abilities, rather than in relation to certain future careers or university courses.

Students should have the opportunity to learn about the SS subjects, including ApL, that are available in their schools before making their subject choices. Activities could be organised to enhance such understanding and empower students to be active, informed decision-makers (e.g. reviewing case studies of former students).

With the assistance of teachers, students could identify a list of people (e.g. parents, teachers, friends) who could help them in the decision making process.



¹ ApL was formerly named “Career-oriented Studies”. Readers may refer to the report “*Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*” (EMB, 2006) for details.



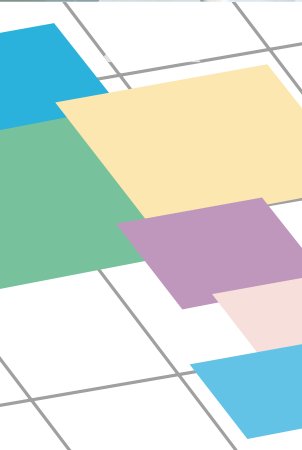
Senior secondary (S4-6)

During their SS studies, students should be provided with opportunities to understand and discuss flexible career routes and should be encouraged to list factors (e.g. opportunities and limitations) that might affect their progress along certain pathways.

Students should be encouraged to use different tools (e.g. self-assessment questionnaires) to help to identify and set short, medium and long-term goals, as well as career and learning targets.

Students should be given the opportunity to understand the complementary and supplementary nature of ApL so as to make informed choices in choosing their elective subjects for their SS studies, which should include but not be limited to the understanding that:

- the context of each ApL course is based on a cluster of trades or industries which reflect the social, economic and technological needs of local society and global trends and is close to students' daily lives;
- the curriculum of ApL, through which students acquire a helicopter's view of the opportunities and risks of related trades and industries, can help them to explore their direction for life-long learning while at the same time to pursue in-depth studies in a selected area in which they can develop their transferable skills such as foundation skills, thinking skills, people skills, as well as values and attitudes; and
- the authentic contexts of ApL courses can also complement students' studies in other subjects and contribute to their whole-person development. For instance, students who aspire towards studies/careers in creative industries may choose Visual Arts, History, and an ApL Creative Studies course. Such a combination can provide students with disciplined underpinnings and historical and cultural perspectives as well as a taste of the particular industries and the related opportunities and risks.



To prepare students for making informed choices of ApL courses as part of their SS studies, 'taster' programmes selected from the range of courses within the six ApL areas of studies² could be offered as part of the Other Learning Experiences (OLE) programmes prior to students choosing their SS elective subjects.

Rather than accepting only 'top-down' advice by careers teachers, students should be encouraged to take charge of their own career plans and enquiries. They should develop the skills to make use of a range of information sources (e.g. university admission criteria, Institute of Vocational Education courses, job search materials) and devise practical plans to equip themselves.

Life-long learning is at the heart of careers guidance. Students should understand that there are usually no 'Right' or 'Wrong' choices in careers. In this rapidly changing society, a person may be involved in a career of many and diverse jobs and the key for life success will depend on both a life-long commitment to learning and the capability to plan and cope with transition and change.



²The six areas of studies under ApL are Creative Studies; Media and Communication; Business, Management and Law; Services; Applied Science; as well as Engineering and Production.



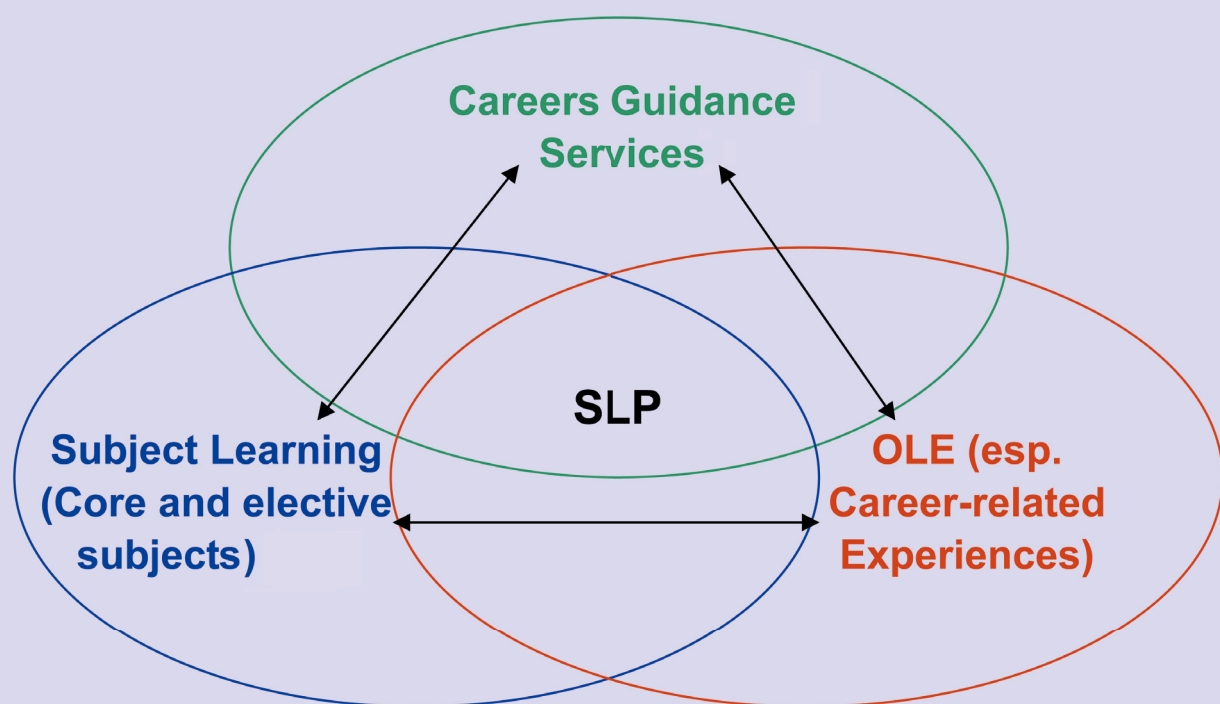
9.5 Fostering Connections between Senior Secondary Curriculum Components

In schools, effective careers guidance should not be viewed as a totally separate entity but should be connected flexibly with other components in the SS curriculum such as OLE and subject learning. It is often linked with the development of Student Learning Profile (SLP).

Collaboration and co-ordination among committees and teachers should be encouraged to enhance synergy and to avoid overlaps and repetitions of goals.

Example: Connected Leadership – Helping Students to Plan Their Future

In preparation for the New Academic Structure, School A reviewed what was in place for their students to help them to plan for their future. They found many overlapping aims among different curriculum components, such as career-related experiences, careers guidance and SLP. Panel heads, deputy heads and team leaders conducted a mapping exercise to audit existing aims and identify ‘gaps’ in the promotion of reflection and self-planning among students. Beyond formal structures, networking among teams was encouraged and professional sharing sessions were organised regularly for the alignment and celebration of success. Strategic planning and progress to promote whole-person development were effectively monitored through such a ‘connected leadership’ model.





9.6 Some Suggested Guidance Activities for Further Studies and Careers

Teachers should encourage students to consider what they are going to do in their future lives. To familiarise students with the options for further studies and careers, the following strategies might be adopted (see also **Appendix II**):

- Invite guest speakers and past students of different backgrounds to share their experiences
- Discuss with students their career and learning goals during the preparation of their own SLPs
- Provide opportunities for students to visit or communicate with organisations and associations outside school to obtain the information and experience they need. This could be done through projects, joint activities, participation in selected functions organised by the outside bodies, etc.
- Develop a comprehensive career guidance programme which is usually organised jointly by the careers guidance team and the student guidance team. This could be considered as a school strategy to facilitate students' career development and to enhance self-understanding of students
- Gather up-to-date information on further studies and careers for the reference of students and parents
- Encourage more participation from parents, alumni and outside organisations in the life of the school to assist in student choice of subjects and pathways.

Example: Students Telling their Own Story

In order to promote self-directed learning, School B developed a school-based electronic tool for students to achieve the following objectives:

- To help them to record and collect information for the preparation of their SLPs
- To encourage reflection on their learning experiences in the SS curriculum
- To promote individual self-planning and goal setting for their development and careers
- To encourage 'deep' sharing with their form teachers and among peers about their aspirations
- To align with the contents of the school's Life Education sessions as essential in-class learning resources.

For examples of SLP tools, please refer to the website:

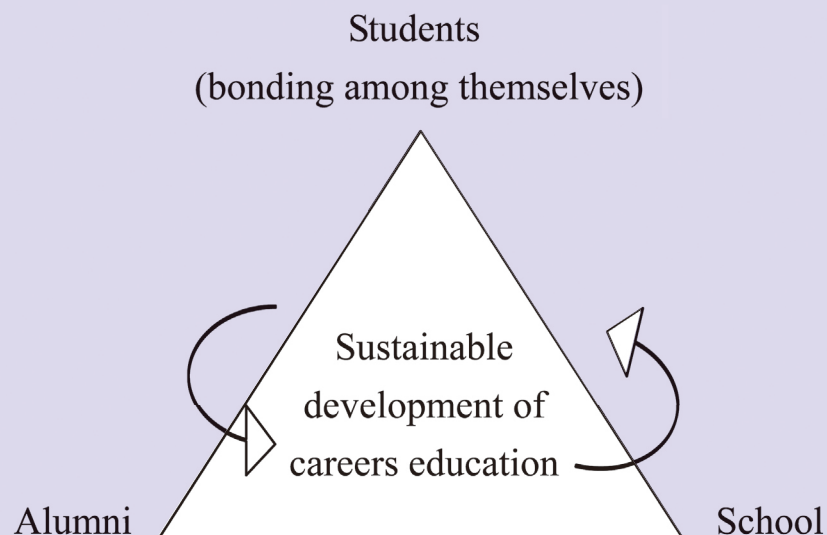
(<http://www.edb.gov.hk/cd/slp/>)

Example: Making Good Use of Alumni in Careers Education

School C, in which most students come from low-medium income families, regarded careers education as one of the school's core values. They devised a '5Es framework' for the empowerment of students, namely:

- Effective matching of students and careers
- Enabling the linking of studies with work opportunities
- Extending classroom experiences to increase exposure among students
- Enriching and deepening experiences by sharing with others
- Equipping for life by experiencing work in widening contexts.

In addition, the school firmly believes that through tripartite partnerships with alumni, students and the school, their careers education programme would be more sustainable and would create valuable space for teachers to act as facilitators of quality learning.



Careers days and Alumni Sharing were organised. Alumni, ranging from 'fresh' to 'experienced' graduates, were invited to help students to map out progression pathways in certain careers. Students who felt that they had benefited from the events were expected to participate in these 'ritualistic' and meaningful events after they had left school.

Example: A Success Story of Business Mentors: Building Social Trust

The Business-School Partnership Programme of EDB jointly organised with the Rotary International District 3450 offers a variety of activities for a cluster of schools. Rotary International District 3450 comprises over 50 clubs with 1,700 members. Members of Rotary Clubs are entrepreneurs and professionals. With their diverse backgrounds and expertise, they are able to provide support and assistance to partnering schools. Most of the activities are tailor-made for schools and take account of their unique situation. Activities that have been organised include career talks, vocational visits, service projects, mentoring programmes, sharing of management experience with school principals and teachers, consultation on issues in relation to schools operation and management, etc.. The partnership programme enables both teachers and students to be exposed to the business world. All these exposures have better prepared students to face the challenges ahead.

Reflective Questions

- What leadership roles can careers guidance teachers take in helping students to chart their future?
- What are the strengths and weaknesses of careers guidance in the school? What short-term and long-term plans have been formed to improve the practice?
- How do we know that the strategies used in careers guidance are effective and appropriate to our students? How would a student explain the careers guidance in our schools to a visitor?

Appendix I

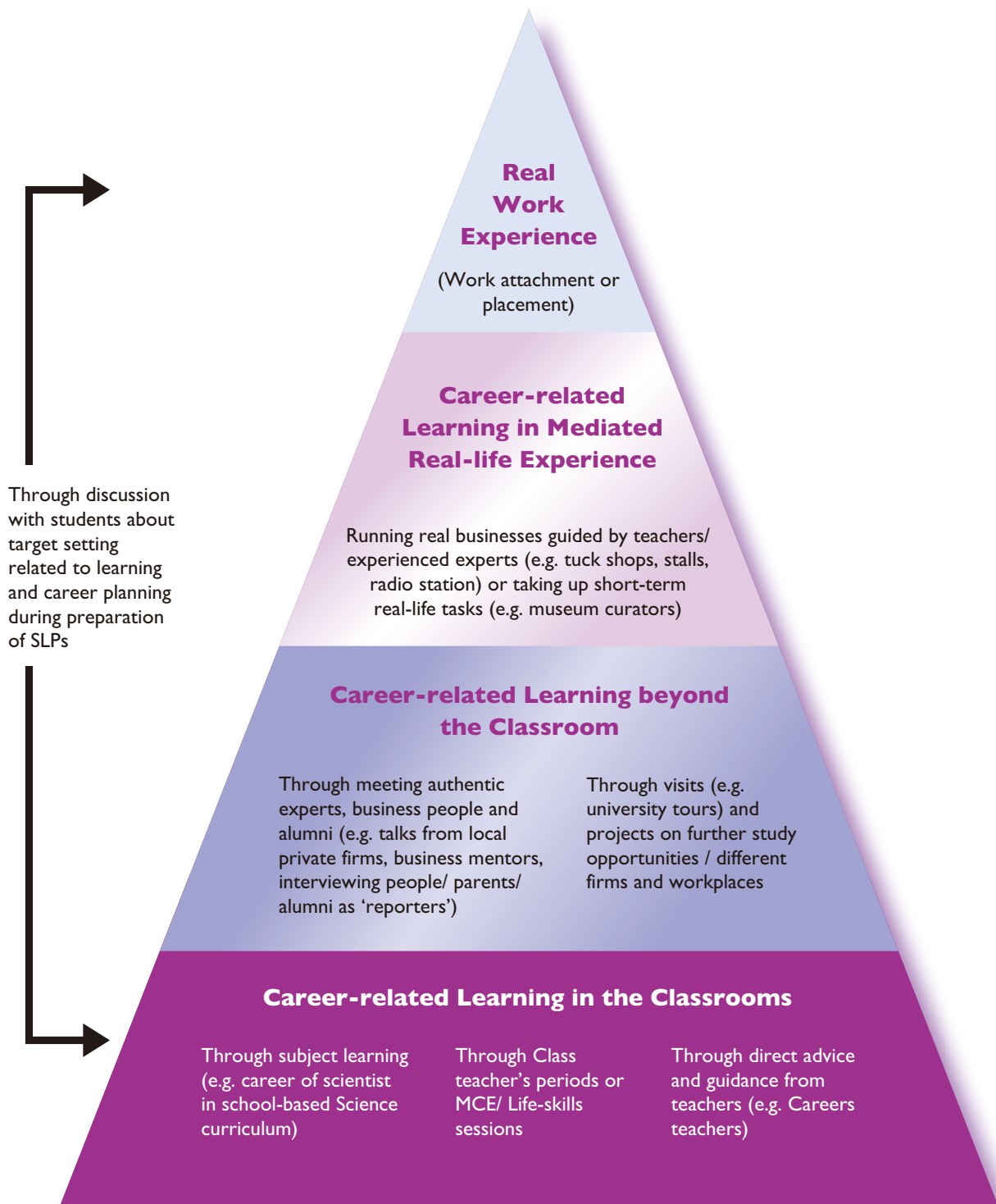
Example: A Framework of Careers Education and Guidance

An Exemplary Framework of Enhancing Career-related Experience for Secondary School Students (© 2008 Hong Kong Association of Careers Masters and Guidance Masters)

Remedial and Accelerated Counselling	Remedial and accelerated counselling for individual students			
Individual Student Planning	Initial SS Study Plan Academic aptitude assessments	Revision of SS Study Plan Personality and traits tests	Education and career interests research paper Career tests (career interests, career plan, career values)	Reflective construction of SLP Completion of Individual Student Planning Assessment of transferable skills (transferable skills and motivated skills)
Field Experiences in Workplace	Job Shadowing and Work Experience Scheme Professional/Business Partnership Program Mentorship Program jointly organised with NGOs, alumni association and Parent Teacher association Apl. Taster Programs Applied Learning Courses Career visits			
School-wide Career Guidance Activities	Guidance programs on further studies, training opportunities, streaming and subject choices		Guidance programs on revision of SS study plans	Mock job searching activities and interview workshops for job search and university admission Guidance programs on university admission and course selection University Taster Programs or Camps Visiting local universities
Cross-curricular Career Education	Education and Career opportunities of individual subjects			
Career Guidance Curriculum	Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)	Life Skills Curriculum (Educational planning, career research paper, understanding self)	Life Skills Curriculum (Educational and vocational goals setting, understanding of the world of work, e.g. trends of local economy, work ethics)	Life Skills Curriculum (Educational and vocational goal setting, career planning, job search skills, understanding self e.g., life roles, qualification framework, work ethics)
DIMENSIONS OF INTERVENTION	S.1-3	S.4	S.5	S.6
	STUDY LEVELS			

Appendix II

Suggested Activities of Student Guidance and Learning on Future Study and Careers





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The Career Key

(<http://www.careerkey.org>)

The Hong Kong Association of Careers Masters and Guidance Masters website

(<http://www.hkacmgm.org/>)

The Hong Kong Federation of Youth Groups:

For employment

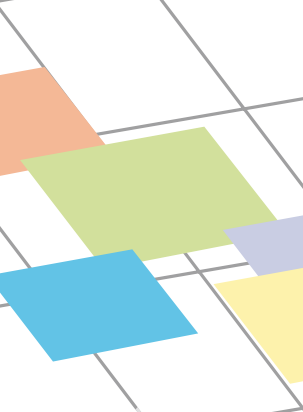
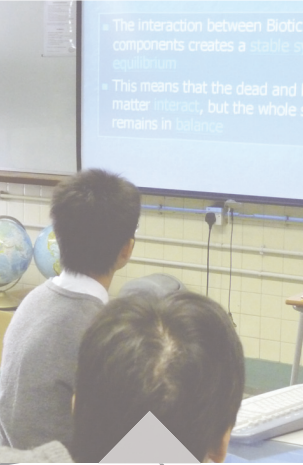
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- Job Net 青職網: (<http://jobnet.u21.hk/>)

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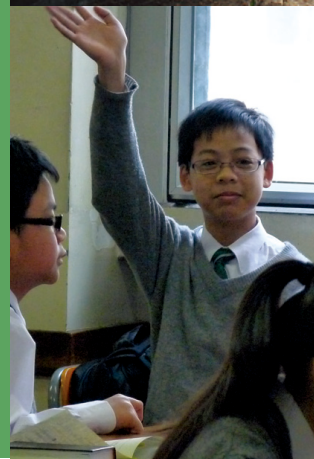
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Booklet 10

Professional Development and Learning Culture

Building a Community of Practice



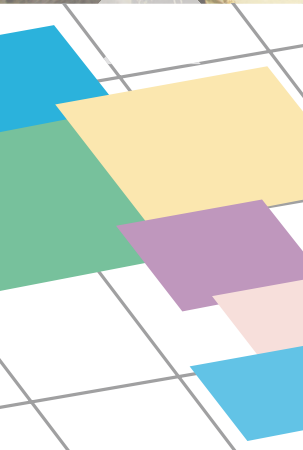
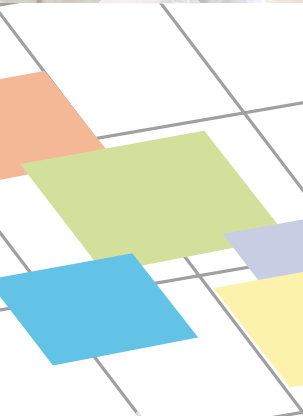
Booklet 10

Professional Development and Learning Culture Building a Community of Practice

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

Contents

10.1	Purpose of the Booklet	1
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10.3	Making Curriculum Changes at the School Level	3
10.3.1	Teachers' understanding of change in school contexts	3
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10.1 Purpose of the Booklet

- To define the notion of professional capacity in schools and discuss the contribution of individuals, including principals and teachers
- To set out the professional learning opportunities for teachers in a broader context
- To suggest practical steps for developing and sustaining the professional capacity and learning culture in schools

10.2 Capacity Building and Professional Development

Enhancing the capabilities of teachers is fundamental to the realisation of the vision of the New Academic Structure in schools. To this end, a new culture of learning and teaching as well as organisational learning needs to be developed and sustained in the school. Capacity building therefore is not just a matter of providing short-term training courses or add-on activities for teachers, but a continuous and interactive process making a sustainable impact on schools. As leaders in developing a strategic plan for teacher professional development and bringing about organisational changes in the school, principals should:

- understand and identify their teachers' professional development needs;
- link teachers' individual learning to organisational learning in schools;
- have knowledge of the range of professional development opportunities available; and
- adopt appropriate strategies for nurturing a learning culture in their schools.

Principals need to put in place an effective long-term policy and strategies for staff professional development, making these an ongoing process rather than isolated events. Schools can make reference to the following example in promoting professional development in school.



Example: Initiating Professional Development in School

After attending a school leaders workshop, the principal and vice-principals of School A organised a series of internal workshops for teachers during summer vacation with a view to:

- familiarising teachers with the principles of managing change;
- soliciting teachers' views on the future senior secondary (SS) curriculum;
- developing professional development plans for individual teachers; and
- consolidating a human resources plan and an action plan for migration to the New Academic Structure.

School A held two pre-workshop meetings with the Key Learning Area (KLA)/ panel heads. The aim of the first pre-workshop meeting was to help the KLA/ panel heads to reflect on their role as manager of change in the reform process, as well as the difficulties that they might encounter. Sharing the same vision and understanding, they devised a plan to help colleagues to make the necessary changes in the migration years. In the second pre-workshop meeting, KLA/ panel heads designed the programme and the activities of internal workshops to help teachers in each department to:

- familiarise themselves with the SS curriculum;
- reflect on their current learning and teaching practices;
- make proposals for the future curriculum of the school implemented in 2009 and suggest how the school would migrate to the new curriculum; and
- design a school-based SS curriculum that best suits their students' needs.

Following the pre-workshop meetings, all staff met regularly. They shared ideas, reviewed progress, discussed issues, and suggested possible solutions.

Reflective Question

- What are the strengths of your school? How can your school build on these strengths and develop a long-term professional development policy to build capacity and promote organisational learning?

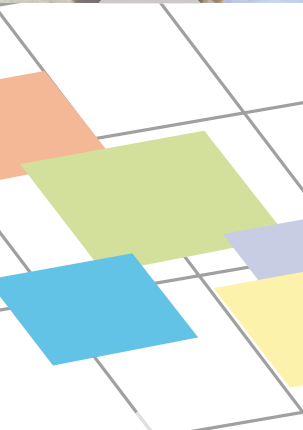
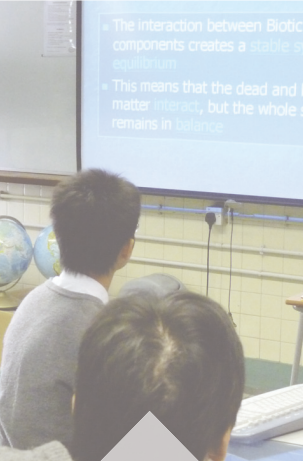
10.3 Making Curriculum Changes at the School Level

10.3.1 Teachers' understanding of change in school contexts

To take forward the curriculum changes in school, all staff members need to understand and be committed to the rationale behind them. These include:

- the reasons why the changes are proposed;
- the nature of the proposed changes, and how they are linked to the societal needs and the vision and mission of the school;
- how the changes will impact positively on students and on current learning and teaching practices; and
- when they, as members of school, are expected to implement the changes.

Members of school should discuss the rationale and strategies during staff meetings, school development days, panel meetings, etc, whenever the need arises. The following example illustrates how a school designed its own plan.



Example: Introducing Change Strategically

School B introduced the SS curriculum change progressively, taking into account the different stages of development that the teachers would go through, from understanding the change to implementing it. Different modes of staff development linked to the different stages of curriculum development were provided and summarised as follows:

- Awareness-raising (*"How am I involved in this?"*) – A discussion item during a regular staff meeting
- Basic information (*"What is it all about?"*) – A seminar conducted by the principal who had attended related briefing seminars
- Personal issues (*"How will these changes affect me?"*) – A workshop led by the vice-principal(s) after attending the school leaders workshop
- Managing your own teaching Part I (*"How can people do this?"*) – A seminar conducted by a university curriculum expert
- Managing your own teaching Part II (*"How can I do this?"*) – A workshop led by a group of teachers who had undergone basic training for Liberal Studies
- Sharing the 'first fruits' or success stories (*"How is the change affecting my students?"*) – A workshop conducted by teachers who taught Integrated Humanities in the junior levels, after the subject had been introduced in the school for six months
- Need for more collaboration (*"How can I relate what I am doing to what others are doing?"*) – A seminar conducted by the School-based Support Services Office and co-ordinated by members of the new Liberal Studies team
- Reflection and refocusing (*"What might help the change to work even better?"*) – A workshop led by the vice-principals to prepare teachers for the migration.

Reflective Questions

- What strategies will your school use to enhance teachers' understanding of the reform measures?
- How can you shape a favourable environment in your school so that teachers can put their understanding into practice?



10.3.2 New challenges to teachers as key change agents

The New Academic Structure aims at helping all students to become independent thinkers and life-long learners. To achieve this aim, teachers are expected to:

- adopt a pedagogical approach that can help to promote thinking skills and assist students to become more responsible for their own learning, including learning independently or in groups; and
- use appropriate assessment methods to give feedback for the enhancement of learning.

There are different kinds of professional development programmes on subject content and on how to teach effectively to promote student learning, but it is important that teachers realise and contextualise what they have learned in the professional development programmes to suit their students' needs, and sustain the reform measures through forming a critical mass.



Example: Capacity Building and Developing a Critical Mass in School

To build up professional capacity so as to prepare students better for the SS curriculum, School C identified the following priority areas for their teachers' professional development programmes:

- students' cognitive development
- development of critical thinking and problem-solving skills, particularly in Mathematics, Sciences and Liberal Studies
- group work/ teamwork
- independent learning and self-reflection
- student learning in authentic contexts
- classroom interaction and dialogic teaching
- effective assessment strategies.

To help teachers to share and put into practice what they had learned in the professional development programmes, this school adopted the following internal dissemination strategies:

Sharing of relevant resources

- A resource corner for teachers was set up in the library to facilitate sharing of all resources related to the New Academic Structure.

Communication

- The librarian was responsible for posting information related to the new resources on the school's website and updating teachers regularly through internal electronic mails.

Realising the pedagogical changes

- All teachers briefed members of their own KLA/ subject panel on what had been learned within one month after attending the professional development programme(s).
- Following discussions in the last term's KLA/ panel meeting, the panel chairpersons identified priority areas and tried to try out some of the pedagogical strategies on them. The try-out was conducted in the term that followed and the panel chairpersons conducted a simple evaluation of the try-out after considering the feedback from teachers and students. The evaluation results were discussed at subsequent KLA/ panel meetings for follow-up purposes.



Reflective Questions

- What priority areas have your school identified in preparing teachers to teach the SS curriculum?
- What strengths does your school have in these areas, and how will you prepare yourself as a teacher for the change?

10.4 Professional Development Opportunities

10.4.1 Professional development for school leaders/ middle managers and teachers

Professional development plans are equally important for school leaders, middle managers and teachers although the focuses might be different. The following show some possible focuses of professional development for school leaders/ middle managers and teachers in forming a community of practice:

School leader/ middle manager level

- Developing a learning community in the school, i.e. where teachers and students learn together and from each other
- Building leadership teams and sharing responsibilities among principal, vice-principals, committee heads, KLA/ panel heads, to strengthen planning and management structures in order to lead change
- Managing change
 - ▶ Developing the qualities for managing change
 - ▶ Understanding the purpose and design of the curriculum
 - ▶ Ensuring vertical continuity in school-based curriculum development
 - ▶ Allowing flexibility in time-tabling arrangements for change to take place (e.g. collaborative lesson planning, provision of Other Learning Experiences (OLE))
 - ▶ Providing guidance to students on their choice (e.g. elective subjects, OLE activities) to suit their needs, abilities and interests
 - ▶ Human resources planning.

Example: Professional Development of School Leaders

The following were the major concerns identified by School D in its school development plan:

- Preparing for the implementation of the New Academic Structure
- Formulating a human resources plan to align with the school-based curriculum design
- Creating an environment conducive to English language learning.

The principal appointed one of the vice-principals as the SS co-ordinator who, together with the PSHE KLA head, led the curriculum development of Liberal Studies at the SS level. Priority support was also given to the Chinese Language and English Language KLA heads as they are core subjects.

To create space for the middle managers to attend professional development programmes, the principal recruited three teaching assistants and introduced the following measures:

- The English KLA head was assigned to teach 2 SS classes instead of 3 for the whole school year.
- Another teacher in the same panel assumed responsibility for an SS class. Some junior level teaching and administration duties were taken over by one teaching assistant, who also helped to create an English language learning environment in the school, for example, by developing thematic reading materials, organising drama and public speaking activities.
- Similarly, another teaching assistant was recruited to relieve the teaching load of the PSHE and Chinese Language KLA heads in the first term. The third teaching assistant was asked to assist the Science and Mathematics KLA heads in the second term.
- Building on the school's strengths in adopting effective pedagogical strategies to implement their school-based curriculum (e.g. team teaching and flexible grouping across some subjects in the junior curriculum), the KLA heads were given enough space to attend professional development programmes. The middle managers also took over the lessons of the teachers in their panels when it was the latter's turn to attend the programmes. As the SS co-ordinator, the vice-principal led the curriculum planning team which comprised all KLA heads. Co-operation and networking with other schools to share experiences and develop strengths in different areas were organised, e.g. cross-curricular projects, life-wide learning activities and cross-level (junior and senior levels) activities.
- With the use of the government grant to reduce teaching loads, respective KLA heads attended professional development programmes in order to lead change in their panels.



Teacher level

- Understanding and interpreting the SS curriculum and assessment design, including School-based Assessment
- Pedagogical change in the SS subjects
- Developing better understanding of the need for professional development:
 - ▶ Knowledge for practice (formal knowledge and theories from literature)
 - ▶ Knowledge in practice (practical knowledge embedded in teachers' practice)
 - ▶ Knowledge of practice (knowledge constructed when teachers enquire, experiment, reflect based on evidence).

Schools may help teachers to develop their own professional development portfolios to facilitate self-evaluation and self-reflection on teaching.

Example: Professional Development of Teachers

In preparing for the implementation of the SS curriculum, the vice-principal of School E, who was the SS co-ordinator of the school, conducted a survey to find out what SS subjects teachers would like to teach in 2009. The SS curriculum planning committee reviewed the feedback collected, and each KLA head took the following actions:

- Matched teachers' strengths (e.g. relevance of qualifications, related experience and capabilities) with the subjects offered and drafted an initial deployment plan
- Negotiated with the teachers concerned regarding their preferences, needs and aspirations for development, and the need to make adjustments in planning
- Identified professional development needs for individual teachers
- Formulated professional development plans (including timelines, focuses of development, priorities) for individual teachers to support the school-based curriculum planning (e.g. all Chinese Language and English Language teachers to attend programmes on assessment as early as possible).

The new SS co-ordinator and KLA heads also helped to develop a learning community in the school to enhance knowledge for practice. In order to sustain knowledge for change, in-house staff development programmes were organised. The following illustrates how this worked, first within the Liberal Studies panel and then across all KLAs in the school:

- The Liberal Studies panel head and four teachers attended the professional development programmes for the subject.
- They identified the need to strengthen some learning strategies (e.g. multi-perspective thinking skills in problem-based learning and respecting others' ideas in collaborative work) in preparing both the teachers and students for change.
- Apart from the funding support from the Capacity Enhancement Grant, the timetable was re-adjusted to make room for collaborative lesson planning so that try-outs could be effectively carried out in the junior classes.
- Peer class observation was practised initially among potential Liberal Studies teachers. With on-going evaluation and improvement, other KLA teachers were subsequently invited to observe in class.
- Staff interflows, which encouraged cross-fertilisation of professional expertise across KLAs, were then scheduled for teachers to share experiences.

Reflective Question

- How does your school involve middle managers (e.g. KLA/ subject heads) in the deployment of staff and in the development of staff development plan?



10.4.2 Professional development through different agencies

To prepare staff for the implementation of the SS curriculum and assessment framework, it is necessary for the school leaders to liaise with teachers in drawing up individual professional development plans. Various modes of professional development programmes organised by different parties should be considered:

The Education Bureau (EDB)

In collaboration with various institutions, EDB provides principals, middle managers and teachers with professional development programmes on whole-school curriculum management, and on the specific changes in each SS subject.

EDB has also set up the School-based Support Services (SBSS) Office with a view to providing a range of support services to schools. The support services include:

- on-site support for teacher development and school-based curriculum development with different KLAs and four key tasks as the entry point (the services can be in a variety of modes ranging from intensive collaborative lesson planning, action research, school-based workshops to a non-intensive consultancy service);
- meetings to promote school management and leadership or district-based workshops with school heads and middle managers on school development strategies, school development planning and school self-evaluation; and
- district-based or consortium-based sharing sessions with the Regional Education Offices (REOs) as the main agents, and in collaboration with other parties to promote the setting up of networks to sustain changes.

The ultimate goal of the SBSS is to:

- develop a student-centred and self-directed learning environment conducive to the implementation of the SS curriculum reform measures;
- establish a school-based system/ mechanism for teacher professional development and action learning; and
- establish a system/ mechanism for curriculum resources and experience sharing.

Schools may contact their REOs or the SBSS Office for details and services for enhancing capacity for the implementation of the New Academic Structure.



Reflective Questions

- Have you ever sought help from the SBSS for building up the professional capacity in your school?
- If so, in what way did the support services contribute to school improvement? How might the services be further improved?

The school

A range of in-house programmes (e.g. talks, seminars, workshops, inter-school visits) that suit staff development needs can be organised by schools, making use of the talents and expertise of individual staff members. This can happen particularly in the pedagogical areas as teachers themselves are the best resources for leading pedagogical changes.

The following questions should be posed when planning school-based professional development programmes to cater for teachers' needs:

- What are the new knowledge and skills required in the SS curriculum?
- What are the priority areas in your school, especially when the school is to offer a number of new subjects?
- What are the strengths and weaknesses of your teachers?
- What professional development programmes can be organised in your school?
- What should be learnt or acquired outside school? Where? How? By whom?

Networking among schools

Networking can also be established among schools in the same district, under the same sponsoring body, or offering the same learning programmes. Schools might also share their good practices and experience through electronic discussion forums.

Teacher education institutions

A number of tertiary institutions also offer professional development opportunities to schools to facilitate the implementation of the SS curriculum. They are providing courses to pre-service and in-service teachers on the SS curriculum, and are keen to contribute to the curriculum reform by engaging in work with schools and in SS-related projects. They are generating and gathering experiences on effective pedagogical and assessment changes, and establishing different modes of research to bring about paradigm shifts for teachers.

10.5 Building a Community of Practice

Distributed leadership and the leadership team

As the key change agent, the principal can make improvements and expand teachers' professional capacity by sharing responsibilities among teachers, fostering and sustaining the conditions required for school growth through organisational change, and nurturing a learning culture at the school level.

The principal should promote leadership at the senior management level and among middle managers by grouping them into different leadership teams to share responsibilities. Leadership teams will then be able to develop the capabilities essential for designing strategies, monitoring progress and handling the problems associated with curriculum change.



Reflective Questions

- How can your school set up an effective team of middle managers to help to implement the SS curriculum?
- How can your school motivate the middle managers and teachers to pursue and sustain ongoing professional development?

Strategic human resources planning and action

Principals should develop staff profiles comprising information on subject expertise, qualifications, teaching experiences, learning profiles, etc. of individual staff members for effective staff deployment and human resources planning. Schools should make effective use of their human resources in offering a broad and balanced curriculum to their students.

Schools should focus on existing strengths in curriculum, pedagogy and assessment for further development in curriculum planning for the New Academic Structure apart from working out the administrative details for successful migration.

Example: Effective In-house Capacity Building

In order that teachers' professionalism could be enhanced through re-deployment of internal resources, School F set up a professional development team comprising members with the expertise listed below to formulate and co-ordinate the development of staff development plans for teachers:

- A member of the Liberal Studies panel who had ample experience in enquiry-based learning
- A member of the Liberal Studies panel who specialised in project learning
- The head of the Counselling team to advise on professional development related to OLE
- The head of the Moral and Civic Education team to advise on values education
- A member each of the Chinese Language panel and the English Language panel to advise on “reading to learn” strategies
- The panel chairperson of computer subjects to advise on the use and development of web-based professional development materials.

In-house professional development programmes were conducted by this team to lay the foundation and relate pedagogical and assessment changes to the school context as far as possible.

The team was also responsible for setting up a web-based professional development platform to form the basis for in-house continuous professional development beyond 2009. The school management regarded this as a starting point from which to turn the school into a learning organisation. A teaching assistant with good Information Technology skills was recruited using the Capacity Enhancement Grant to set up the platform.



Turning the school into a learning organisation/ community of practice

Teaching should be regarded as a collective rather than an individual enterprise. Teachers who confine themselves to their own classrooms probably contribute little to whole-school improvement.

Teachers need a learning environment conducive to the learning of up-to-date subjects and pedagogical knowledge, and the sharing of knowledge and skills among colleagues.

Schools need to provide opportunities for teachers (e.g. regular staff meetings and panel meetings) to share knowledge gained from professional development programmes, to conduct try-outs/ action research within a KLA/ subject panel, or provide insights to improve the school's policy making.

Example

School G planned to introduce the following changes in the timetable/ school calendar or organise the following school-based professional development programmes in order to expand their teachers' professional capacity:

- Reserve a time-slot for collaborative lesson planning once every two weeks
- Reserve a time-slot for in-house staff development every month
- Arrange professional development programmes on strategic planning, team building, crisis management, managing the media, communicating with parents, etc.

Suggested steps for nurturing and sustaining a learning culture in the school

- Recognise that capacity building is essential for everyone, including the leadership team
- Establish an ethos where ongoing school-based teacher learning is encouraged, facilitated and expected
- Appoint a professional development co-ordinator for the school
- Engage staff in discussions about how to realise the vision of the New Academic Structure
- Identify staff to nurture professional development within each KLA/ subject panel in the school
- Identify the learning that needs to be developed within the school
- Identify staff with the greatest need for capacity building (e.g. SS co-ordinator, Liberal Studies panel head, project learning co-ordinator for Liberal Studies) to set priority professional development areas
- Prepare a whole-school professional development plan
- Request all staff to propose their own personal professional development plans
- Set up learning teams to introduce good practices
- Provide regular whole-school and panel forums for exchange of ideas and experiences
- Provide funding support for teacher professional development
- Ensure that all staff have the opportunity to engage in professional development activities
- Set up a system that enables teachers to receive feedback on their performance from their peers through lesson observations, self-evaluation and reflection
- Review teachers' commitment to professional learning and their progress in implementing their development plans regularly.

Reflective Questions

- What focus areas have been included in your school's staff development programme in order to build up the school's professional capacity, apart from areas related to learning and teaching?
- Has your school organised staff development programmes that are targeted at the middle managers? What programmes are offered?



10.6 Planning for Staff Development

The following points are essential in preparing an effective staff development plan:

Identification of professional development needs


Schools might start with a whole-school curriculum plan (e.g. what subjects are to be offered), consider their teachers' areas of expertise in relation to the plan and then identify potential professional development needs.

Setting priorities for professional development

Schools should set priorities for teachers to engage in professional development programmes with reference to (a) the roles of teachers in the school (e.g. panel heads, senior teachers); (b) the intensity of needs at subject level (e.g. core subjects); (c) needs within the school context (e.g. language requirements, development of generic skills or areas for improvement).

Communication in formulating the professional development plan of the school

Thorough communication with teachers is necessary during the development of a staff development plan for the implementation of the New Academic Structure. The process must be open and transparent. Teachers should own their professional development plan and implement it, based on their needs.



Seeking support from the School Management Committee (SMC)/ Incorporated Management Committee (IMC)

It is important to seek the support of the SMC/ IMC for the proposed staff development plan and to ensure that adequate room is given to all teachers in order that the plan can be implemented smoothly.

Reflective Questions

- What do you understand by capacity building and how does it differ from your previous professional development activities?
- How can schools ensure that their professional development strategies help teachers to become life-long learners capable of leading change in schools?
- What steps/ measures have been taken to develop your school into a learning community and sustain the changes needed to implement the New Academic Structure?



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Booklet 11

Managing Change

A Concerted Effort



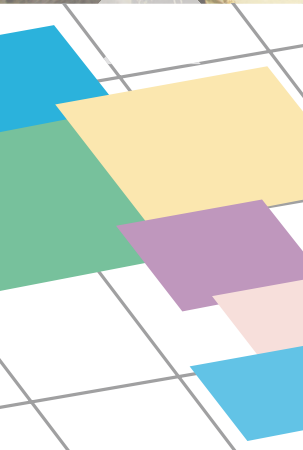
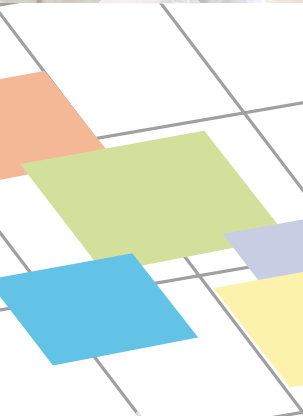
Booklet 11

Managing Change A Concerted Effort

This is one of a series of 12 booklets in the *Senior Secondary Curriculum Guide*. Its contents are as follows:

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11.1 Purpose of the Booklet

- To outline some of the potential areas of difficulties/ uncertainties associated with the implementation of the New Academic Structure
- To provide guidance to schools on how to cope with difficulties/ uncertainties through effective planning for change and engaging the support and concerted effort of all stakeholders

11.2 Necessary Actions, Potential Difficulties/ Uncertainties

The senior secondary (SS) curriculum framework has set out clear goals and directions and indicated the actions to be taken at different stages of the developmental process. However, there will always be areas of difficulties/ uncertainties as a result of ongoing policy formulation and the existence of unknowns in system change. Inevitably, the diverse views, competing needs and aspirations among different stakeholder groups with respect to staff deployment, resources allocation and professional development in school will add to the difficulties and tensions.

The following are some of the potential areas of difficulties/ uncertainties faced by schools particularly during the transitional period and the early implementation stage:

- Finalising the class structure
- Planning for SS subjects to be offered and flexible groupings
- Time-tabling arrangements taking into account the curriculum as well as the space and resources available
- Teacher deployment and succession plans
- Coping with learner diversity
- The arrangement of School-based Assessment (SBA)
- Development of Other Learning Experiences (OLE) and Student Learning Profiles (SLP)
- Helping students to make informed choices on Applied Learning (ApL¹) courses
- Allocating resources among different subjects/ KLAS.

¹ ApL was formerly known as "Career-oriented Studies". Readers may refer to the report "Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools" (EMB, 2006) for details.



Some of these potential difficulties/ uncertainties can be resolved as more detailed policy lines are laid down, e.g. class structure, the implementation of SBA. Some difficulties, however, will have to be overcome by school leaders through careful planning and effective co-ordination, e.g. deployment of teachers, communication with parents, offering of elective subjects and time-tabling arrangements. Schools therefore need to develop appropriate action plans/ on-going strategies/ piloting exercises to cope with the difficulties in these areas.

Schools are advised to pay special attention to the following areas in preparing for the SS curriculum:

- To work towards changes in various domains, including the school culture, mindsets of stakeholders, pedagogy and assessment and school organisational structure, in order to provide a broad and balanced SS curriculum to meet the diverse needs of students
- To plan for staff re-deployment and professional development to cope with the implementation of the SS curriculum, e.g. to deploy teachers to take up the teaching of Liberal Studies
- To make effective use of the support provided by the Education Bureau (EDB) and other relevant bodies in professional development programmes, learning and teaching resources, grants, etc.
- To enhance communication with different stakeholders and ensure their understanding and support for the SS curriculum.

11.3 How to Cope with Difficulties/ Uncertainties

The implementation of the New Academic Structure is a substantial change to the education system of Hong Kong. In order to implement change effectively, school leaders should be able to:

- shape the school environment flexibly, for example, by restructuring the administrative organisation to better meet the requirements of the SS curriculum;
- harness human, social and cultural resources to support the implementation of the New Academic Structure in school;
- reprioritise the school tasks; and
- develop an action plan over time in a flexible manner, so that adjustments can be made in response to the latest policies, events and findings.

To cope with difficulties and uncertainties arising during the transitional period and the early implementation stage of the SS curriculum, school leaders should plan for effective change through:

- establishing consensus over the SS curriculum and direction for school development through gaining maximum understanding and support from all key stakeholders, including school leaders, teaching and non-teaching staff, parents and students;
- building capacity and developing effective leadership at different levels in the school; and
- promoting teamwork and responsibility-sharing at different levels in the school.



Effective leadership should not be limited to a small number of senior teachers. Distributed leadership should be engaged in meeting the challenges of the reform.

Distributed leadership sees varieties of expertise being widely distributed across many people. Drawing many people into the potential leadership group makes it possible for initiatives to be developed from all over the organisation, and then adopted, adapted and improved by others in a culture of support and trust (Bennett, N., et al., 2003).

School leaders should work with middle managers, including panel chairpersons and special functional post holders, to formulate action plans for the smooth implementation of the SS curriculum. Concerted effort and expertise should be pooled particularly in the following areas:

- Determining strategies and initiatives to address various aspects of the SS curriculum (e.g. Is adaptation needed? How?), pedagogy (e.g. What type of teaching methodology should be adopted for a class of students with diverse abilities?) and assessment (e.g. How to arrange SBA activities for various subjects in S5 and S6?)
- Prioritising and sequencing initiatives within and between areas, e.g. collaboration among different Key Learning Areas (KLAs)
- Considering the initiatives in relation to resources and support available internally or externally.

A task force could be set up in school to co-ordinate all issues related to the New Academic Structure which include staff re-deployment, professional development, use of resources, SS curriculum planning, arrangement of a flexible time-table and the SBA. The Chairperson of the task force could be the vice-principal or the SS co-ordinator, and all KLA co-ordinators and/ or subject panel heads would be members.

A number of sub-groups could be formed under the task force, each of which oversees a particular issue related to the New Academic Structure and is chaired by the vice-principal, a KLA co-ordinator, or a special functional post holder. For example, a sub-group chaired by the English panel head could be formed to look after the planning of professional development for teachers. Another sub-group chaired by the vice-principal could be formed to look after the co-ordination of use of resources among different KLAs.

These sub-groups will report progress to the task force. Regular meetings should be held by the task force and the sub-groups to discuss the problems encountered and work out possible solutions. Depending on their seriousness/ magnitude, the issues brought up in the task force/ sub-group meetings could be further discussed in staff meetings to ensure that every teacher in the school understands the rationale behind the change and the latest development of issues at school/ KLA level.

The School Management Committee (SMC)/ Incorporated Management Committee (IMC) should be informed of the strategies adopted by the school in preparation for the New Academic Structure. In case the SMC/ IMC queries whether a school decision is in the interest of students (e.g. a school has decided not to offer ApL courses to students), the issue should be brought back to the task force for further consideration.





11.4 The Need for a Communication Strategy to Sustain and Secure Continuous Advancement

To ensure success of the reform measures, we need to engage not only key stakeholders such as principals, vice-principals and teachers in the school reform process but also other stakeholder groups including members of the SMC/ IMC, parents, students, school support staff, alumni, the local community and other schools in the neighbourhood. Schools need to strengthen communication with different stakeholder groups to foster a sense of participation and involvement for the successful implementation of the SS curriculum in schools.

The impending implementation of the New Academic Structure has raised different concerns among various stakeholder groups in the school community:

- SMC/ IMC members are concerned about the direction of school development and the needs of teachers and students.
- Parents are concerned about the choice of subjects under the SS curriculum, the recognition of the new qualification (i.e. the Hong Kong Diploma of Secondary Education (HKDSE)) and the future study/ career pathways for their children.
- Students are concerned about the choice of subjects they should make and the changes in learning and assessment.
- Support staff (e.g. clerical and janitor staff, Laboratory Technicians) are concerned about their increasing workload, job security and changes in the nature of their work.
- The community (including employers) is concerned as to whether students will have mastered what they need to learn and know after undergoing SS education.
- Schools themselves are concerned about competition for students and resources.

To address the different concerns of stakeholders, schools need to devise effective communication strategies to ensure that different stakeholder groups understand and support the reform measures. The following communication strategies are suggested:

Stakeholder groups	Communication strategies
SMC/ IMC Members	<ul style="list-style-type: none"> ● Updating and sharing information through regular meetings ● More communication with school administrators, teachers, parents and students ● More involvement in planning for the New Academic Structure.
Parents	<ul style="list-style-type: none"> ● Updating parents about the changes through various modes of communication, e.g. seminars, school websites, bulletins, school events, Parent-Teacher Association activities.
Students	<ul style="list-style-type: none"> ● Communicating with students through assemblies, seminars, talks, pamphlets, newsletters, websites and surveys ● Sharing information with students in areas such as the SS curriculum, pedagogy, assessment and career guidance ● Forming a student association to allow students to express their views.
Support staff	<ul style="list-style-type: none"> ● Keeping support staff informed of the changes in the school under the New Academic Structure ● Redefining the job specifications of support staff, e.g. Laboratory Technician ● Providing training to support staff.
Community	<ul style="list-style-type: none"> ● Improving communication with the community through various means, e.g. school website, school bulletin/ newsletter/ Open Day ● Building up networks with non-government organisations (NGOs) and business/ industrial sectors to provide students with more opportunities for community services and career-related experiences ● Inviting alumni to contribute their strengths/ experience/ expertise to the development of the school.
Other schools	<ul style="list-style-type: none"> ● Forming networks with other schools in the same district or under the same School Sponsoring Body (SSB) to offer less popular SS electives, share good practices in curriculum development and use of resources, as well as co-organise activities to enrich students' OLE.



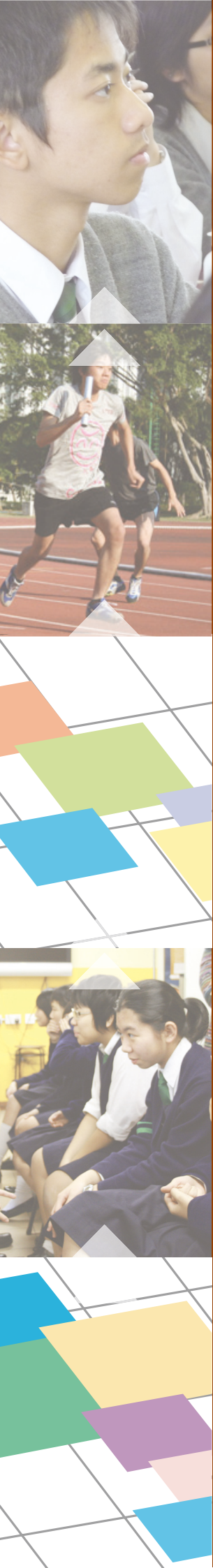
11.5 The Need for a Concerted Effort

Besides the contribution of various key stakeholder groups in schools, the successful implementation of the New Academic Structure will also rely on the concerted effort of different sectors of the community. In this connection,

- EDB will:
 - ▶ promote and co-ordinate the contributions of relevant government departments and NGOs to provide professional development opportunities for teachers and OLE for students;
 - ▶ maintain communication with different stakeholders, particularly parents, regarding the progress of the New Academic Structure by means of the “334” Web Bulletin, district-based parent seminars, pamphlets, focused group interviews, thematic seminars, etc.;
 - ▶ ensure timely dissemination of key information about the progress of the New Academic Structure to the community;
 - ▶ work closely with the universities and post-secondary institutions for the smooth interface of the SS and higher education; and
 - ▶ explain to employers and the Civil Service Bureau the new qualification of the HKDSE to facilitate their review of relevant job entry requirements.
- Schools should provide a broad and balanced curriculum with sufficient choices for students, and form a network with other schools (in the same region or under the same SSB), if necessary, to achieve the purpose.
- Parents should provide proper guidance and support for their children, instil positive values and attitudes in them and enhance communication with schools.
- Post-secondary and higher education institutions should ensure that the interface between SS and post-secondary and higher education is coherent and well-planned and that there is timely dissemination of key information (such as admission requirements) to the stakeholders.

- Professional bodies should contribute their professional views on the proposed curriculum changes and provide feedback for curriculum evaluation.
- Employers should contribute to life-wide learning opportunities by providing enriching opportunities for community service and career-related experiences for students.





Reflective Questions

- Does your school have an overall staff development plan/ personal development plan for each teacher?
- Does your school have any plans for the deployment/ recruitment of teachers to teach SS subjects that suit the needs of your students?
- Does your school have a staff succession plan to pave way for the implementation of the changes in SS education?
- Does your school have any plans on how to make the best use of the related grants provided by EDB as well as the teaching space and facilities in the school?
- Are the middle managers in your school involved in the formulation of the SS Action Plan?
- Does your school have a school communication plan to encourage different stakeholder groups to support the implementation of the SS curriculum?
- Does your school have any networks with NGOs/ business or industrial sectors/ other schools to facilitate the provision of a more diversified curriculum and OLE for students?

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