



Quality Assurance Division  
Education &  
Manpower Bureau



# Inspection Annual Report 2004/05

## **Foreword**

In the 2004/05 school year, External School Review (ESR), focus inspection on various themes and Quality Assurance (QA) Inspection in its full mode were conducted in 538 schools.

The Education and Manpower Bureau (EMB) began to conduct ESR in the second half of the 2003/04 school year, since then it has become the major inspection mode with 139 schools reviewed during the 2004/05 school year. Since ESR implementation, wide consultations have been conducted with schools, as well as with local and overseas experts, to inform appropriate improvements in the ESR procedures so as to complement schools' self-evaluation for continuous development. Chapter 2 of this report focuses on the performance of the schools inspected through ESR in the four domains of 'Management and Organization', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student Performance'.

Chapter 3 summarizes the major findings gathered from various focus inspections conducted in this school year. These findings facilitate the examination of the performance of schools from different perspectives and contribute to a more thorough understanding of education development in Hong Kong.

School practices in the areas of "Professional Leadership", "Curriculum", "Teaching and Support for Student Development" in a number of primary and secondary schools are described, for schools' reference, in Appendix 3. It is intended that this experience-sharing platform will effectively encourage and support schools in their work on self-improvement.

The schools that underwent ESR in 2004/05 have an overall positive response. They feel that ESR can act as a "critical friend", helping them identify their achievement and reflect on areas for improvement so as to establish development goals and prioritize their work. In the 2005/06 school year, ESR procedures and reporting requirements were further refined to dispel excessive worries and alleviate pressure on schools. The changes were also intended to enhance communication and mutual trust so that an open, self-reflective and self-evaluation culture will be firmly established in schools.

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## List of Abbreviations

APASO	Assessment Programme for Affective and Social Outcomes
ASP	Annual School Plans
CEG	Capacity Enhancement Grant
CPD	Continuous Professional Development
EMB	Education and Manpower Bureau
ESR	External School Review
HKAT	Hong Kong Attainment Tests
HKCEE	Hong Kong Certificate of Education Examination
IT	Information Technology
KPM	Key Performance Measures
KLA	Key Learning Areas
MCE	Moral and Civic Education
PIs	Performance Indicators for Hong Kong Schools
PTA	Parent-Teacher Association
QA	Quality Assurance
QAD	Quality Assurance Division
SBPS	School-based Professional Support
SDA	School Development and Accountability
SDP	School Development Plans
SEN	Special Educational Needs
SMC	School Management Committee
SSE	School Self-evaluation
SWOT	strengths, weaknesses, opportunities and threats

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# Chapter 1

## Introduction

1.1 A total of 538 schools were inspected in the 2004/05 school year through ESR, focus inspection on various themes and full QA inspection.

1.2 A total of 139 schools underwent ESR in the 2004/05 school year, as summarized in *Table 1*:

*Table 1: Number of schools underwent ESR*

	Primary Schools	Secondary Schools	Special Schools <sup>(Note 1)</sup>
Government	8	12	--
Aided	62	48 <sup>^</sup>	8
Direct Subsidy Scheme	1 <sup>#</sup>	--	--
Sub-total	71	60	8
Grand Total	139		

Out of the 71 primary schools, 23 are bi-sessional (14 AM session and 9 PM session), 46 are whole-day schools, and 2 are under transition from bi-sessional to whole-day schools.

<sup>#</sup> The school has junior secondary section.

<sup>^</sup> One of the schools adopts “through-train” mode of operation.

1.3 A total of 397 schools underwent focus inspection in the 2004/05 school year <sup>(Note 2)</sup>. The areas of inspection and the number of schools involved are summarized in *Table 2*:

*Table 2: Information on Focus Inspections*

Focus Areas	Primary Schools	Secondary Schools	Special Schools
* Chinese Language Education	14	13	--
* English Language Education	16	31	--
* Mathematics Education	18	17	--
Personal, Social and Humanities Education	--	17	--
Science Education	--	14	--
General Studies	9	--	--
Arts Education	13	2	--
Technology Education	--	10	--
Physical Education	14	4	--
Efficiency in Curriculum Leadership	--	27	--

Table 2(Cont'd): Information on Focus Inspections

Focus Areas	Primary Schools	Secondary Schools	Special Schools
Medium of Instruction	--	7	--
* Catering for Learner Diversity	23	21	--
Special Educational Needs	--	--	6
Follow-up Inspection	5	4	--
Learning and Teaching	1	--	--
* Enhancing Curriculum Planning and Development through School Self-evaluation	33	24	--
Examination on the Effect of QA Inspection on School Development	32	17	5
Sub-total	178	208	11
Grand Total	397		

1.4 A total of 2 schools underwent full QA inspection in the 2004/05 school year, as summarized in Table 3:

Table 3: Number of Schools Inspected in the Full QA Mode

	Primary Schools	Secondary Schools	Special Schools
Government	--	--	--
Aided	2	--	--
Sub-total	2	--	--
Grand Total	2 (Note 3)		

1.5 In assessing school performance, the Inspection Section used the published Performance Indicators for Hong Kong Schools (2002). Four levels of performance were used:

Grade	Performance
4	Excellent (major strengths)
3	Good (strengths outweigh weaknesses)
2	Acceptable (some strengths and some weaknesses)
1	Unsatisfactory (major weaknesses)

#### Note

- (1) As the number of special schools inspected is relatively small and their situations vary, it is therefore inappropriate to compare their performance with those of ordinary primary and secondary schools. Chapter 2 "Major findings of External School Review" contains analyses and reports on the general performance of 60 ordinary secondary schools and 71 ordinary primary schools.
- (2) As the number of schools involved in the inspection of some focus areas is too small, this report only covers focus areas marked with "\*".
- (3) As the number of schools that underwent full QA inspection is too small, this report does not cover these schools.

- 1.6 This report summarizes the performance of the schools underwent ESR and focus inspections. However, the relevant information and analyses are not meant to be generalized across the schools in the territory.
- 1.7 A statistical summary of the inspection findings and schools' post-inspection questionnaire findings are set out in Appendix 2.



## Chapter 2

### **Major findings of External School Review: Performance of schools in individual Areas**

#### **2.1 Introduction**

The major purpose of ESR is to validate the findings of the schools' self-evaluation (SSE) and examine its mechanism and process to help ensure the functioning of quality assurance. This validation process will concentrate on whether schools have adequately considered their own development needs, abilities and potential, and applied these to implement their work strategically, evaluate their effectiveness and follow up for improvements to enhance their quality of learning and teaching. This chapter summarizes areas of excellent performance and areas in need of improvement in the SSE, and also in the remaining 13 areas of evaluation of the primary and secondary schools <sup>(Note)</sup> that underwent ESR in the 2004/05 school year.

#### **2.2 Management and Organization**

##### **2.2.1 Self-evaluation**

###### **Strengths**

- Schools attached importance to self-evaluation. They gradually embarked on and developed self-evaluation work. Self-evaluation in most of the schools showed adequate coverage at the school, subject panel/committee and individual levels. At the school level, most schools had in recent years designated a task group to coordinate SSE, define the areas for evaluation and arrange teachers to receive relevant training. To provide assistance strategically for teachers to grasp the rationale and methods of SSE, some schools sought support from tertiary institutions or invited other schools to share successful experiences. Schools adopted an open and positive attitude towards ESR and involved all teachers to apply evidence-based and corporate judgement in SSE. A few schools with excellent performance in this area reported truly their strengths and weaknesses and made proposals for improvement. They had a high transparency in their SSE process, with active participation from teachers. Most schools were able to draw up appropriate areas of concern that were in line with curriculum reform and their own needs in the School Development Plans (SDPs), mostly in the “promotion of self-evaluation culture” and “cultivation of students’ reading interests”. About half of the schools had developed specific implementation strategies for the areas of concern. Their Annual School Plans (ASPs) aligned well with the SDPs, and some of the schools even developed appropriate evaluation methods. A small number of schools were able to establish specific and appropriate success criteria in accordance with the areas of concern.

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Note: excluding 8 special schools

- At the subject panel/committee level, the subject panels/committees could generally uphold the SSE spirit and align their programme plans closely with the areas of concern of the school to realize the relevant goals. Subject panels/committees of most schools were able to give a timely evaluation of their work efficacy, and some of them even put forward recommendations for improvement. At the individual level, most schools included teacher self-evaluation in the appraisal mechanism, while a small number of schools conducted performance evaluation of panel heads and school head by teachers. Teachers' self-evaluation in the good performing schools focused on the teaching performance. Some secondary schools also included students' feedback in their review of teachers' performance and appraised the teachers from different perspectives.
- Apart from using the self-evaluation tools provided by the EMB, a majority of schools were able to further develop their own school-based evaluation tools, such as questionnaires and lesson observation forms to collect views from teachers, students and parents. A minority of schools also used diversified self-evaluation tools to review work performance from multiple perspectives, like using assessment forms and videotapes to evaluate the design of assignments and effectiveness of learning tasks. Most schools adopted an open attitude to gauge opinions from stakeholders through different channels. In assessing work efficiency at the school and subject panel/committee levels, self-evaluation tools provided by the EMB and school-based tools were employed to collect and analyze data. A small number of schools were able to get a clear picture of learning and teaching as well as students' development through analysis of the findings. They could fully utilize the analyzed data to make plans for the following school year.
- Most of the schools could keep stakeholders and the public well informed of their progress through various means, such as school web pages, annual reports and newsletters. A small number of schools included specifically in their annual reports the progress of work addressing various areas of concern, their achievements as well as reflections. Recommendations for improvement were also made. Schools with excellent rating reflected the spirit of SSE, specifying measures in the programme plans of the coming school year to follow up on the recommendations or modified their implementation strategies.

#### Areas for improvement

- Although schools placed much emphasis on SSE, the SSE spirit of most of the schools has yet to be internalized. Some schools lacked self-motivation and conducted SSE merely for the sake of ESR which had affected the sustainability of their self-evaluation work.
- Improvements could be made in the drawing up of areas of concern and implementation strategies in nearly half of the schools. The coverage of the areas of concern was too wide and there was a lack of comprehensive strategies. Coordination among subject panels/committees was also insufficient. A small number of schools were not able to formulate their annual

programme plans in alignment with their major concerns, or draw up specific measures to fully address the areas of concern to achieve the school goals. The subject panel/committee annual review of over half of the schools paid too much attention on the chores, or else the review was too general that problems could not be thoroughly analyzed, reflecting insufficient monitoring of self-evaluation among subject panels/committees. The leading function of the task group in developing self-evaluation work needed to be strengthened.

- Most schools could not develop comprehensive success criteria appropriate to the areas of concern, with some of them lacking proper evaluation methods. Schools generally had defined quantitative success criteria, but little attention was paid to the qualitative requirements that were in line with the goals and implementation strategies, so comprehensive assessment on work efficacy could not be conducted. During the process of SSE, schools had formulated plans to collect and analyze data, yet most schools did not make good use of the data collected through the Stakeholders' Survey, the Key Performance Measures (KPM) and Assessment Programme for Affective and Social Outcomes (APASO) as well as information from students' performance assessment, to thoroughly examine learning and teaching and students' development, review the effectiveness of their work and modify the implementation strategies. Improvement in formulating success criteria and the use of data should be made and there is a pressing need to enhance teacher training in this area.
- The annual reports of over half of the schools focused on school routine tasks with no SSE on areas of concern or recommendations for improvement. Some schools failed to take appropriate actions or formulate any plans to follow up on the review findings thoroughly at the school or subject panel/committee level.
- As the management of some schools paid too much attention to acquiring favourable comments from ESR or bore unnecessary worries about and fear of ESR, and failed to have a full grasp of the rationale and methods of self-evaluation, too much time and effort were spent on unnecessary paperwork, such as requiring teachers to develop excessive questionnaires to collect data. Some schools, when preparing for the ESR, even required teachers to reorganize minutes of meetings and produce massive reports without providing adequate clerical support. This had greatly increased teachers' pressures and workload and the situation was similar to that in the previous year which requires immediate adjustment.
- Most of the schools could not timely review the self-evaluation mechanism, including reviewing the planning, implementation, co-ordination and monitoring functions of the task group which took the lead in developing self-evaluation work. This had affected the development of the schools' continuous self-improvement.

### 2.2.2 Planning and Administration

#### Strengths

- A majority of schools were able to establish a proper organization structure in accordance with the school development and the human and financial resources available. It had clear levels and lines of reporting, and the duties and responsibilities of all subject panels/committees were well defined. Coordination and collaboration among subject panels/committees of nearly half of the schools were effective with good communication between different levels. The presence of a good coordination mechanism could enhance the overall work efficacy of the schools.
- Most of the schools had clear educational goals that were in line with the development of education reform and provided a balanced development in the domains of ethics, intellect, physique, social skills and aesthetics. The School Management Committees (SMCs) of a majority of the schools had clear vision and mission in the running of their schools. With good understanding of the education trends and the school development, the SMCs set the direction of development, provided financial support, led and monitored the operation of the schools. Their duties were clearly defined and they maintained close links with all other members.
- Most schools attached importance to the involvement of teachers in policy formulation. Appropriate mechanism was in place for teachers to express their views in the decision-making process to strengthen their team spirit. A small number of schools also sought parents' views during the formulation of school policies.
- Most of the schools had drawn up clear guidelines that had a good coverage for their daily operation. They had also drawn up guidelines for crisis management for teachers' reference, resulting in smooth operation.

#### Areas for improvement

- The duties and responsibilities of subject panels/committees in a small number of schools were not clearly defined. The functions of some administrative committees were similar or duplicated and the management framework should be further streamlined. The middle management posts in individual schools had remained vacant for years and this affected the overall efficacy in administration.
- Nearly 60% of the schools had not yet included representatives of stakeholders, such as teachers and parents, in the SMC. The transparency and accountability of the school administration needed to be strengthened.
- The decision-making process in a minority of schools was not open enough. The school management did not make effective use of various internal communication channels to seek for staff consultation. The culture of corporate discussions had yet to be further developed.

### 2.2.3 Professional Leadership

#### Strengths

- The SMCs in most schools were able to draw up clear school aims and guiding principles in light of the education trends and the schools' own contexts. They actively tapped internal and external resources and provided sufficient financial support for the school development. Most of the SMC members came from professional and educational sectors and were familiar with the education issues. The supervisors possessed rich experience in the running of schools and they trusted and supported the school heads. The SMC of a small number of schools actively participated in school affairs or teachers' professional development activities, such as panel meetings, lesson observation or workshops, and helped strengthen school-based management.
- Most of the school heads were well experienced in administration. They had educational vision and understood the education trends. School heads of over half of the schools were able to lead teachers in mapping out the school development and drawing up appropriate areas of concern in accordance with the school contexts and resources available. They could carry out the function of curriculum leadership effectively, such as the progressive implementation of the four key tasks and development of school-based curriculum. About half of the school heads adopted an open attitude in the personnel and resources management. They encouraged innovation and could properly deploy the staff according to their strengths. They were attentive towards the communication and relationship with staff and parents and could maintain close links with outside bodies. Internal and external resources were also effectively employed to promote teaching and learning. A small number of school heads could foster academic research and action research in a well-planned manner to enhance teachers' professionalism and develop the school into a learning organization. Deputy heads in nearly half of the schools had good knowledge of the school and effectively assisted the school heads. They not only served as communication channels between the school management and the subject panels/committees, but also played a leadership role in the planning, promotion and monitoring of the school development to realize the development goals. Middle managers in nearly half of the schools were committed to their work. Under their effective leadership, the subject panels/committees were able to establish mutual support and cooperation.
- In over half of the schools, the school management worked truthfully with the staff, treasured their views and contributions and strove to establish a collaborative culture among teachers to foster team spirit.

#### Areas for improvement

- About 30% of the school management was not able to carry out their leadership and monitoring functions effectively in leading and fostering the school development. Being the head of an organization, the school heads had yet to strengthen in strategic leadership and curriculum leadership in the formulation of the development direction of the schools. A balance was not

attained between empowerment and accountability. They did not ensure appropriate and timely review of work effectiveness after delegation of power to foster continuous improvement of learning and teaching. Some school heads paid little regard to the communication with the teachers and had resulted in increasing dissatisfaction among the staff, or they did not fully inform the SMC about school affairs to let the SMC have a full grasp of the situation. Nearly half of the deputy school heads only followed what the school heads instructed them to do and were not able to effectively carry out their communication and monitoring functions. Performance of the middle managers in about half of the schools, particularly the panel heads, was noted to be unsatisfactory in the planning and monitoring of the panel work. They should devote more effort in promoting learning and teaching in alignment with the new developments of curriculum reform.

- The school management of some schools could not effectively relieve teachers' pressures by providing them with appropriate space for professional development. As some of the school management failed to have a full grasp of individual policies, they gave teachers undue orders or requests, such as reorganizing minutes of meetings of recent years etc. in dealing with ESR, resulting in unnecessary or excessive workload for the teachers.
- A small number of schools needed to boost teachers' morale and their sense of belonging. The school management did not adopt an open attitude in accepting teachers' views to enhance communication with them. Team spirit was not fully developed to foster collaboration among subject panels/committees.

#### **2.2.4 Staff Management**

##### **Strengths**

- Most of the schools assigned teaching and administrative work according to the ranks, experience and specialities of teachers as far as possible. The distribution of work was clear, fair and reasonable. Over half of these schools took account of teachers' wishes, and enhanced transparency through discussion with teachers to gain their acceptance towards the distribution of work. Some of the schools deployed teachers flexibly in the distribution of teaching and non-teaching duties to meet the development needs of the school, such as school-based policies of specialized teaching and catering for the students with special educational needs. A small number of schools formulated plans to involve teachers in administrative work to facilitate the implementation of policies, and also provide further training to those moving up the management ladder.
- Schools generally paid attention to the professional development of teachers, allocating resources in line with the schools' areas of concerns and teachers' needs. Some schools had assigned a task group or teacher to plan and coordinate teachers' professional development programme. A majority of schools provided the staff with various external and school-based training and promoted teachers' professional exchanges by means of collaborative lesson

preparation, peer lesson observation and sharing sessions. To raise the professional capabilities of the teachers, a small number of schools intentionally promoted research in pedagogy or action research, participated in collaborative programmes run by tertiary institutions or arranged exchanges abroad. Most of the schools maintained comprehensive information for professional development and training records of teachers that were useful in the planning and follow-up of the teachers' professional development needs.

- Most of the schools provided teachers with active support. Apart from creating room for teachers by means of allocating resources to hire additional staff and deploying non-teaching staff to support teaching, study grants for continuous development were also provided to meet the development needs of the schools. Over half of the schools rendered appropriate support and training to the newly recruited or less experienced teachers. Through mentor programme and peer partnership programme, teachers were able to adapt to their work and integrate into the school culture in a short time.
- Over half of the schools had established an appraisal system with well-defined goals, clear procedures and sufficient coverage. The appraisal process was fair, just and open with focus on reflecting the strengths and weaknesses of the staff for the promotion of professional development. A small number of schools had established well-defined assessment criteria, and staffs were consulted in the formulation process to enhance transparency. Most of the schools had introduced the mechanism for self-evaluation of teachers to encourage self-reflection and self-improvement. Furthermore, a small number of schools implemented the mechanism for evaluation of panel heads and school head by teachers to enhance accountability.

#### Areas for improvement

- Less than half of the schools fell short of having an ideal appraisal system. The objectives of appraisal were not clear and major assessment items in teaching and non-teaching areas were not included. Feedback appropriate to the development needs of teachers was insufficient and hence could not effectively promote reflection and enhance professional development in teachers. The middle managers in a small number of schools only provided opinions for the school management on the performance of the staff. They failed to play the appraiser and monitoring role to acquire deeper understanding and assess thoroughly on the capabilities and professional development needs of teachers. Such arrangement undermined the effectiveness of the appraisal system to a certain extent.
- A small number of schools were not able to formulate school-based professional development strategies for teachers that were in line with the schools' areas of concern. Information gathered from appraisal was not effectively utilized to map out long-term and short-term professional development plans to meet teachers' development needs and enhance their professional capacity.

## 2.2.5 Planning and Management of Resources

### Strengths

- The school management of most schools was well aware of the schools' financial situation and deployed the resources according to the development needs so that areas of concern could be addressed to. The SMC of most schools were concerned about the financial management. It could review regularly the use of financial resources and monitor the financial operation according to strict budgetary approval procedures and relevant management mechanism to ensure the proper use of resources. The subject panels/committees in general could examine regularly their use of funds. Some schools even set up a finance panel for budget formulation and established a mechanism to monitor and review regularly the income and expenditure, so that tasks could be carried out effectively and better outcomes could be achieved. The financial operation was transparent in most schools. They reported their financial situation to the parents through their school websites and school newsletters etc.
- Most of the schools could make good use of the Capacity Enhancement Grant (CEG) to increase their manpower, e.g. employing additional teachers, teaching assistants, information technology (IT) assistants and external instructors, etc. to relieve the workload of teachers and create more capacity for them. The CEG was also used to provide diversified activities and learning experiences for students and support those with special learning needs. Over half of the schools could actively solicit external resources e.g. the Quality Education Fund, subsidy from other organizations and resources from the Parent-Teacher Association (PTA), etc. to develop their areas of concern and implement other projects so that the effectiveness in learning and teaching could be enhanced.
- Most of the schools had fairly good facilities and ample resources, and their IT and library facilities were adequate. Teaching resources were properly provided and managed. Schools were able to make good use of campus space to provide additional facilities related to their own development characteristics, e.g. campus broadcasting station, visual arts gallery and reading kiosk, etc. Schools also decorated their special rooms purposefully. They also endeavoured to improve the learning environment, beautify the campus, display students' work and disseminate information, etc. to create an attractive school environment and enhance the learning atmosphere for students. A small number of schools also arranged activities catering for students' needs outside school hours to enrich their school life. Facilities including the library and IT centre, etc. were open after school hours to support learning and help develop the reading habit and self-learning abilities of students.
- In most schools, teachers were provided with accessible space to keep their teaching resources. The teaching resources were also kept, maintained and updated in accordance with the established guidelines and procedures and proper control was seen. Most of the schools used IT facilities to develop their own teaching and learning database that teachers and students could access through the school network.



## Areas for improvement

- The subject panels/committees in most schools did not know adequately how to draw up a budget for their expenditure according to the school's areas of concern and the subject's development needs. The subject panels/committees in a small number of schools failed to review the position and effectiveness of their spending regularly and could not properly use the information to make necessary modifications to their plans for the next financial year.
- Financial planning in a small number of schools was not properly drawn up. No effective mechanism and procedure was found for the staff to participate in budgeting and financial review. Planning and use of resources would be more relevant to the development needs of the school and subject panels/committees, and greater efficacy could then be achieved otherwise.

### 2.2.6 Summing Up

- Schools that have undergone ESR attained the most outstanding performance in the area of "Planning and Management of Resources", but less satisfactory in the "Self-evaluation". This situation was similar to that of last year. Although schools showed improvements in formulating the areas of concern and greater attention was given to the collection and analysis of data in evaluating the performance at various levels, most of the schools failed to internalize the spirit of SSE and lacked self-motivation, and thus affected their continuous self-improvement. Most schools had not been able to fully grasp the use of data, especially the internal assessment information of students, to examine the problems in learning, teaching and students' development so as to review the effectiveness of their work. When success criteria were devised, the qualitative criteria in relation to the objectives and strategies were very often overlooked, and thus the outcomes could not form a comprehensive view. There was still room for improvement in the self-evaluation mechanism so that the function of quality assurance could be adequately achieved. The school performance in "Planning and Administration", "Professional Leadership" and "Staff Management" was quite good. Most of the schools had a clear organization structure and valued the participation of teachers in decision-making. Teachers were also assigned teaching and administrative work according to their ranks, experiences and specialities. Staff was provided with various external and school-based training. However, the appraisal system required further improvement in nearly half of the schools. School heads in most of the schools were well experienced in administration, had educational vision and were familiar with the developments in education. Nevertheless, the leadership and monitoring functions of nearly 30% of the school management and nearly half of the middle management had yet to be strengthened. The school management in a small number of schools should actively enhance their communication with the teachers and the collaboration among the subject panels/committees.

## 2.3 Learning and Teaching

### 2.3.1 Curriculum

#### Strengths

- The curriculum in a vast majority of the schools was in line with curriculum reform and the coverage was sufficiently broad. Over half of the schools were able to devise the school-based curriculum as well as long term and yearly focus areas for curriculum development according to the needs of students and school development. The objectives of the curriculum were clear and specific. A small number of secondary schools had started to plan for the new senior secondary curriculum by trying to integrate related subjects to offer Liberal Studies, and the planning of their curriculum was forward looking.
- Schools were active in implementing the key tasks to help students develop independent learning abilities as well as positive values and attitudes. A great majority of the schools endeavoured to promote “Reading to Learn”, with more than 80% of the schools formulated it as their area of concern in the previous three years. To encourage students to develop good reading habits, suitable reading activities were arranged, including reading schemes, reading lessons, morning/afternoon reading sessions, etc. to create an atmosphere conducive to reading. Reading strategies were taught in some primary schools in relevant subjects to help students grasp their reading skills, and the effects were gradually apparent. Most of the schools introduced “Moral and Civic Education” (MCE) by means of diversified activities and curriculum. The positive values and attitude of students were developed through morning assembly, personal growth learning programme, service learning and thematic activities, etc. “Project Learning” was introduced in over half of the schools, and among them over half employed the cross-subject approach, and arranged outdoor learning activities, such as visits and field trips etc, to develop students’ study skills. As regards “IT for Interactive Learning”, over half of the schools earnestly improved their hardware facilities. They built up on-line platforms for teachers to share the teaching resources, and also developed self-learning and teaching software to facilitate student learning. IT facilities in a small number of schools provided relevant support for project learning and helped to improve students’ abilities in data collection and report writing through the use of computer.
- Most of the schools were determined to develop the generic skills of students. Apart from focusing on developing students’ communication, creativity and critical thinking skills, schools also looked into students’ needs and further developed their skills in studying, collaboration and problem-solving, etc. through relevant subjects and activities. This was properly arranged. Over half of the schools also focused on promoting biliteracy and trilingualism. In English Language, native English-speaking teachers were employed to teach the subject and assist in curriculum adaptation. Along with this, activities such as “big books”, phonics, writing and reading, etc. were introduced, and English Corners were also set up. All these provided more opportunities and facilities to encourage students to use more English. As regards Chinese

Language teaching, a small number of schools participated in the related seed projects and student-oriented education. A small number of schools also introduced the character-learning approach and creative writing. Individual schools even adopted Putonghua to be the medium of instruction in Chinese lessons. Students were developed to be biliterate and trilingual through various measures and strategies.

- To tie in with curriculum reform, nearly half of the schools arranged life-wide learning opportunities for students to enrich their experiences. Co-curricular activities introduced in over 30% of the schools were closely related to the curriculum. Apart from visits and field trips, individual schools even organized visits to the mainland and video-conferences with students in foreign countries, and the nature of which was quite diversified. As regards catering for learner differences, a great majority of the schools could timely identify students who needed enhancement and remedial measures. With measures like remedial teaching groups, Intensive Remedial Teaching Programmes in Primary School and enrichment courses, etc., learning support was provided for students. Some schools adopted the ability grouping approach, arranged curriculum adaptation and after-school tutorial classes according to students' abilities. Individual schools also organized Primary 1 (P1) adaptation courses or Secondary 1 (S1) bridging courses to help newcomers adapt to the learning environment, and such arrangement was appropriate.
- Lesson time in schools was in general appropriately arranged. Over half of the schools arranged lesson time flexibly to tie in with curriculum reform and school-based curriculum. Various measures, including school-based curriculum periods, co-curricular activity time, reading time, project learning week, etc. were introduced. Double periods or collaboration lesson preparation periods were also arranged so that teachers were allotted sufficient time for learning activities and lesson preparation to optimize the use of their lesson time. Schools in general could deploy the resources properly for curriculum development, e.g. using CEG to employ additional teachers or teaching assistants to support the implementation of their curriculum. A small number of schools also used the Quality Education Fund to develop their major concerns such as reading schemes and project learning, etc. In addition, nearly half of the schools also solicited external support to assist teachers in developing the curriculum.
- Schools in general had committed themselves to promoting professional exchanges among teachers so as to establish a collaborative culture. Collaborative lesson preparation and peer lesson observation were carried out in a majority of the schools to promote the culture of professional sharing. A number of schools organized review meetings regularly to enhance the learning and teaching effectiveness through discussion, reflection and improvement recommendations. In a small number of schools, professional exchanges and collaborative culture were further enriched through collaboration among subject panels/committees and cross-subject collaborative teaching. A small number of schools set up a task group to systematically review the effectiveness of various curriculum measures. Some of the primary schools, the curriculum coordinators could fulfill the functions in curriculum leadership

effectively, follow curriculum reform closely, plan, coordinate and develop school-based curriculum practically. They strove to assist colleagues to implement the various curriculum programmes and had had shown remarkable performance.

#### Areas for Improvement

- The planning for the implementation of the key tasks was not comprehensive enough in a small number of schools. Some schools did not provide sufficient guidance to students on reading strategies. Some schools failed to duly merge MCE into subject teaching. Neither could they promote independent learning and develop students' generic skills effectively. Project learning in some schools was still at the initial stage and the study skills of students had yet to be developed. As regards IT for interactive learning, the progress in a small number of schools was slow and self-learning software for students was yet to be developed.
- There was still room for development in catering for learner differences. Curriculum adaptations and implementation strategies in a small number of schools did not suit students' abilities and needs, and thus were ineffective in helping students learn and meet their diversified needs.
- The group in charge of curriculum development coordination or some subject panels/committees in a small number of schools could not adequately function in curriculum planning and management. Their supervision on curriculum development was inadequate. In most of the schools, subject panel heads were not given the proper authority to conduct lesson observation and see how effective the curriculum was in order to carry out reviews and give support to curriculum development. A small number of schools failed to formulate specific success criteria based on curriculum objectives, and therefore could not effectively evaluate the overall curriculum development.

#### **2.3.2 Teaching**

##### Strengths

- A small number of schools were able to take students' needs into account and devise teaching strategies for the whole school to promote interactive learning in class. Teachers in these schools could generally use the whole-school teaching strategies, such as group learning activities, and give students opportunities to answer questions, participate in discussion and presentation. The collaborative and communication skills of students were strengthened and the effect was pleasing.
- In general, teachers possessed good communication skills. Their clear and organized explanations as well as eloquent demonstrations of the teaching contents were conducive to students' better understanding of the lesson. Teachers in about half of the schools could set out specific teaching objectives. Their lessons were well planned with well-organized

activities. Teaching thus proceeded progressively and was effective in facilitating learning.

- Most teachers possessed sufficient subject knowledge. They were conscientious in teaching and lesson preparation was adequate. They were friendly and maintained a good rapport with students, thus creating a harmonious learning atmosphere in class. They could also manage the classroom discipline properly, so teaching was conducted smoothly and students could learn effectively.
- Teachers in nearly half of the schools could use teaching resources properly to facilitate student learning, e.g. using classroom resources and teaching aids like real objects and pictures, etc. to motivate students' learning and strengthen the teaching effects. Most teachers could use IT to support teaching and display the teaching materials and contents appropriately. Students' interest in the topics was aroused and they could understand and master the contents better.
- Teachers in a small number of schools were able to relate the topics to students' own knowledge and experiences and arrange class activities relative to their abilities and interests, e.g. group discussion, presentation and role-play, etc. Students' learning motives were sustained and their initiative in learning was aroused as they were allowed adequate opportunities to discuss and exchange views to strengthen classroom interaction, and develop generic skills in communication, collaboration and problem-solving, etc. Some teachers could also tactfully incorporate self-evaluation and peer evaluation to nurture students' critical thinking skills and the spirit of self-improvement.

#### Areas for Improvement

- Teachers in nearly half of the schools did not give sufficient praise and encouragement to students. They therefore could neither boost students' confidence and motivation in learning nor reinforce their positive behaviour. As for students' responses, teachers did not provide timely follow-ups and specific feedback to help students construct knowledge.
- In nearly half of the schools, teachers' questioning techniques were merely mediocre. Their questions mostly focused on checking the knowledge students had acquired rather than using different levels of questions to provoke students' thinking. As the questions were not stimulating enough, teachers could not effectively guide students to reflect and boost their creativity, and hence students' critical thinking skills and creativity were not fully developed. Most teachers also failed to take account of the unique features of the subject and inject elements of creativity in class aptly to develop the students' creativity.
- Teachers in nearly half of the schools had low expectations of their students. As a result, the depth and breadth of their teaching could hardly suit their students' learning abilities, and the difficulty of class activities and tasks was not being elevated sufficiently to develop students' potentials fully.

- In some English Language lessons or subjects using English as the medium of instruction, teachers used a mixed code of English and Chinese. They were not able to stick to the language policy of using English as the medium of instruction. Students were not provided with a suitable language learning environment, one with greater exposure to listening and more opportunities to use the language, to boost their confidence and raise their proficiency in English.
- Class interaction in most of the schools was average. Lessons were teacher-centred, focused on the chalk-and-talk approach and were textbook-bound. Students' participation was insufficient. Interaction between teachers and students as well as among the students was inadequate. Effective ways to encourage students to engage in proactive learning were absent. For lessons with group learning activities, some of the activities did not have clear objectives and failed to tie in with the learning and teaching objectives. The planning of some activities was not thorough enough and did not match with students' abilities and their prior knowledge. Before the group activities commenced, instructions or requirements from teachers were not clearly given. During the activities, some teachers did not follow closely to give timely guidance and feedback to help students construct knowledge. They also failed to master the techniques in leading group activities, and as a result the effectiveness of collaborative learning and group learning was weakened.
- IT was seldom employed for interactive learning in class, and instead it was mainly used for displaying teaching materials and lesson contents.
- In the aspect of catering for learner differences, most teachers could not flexibly adjust their teaching strategies or contents to cater for students' varied abilities, needs and performance and could hardly develop their potentials appropriately.

### **2.3.3 Student Learning**

#### **Strengths**

- Students in a majority of the schools were attentive in class. Class discipline was good and students showed interest in learning. They could follow teachers' guidance in class activities. They were willing to respond to teachers' questions and were cooperative. Students in a small number of schools were proactive. They were eager to express their views and raise questions to clear up doubts so as to understand the topics better and improve learning. For lessons with group activities, most students were active and willing to share with their classmates.
- Most students could comprehend and master the learning objectives of their lessons. In a small number of schools, students were able to use appropriate learning strategies, including preparations before lessons, listening attentively in class, jotting down key points on their own initiative, etc. to facilitate learning. As seen from their assignments, students in some of the schools could master the IT skills, including searching websites and collecting, organizing,

analyzing and presenting information, etc. to complete their tasks such as project learning reports. A large number of students had already developed the habit of on-line reading.

- Students in over half of the schools were able to express themselves well in Chinese verbally. From students' responses to questions raised by teachers or discussions with classmates and oral presentations, the meanings expressed were in general complete. Their speech was clear, eloquent and organized. Their communication skills were quite good and some students also displayed sufficient confidence.
- Schools were active in trying various means to promote reading, e.g. whole-school morning/afternoon reading sessions as well as other reading award schemes and activities, etc. Consequently, students' interest in reading was enhanced and students could in general read in silence during the reading sessions. From the key performance measure data, about 60% of the primary students read once or more per week, or borrowed reading materials from their school library once every two weeks.

#### Areas for Improvement

- Given the restrictions of the teacher-centred approach, the mode of learning in most of the schools was of a passive nature. Most of the time, students listened to teachers' elaborations and followed teachers' instructions to carry out class activities. Students seldom took the initiative to ask questions or express their views. Learning strategies such as jotting down key points and pre-class preparation, etc. had yet to be promoted. In general, students' self-learning abilities should further be strengthened.
- In less than half of the schools, students' power of expression in oral Chinese was mediocre. Their vocabularies were not rich as seen from their responses and reports. Contents of their reports were too simple and they had inadequate expression skills and confidence. When using English, most students were not capable of using the language fluently and they lacked confidence. Their answers were mainly in short phrases and they did not get accustomed to using English to express their views and communicate with the teachers. On the whole, students needed to strengthen their ability of expressing themselves well in English.
- The critical thinking skills and creativity of students in over half of the schools were average. There were insufficient opportunities to develop students' critical thinking skills and creativity. Students generally failed to make use of the learning opportunities in class to reflect and carry out in-depth analysis and examination of the topics covered.

#### **2.3.4 Performance Assessment**

##### Strengths

- Most of the schools had formulated clear assessment policies according to curriculum reform

and curriculum development objectives. They had suitably adopted formative and summative assessments. Some schools could strike a balance between “Assessment of Learning” and “Assessment for Learning”. Apart from using tests and examinations for summative assessment, diversified modes of assessment were also adopted. Nearly half of the schools adopted assessment modes other than tests and examinations systematically so as to have a comprehensive assessment of students’ learning progress. Project learning was most commonly used, and other methods, like daily assignments, class performance, reading reports, etc. were also widely employed. Individual secondary schools assessed students’ performance by means of on-line exercises, experimental tasks and international assessment programme, etc. Furthermore, different modes of assessment by various parties were adopted. In addition to teacher assessment, peer assessment and self-assessment were implemented in certain subjects to encourage students to reflect and improve learning. Some schools also invited parents to participate in assessment, enabling them to gain more insights into their children’s studies.

- Most schools could formulate appropriate student assignment policies for all subject panels/committees to follow. Schools paid attention to the effectiveness of the assignments and endeavoured to design diversified assignments. A majority of the schools designed assignments that would develop the generic skills of their students. Apart from communication skills and creativity, they also gave priority in developing students’ skills in collaboration, study, problem-solving and the use of IT. A small number of the primary schools also managed to develop their students’ generic skills through the design of project learning and the effects were gradually seen. A small number of schools could design excellent assignments that were related to their students’ life experiences, so that the students could demonstrate what they had experienced in real life. This arrangement was appropriate.
- More than half of the schools had clear question-setting guidelines and a proper examination papers review mechanism to ensure the effectiveness and fairness of their assessment system. The frequency of tests/examinations was generally appropriate, and individual schools could suitably reduce the number of tests/examinations to create capacity for teachers and students to engage in more learning and teaching activities. The coverage of tests/examinations was sufficient. A small number of schools used open-ended questions to assess students’ abilities more extensively, in particular their skills in thinking and analyzing. Subject panels/committees were able to provide clear marking schemes for teachers’ references. As regards catering for learner differences, some schools adopted a fair assessment policy. The contents of their tests and examinations had taken into account the abilities of both low and high achievers. A small number of schools also made special test or examination arrangements for students with special educational needs, e.g. enlargement in the font size of test/examination papers, extended examination time, oral reading of test/examination contents, etc. Learners’ special needs were properly taken care of.
- Students’ assessment information was systematically recorded in most schools. A small number of schools uploaded the assessment information on their own intranet for teachers’ easy



reference and follow-up. Individual schools also had a special register for recording students' non-academic performance so that more comprehensive assessment information was maintained.

- Over half of the schools used different means to keep parents informed of the academic and non-academic learning progress of their children, e.g. report cards, activity records, school intranet, parents' association, exhibitions to display the outcomes of project learning and task reports, etc. Individual schools also used learning portfolios to enable the parents to better understand their children's learning.

#### Areas for Improvement

- Some schools had not formulated a whole-school policy for the implementation of "Assessment for Learning". A small number of schools still focused on summative assessment and their modes of assessment lacked diversification.
- The test/examination papers of a small number of schools still focused on checking students' rote memorization of the knowledge taught and failed to assess students' learning progress comprehensively. In a few Chinese-medium schools, English questions were included in the test/examination papers at the junior level. The medium of instruction policy was not strictly adhered to and students with slower progress were especially affected.
- Most schools could not make good use of the assessment information to improve learning and teaching. Although reviews were made after tests or examinations, the focus was placed on comparing students' marks. There was not any in-depth exploration of students' strengths and weaknesses or evaluation of the effectiveness of learning and teaching. As a result, no specific follow-up plans were formulated to enhance learning.

#### 2.3.5 Summing up

In the domain of 'Learning and Teaching', schools performed relatively well in the area of "Curriculum". They could largely formulate their long term plans and ASPs for curriculum development according to curriculum reform and school needs. They also attached importance to enhance students' generic skills and facilitate teachers' professional development. Schools also showed considerable achievements in "Performance Assessment". Some schools employed diversified modes of assessment and assessment by various parties to evaluate and discern the learning progress of students. As for "Teaching", there was much room for improvement, in particular in the area of class interaction and catering for learner differences. Teaching was mainly teacher-centred and class interaction was inadequate. Teachers had yet to employ suitable teaching strategies to cater for learner differences. Regarding "Student Learning", there was also much room for improvement. Students were passive in learning and were not provided with adequate opportunities to develop their self-learning skills. This reflected the close correlation between

learning performance and teaching performance.

## **2.4 Student Support and School Ethos**

### **2.4.1 Support for Student Development**

#### **Strengths**

- A great majority of the schools paid much attention to the support for student development. They had drawn up goals in this area according to the school's own vision, trend of education reform and students' needs. SDPs and ASPs were also devised with reference to these goals. To carry out their work, schools deployed internal resources and actively solicited external resources to provide diversified support services for student development to meet students' various needs. Over half of the schools had a clear support framework with a clear delineation of duties. Task groups were also established according to the development needs so that the support services could be planned more comprehensively. As such, different subject panels/committees were well coordinated to realize the goals of development. Some schools had their monitoring function effectively carried out and they could make use of the school-based information and various data to evaluate the quality of their services. They also had proper follow-up measures for continuous service improvement.
- Most schools had established their own policies and priorities for support services. A series of support schemes and activities, with wide coverage and in diversified modes, were implemented to facilitate students' whole-person development. The support programmes and activities in some schools were carefully planned. They were carried out with cross-committee collaboration to integrate the activities of all the subject panels/committees. A whole-school participation atmosphere was created, which had proven to be effective in addressing the needs of students at different stages.
- The school rules and the system of reward and punishment were clear and reasonable in most schools. They used a positive approach to nurture good behaviour and attitude. In handling students' misconduct, about 40% of the schools could provide opportunities for students to realize positive behavioural change and encourage them to improve. Individual schools also revised the school rules and their system of reward and punishment where necessary. They could also obtain opinions from parents and students in a timely manner and gained their support. In over half of the schools, the Discipline Team and Guidance Team were supportive to each other and with good collaboration. They formulated appropriate policies for discipline and guidance, and carried them out with concerted efforts. The two teams could also provide appropriate professional counselling for students in need and could follow-up students' problems.
- Most schools provided activities relevant to students' abilities and interests to enrich their learning experiences and develop their potential. The types and modes of extra-curricular

activities were diversified and with sufficient coverage. Some of them had proper coordinating and monitoring mechanisms to ensure the students had fair chances to participate in activities. They could also provide financial support to students in need. Individual schools recorded students' participation and performance in the activities systematically, and commended those with outstanding performance.

- In most schools, MCE was promoted through formal curriculum and diversified activities to cover various areas of value education. A small number of schools could even devise their own development theme and the coordination among various subject panels/committees was effective, and achieved significant results. A small number of schools also tried to make good use of life events to encourage students to pay more attention to current social affairs. Under specific contexts, students were asked to analyze specific issues from different perspectives and their positive values and attitude could be gradually developed. Nearly half of the primary schools and a small number of secondary schools endeavoured to develop students' spirit of serving others and sense of responsibility by various internal and external serving opportunities. A small number of schools also organized different kinds of activities to enhance students' knowledge of their mother country and the Chinese culture to strengthen their national identity and the effect was quite good.
- More than half of the schools could provide relevant orientation support for new students to facilitate their early integration into school life. As regards the guidance on further studies and career, most of the schools could provide suitable information for students. A small number of secondary schools could even approach this strategically by inviting professionals or working alumni to participate in mentor schemes. Through such activities, students had a better understanding of themselves and were properly guided to consider their plans for future studies and career as well as to get more prepared for future development.
- Most schools had established mechanisms and procedures for the early identification of students with special educational needs and arranged professional referral and follow-up services for them. For schools admitting students with special educational needs, over half of them provided various means of support, such as enrichment/remedial lessons, Peer Support Assistance Scheme, individualized learning support programmes, etc. to cater for students' different needs and let them integrate into school life.

#### Areas for Improvement

- Although most schools had formulated relevant support policies, the coordination and monitoring mechanisms in some schools were still incomplete in supporting various subject panels/committees in planning their work according to their needs. There was insufficient coordination among different subject panels/committees, and also inadequate supervision on the progress of implementing support services. The assessment information was not used to examine the effectiveness of their work, and so the overall efficacy of the support services was affected.

- The discipline and guidance work was just superficial in a small number of schools. Their activities or programmes could not meet students' needs. The disciplinary and guidance skills of the teachers were inadequate and fell short of implementing disciplinary and guidance policy of the school.
- A small number of schools had to strengthen their coordination in extra-curricular activities. They could not yet plan activities according to students' interests and abilities. They had not provided students with ample opportunities and fair chances for participation in activities, and obviously, the needs of junior primary students were relatively more neglected. A small number of secondary schools failed to provide sufficient opportunities to develop students' skills in leadership and activity planning.
- The coordination of MCE in a small number of schools was insufficient. The planning of the related curriculum could not fulfill the school objectives. Teachers also did not possess adequate skills to implement MCE and failed to embed the elements of value education into the subject curriculum or activities. They had to put in more professional training in this area.
- As regards the support to students with special educational needs, a small number of schools could not provide adequate and relevant support to help such students integrate into school life. The skills of teachers in supporting students with special educational needs also had to be enhanced.

#### **2.4.2 Links with Parents and External Organizations**

##### **Strengths**

- Most of the schools had devised policies on home-school cooperation and could use various channels to maintain contact with parents. They also organized various forms of activities and parent education, and through these the parents were informed of the school development and student learning. The schools had a good relationship with parents. Most of the parents were supportive and had faith in the schools. They concurred in the direction of school development and were glad to cooperate with the schools and in expressing their opinions. A small number of proactive schools could even maintain an open campus, allowing parents to get to know more about the school policies and to convey their views through parent lesson observations, evaluation of students' project works, etc. A small number of schools even set up resource centres to effectively aggregate the parents and enhance their sense of belonging to the schools.
- The PTA of more than half of the schools could help enhance home-school communication. They enthusiastically planned a variety of activities to establish effective links with parents. Committee members in general participated passionately to bring benefits to the students.

Volunteer parents in most of the primary schools were proactive and enthusiastic. They provided great support by committing themselves as interest class tutors, leading students to participate in outside activities after school, taking care of students during lunch time, while these also helped strengthen the bond between the schools and the parents.

- Most of the schools could maintain a close link with external organizations by strategically drawing on outside resources to support school development in various areas and to effectively support students' development, such as widening students' learning experience by allowing them to take part in volunteer community services or activities. About half of the schools could even tactically co-organize activities on professional exchange, curriculum development, teaching research, etc. with educational organizations to help enhance the schools' learning and teaching quality.
- About 20% of the primary schools and half of the secondary schools could motivate their alumni to support the schools, such as setting up scholarships, or donating funds to support the schools' development projects, or to act as tutors in school activities.

#### Areas for Improvement

- Though the majority of schools could aggregate some of the enthusiastic parents to participate in school activities, parents in general were not proactive in understanding the development of the schools. Schools needed to put in more effort to encourage parents to participate in school activities.
- The links with the alumni were weak in some of the schools. These schools were unable to motivate their alumni strategically to support the school development. While some alumni were concerned about school development, a formal mechanism had yet to be developed for them to participate in the decision-making process.

### **2.4.3 School Culture**

#### Strengths

- A great majority of staff was conscientious about their work and maintained good relationship with one another. They proactively dealt with the reform and strove to enhance quality in learning and teaching. Most schools encouraged collaborative lesson preparation and peer lesson observation. Teachers of half of the schools even actively sought cooperation with external professional institutions to jointly conduct teaching research. Subject professional exchanges or open lessons were organized to allow teachers to learn from one another and to explore ways to improve learning and teaching. They made concerted efforts to develop the school into a learning organization. Some schools also improved staff morale in the process of developing their self-evaluation culture.

- Teachers of a large majority of the schools were friendly and approachable and gave great consideration to students' feelings. They had taken positive approaches to guide students' development and establish mutual trust and respect with them.
- Students in the majority of schools respected their teachers. They cared about their peers and maintained a harmonious and cooperative relationship. Senior students of over half of the schools had developed a sense of commitment. They took the initiatives to lead, support and care for junior students to help the latter integrate into school life.
- Students of over half of the schools and staff of a majority of the schools had developed a strong sense of belonging towards the school. Students felt grateful for the teaching and guidance provided by teachers. They enjoyed school life, actively participated in various activities and were proud of their school. With long years of service in school, teachers concurred and supported the development goals of the school and served the school with dedication.

#### Areas for improvement

- A minority of teachers had yet to grasp the techniques and opportunities to care for the students. They could give more timely praises and encouragement to students to enhance a caring culture.
- The management of some schools had insufficient concern for the pressure and needs of the staff and there was no appropriate support and encouragement to enhance staff's morale and job satisfaction. With a lack of collective discussion culture in a minority of schools, teachers had no consensus and ownership of the school policy. Communication between the management and the teachers needed to be strengthened and team spirit had yet to be promoted.
- Teachers in a minority of schools were not sufficiently active in support of the school reform and development. Though some schools had started to work towards self-evaluation, their awareness of self-perfection was still weak. They were not able to make timely review and reflection to enhance the efficiency in their teaching.

#### **2.4.4 Summing Up**

In the domain of 'Student Support and School Ethos', much emphasis was placed on "Support for Student Development" in a large majority of the schools and policies for support services based on the schools' needs were devised. A variety of support services in line with the policy were provided for students by the panels/committees to promote whole-person development of students. Yet the coordination, planning and monitoring of the work among subject panels/committees needed to be strengthened in a small number of schools to further enhance the effectiveness of support service. As regards "Links with Parents and External Organizations", a great majority of the schools could fully realize the policies of home-school cooperation and maintained good relationship with parents. The schools maintained close links with external organizations, and tapped outside resources to support school services and development. However, the school efforts in urging the parents and alumni to support school development needed to be strengthened. In the area of "School Culture",

over half of the students had a sense of belonging and loved their school life. About half of the schools established a harmonious atmosphere and constantly strove for improvement. Nevertheless, a minority of staff lacked sufficient job satisfaction and their team spirit needed further strengthening. Staff efforts in some schools had yet to be drawn close together for the continuous development of the school.

## **Student Performance**

### **2.5.1 Attitude and Behaviour**

#### **Strengths**

- Students in a majority of schools had positive attitude towards learning and were attentive in class. They followed teachers' instructions and were willing to participate in activities during their lessons.
- Students in most of the schools were polite, friendly and approachable. They showed good discipline and had fine relationship with their teachers. They were receptive towards guidance, obedient and cooperative in class.
- A majority of students could get along well with each other and the peer relationship was good. Students of over half of the schools loved their school life and enjoyed participating in school and external services.
- Students of about half of the schools had developed a sense of responsibility and strove to serve their school. They displayed high level of competency and actively participated in their work. Student leaders in nearly half of the secondary schools could exert their leadership to assist the schools in organizing various kinds of activities.
- Students in nearly half of the schools boldly expressed themselves and communicated with others gladly. Students in a minority of schools had good interpersonal and social skills and were capable of getting along well with other people.

#### **Areas for improvement**

- In a small number of schools, students were passive towards learning and did not have high expectations of themselves. They lacked initiative and motivation in learning, and this was comparatively more prominent with secondary school students.
- Students in less than half of the schools lacked confidence and had low self-perception. Their self-image needed to be raised. This was more noticeable among secondary students.

- Self-management skills and concentration were found to be insufficient among students in a small number of schools. Students' self-discipline and guidance on class routine needed strengthening. This was more apparent in primary schools.

## **2.5.2 Participation and Achievement**

### **Strengths**

- In the past three years, as compared with the overall performance of Hong Kong day school students, over 30% of secondary schools had a higher percentage of students scoring 14 or higher points in the six best subjects and over 40% of them had a higher percentage of students with 5 passes or above in the Hong Kong Certificate of Education Examination (HKCEE). Taken into account the S1 student intake, over 30% of secondary students performed well or excellent in the HKCEE. As for the primary schools, students of nearly half of the schools had good or excellent academic performance.
- A majority of schools provided opportunities for students to participate in internal and external activities and competitions. A good variety of activities with wide coverage were provided, including those of academic, cultural, arts, physical, and service-based activities. Students were supportive in participating in inter-school activities and competitions. Most schools could achieve outstanding performance in at least one competition event.

### **Areas for improvement**

- In the past three years, as compared with the overall performance of Hong Kong day school students, over 30% of secondary schools had a lower percentage of students scoring 14 or higher points in the six best subjects in the HKCEE. The percentage of students with 5 passes or above was comparatively lower as well. Taken into account the S1 student intake, over 20% of secondary students' performance was unsatisfactory in the HKCEE. As regards the primary schools, students' academic performance of individual schools was unsatisfactory and their English proficiency posted a greater concern.

## **2.5.3 Summing up**

On the whole, students performed better in the area of "Attitude and Behaviour" than in "Participation and Achievement". Students in general showed good discipline and were receptive, and maintained a harmonious relationship among themselves. They were given opportunities and were willing to participate in internal and external activities and competitions. However, they lacked sufficient initiative and motivation towards learning, and their academic performance had yet to be improved.



## 2.6 Chapter Conclusion

In the 2004/05 school year, over half of the schools participating in ESR showed stable to encouraging performance in the 14 areas of evaluation. Since the implementation of the “School Development and Accountability” (SDA) policy by the EMB, schools have been able to respond positively towards social demands for quality education and have progressed steadily in the four domains. In the domain of ‘Management and Organization’, schools attained the most outstanding performance in “Planning and Management of Resources”. However, the weak performance found in the area of “Self-evaluation” indicated that more attention should be paid to the various elements of SSE, particularly in the formulation of success criteria and the use of data.

In the domain of ‘Learning and Teaching’, schools displayed better performance in the area of “Curriculum” and performed quite well in “Performance Assessment”. Yet school performance in “Teaching” and “Student Learning” still had much room for improvement. Teachers still used the expository approach and class interaction was insufficient. Little regard was paid to learner differences. As teaching paradigms have direct impact on the effectiveness of student learning, teachers should speed up their paradigm shift in teaching.

Most of the schools showed good performance in various areas of the ‘Student Support and School Ethos’ domain, with “Links with Parents and External Organizations” being the most outstanding. Schools could fully realize the policy of home-school cooperation and tapped outside resources to support school development. However, the staff in a small number of schools had low job satisfaction and their team spirit needed strengthening. As regards school performance in the domain of ‘Student Performance’, the “Attitude and Behaviour” area appeared to be better. In “Participation and Achievement”, “non-academic performance” was quite good as students actively participated in activities. For “academic performance”, particularly in learning initiative, improvement was warranted.

It is undeniable that schools’ performance in SSE closely interlinks with their sustainability in development under SDA. To sum up the overall performance of schools in “Self-evaluation”, most schools had started to promote self-evaluation, formulated areas of concern in line with the education trends and the school context, and reviewed the effectiveness of their work in various domains through their school-based self-evaluation mechanism. However, most of the schools had not yet internalized the spirit of self-evaluation and lacked self-driven initiatives. Besides, a majority of the schools were not able to fully utilize various assessment data for an in-depth analysis of the problems to inform self-improvement. The use of assessment data, especially in “Teaching” and “Student Learning”, should be promoted. Through assessment data analysis, schools should be able to fully grasp students’ strengths and weaknesses as well as their diversities in learning. This could help focus on the development of a tailor-made curriculum and teaching strategies geared towards students’ needs and elevate the effectiveness of learning and teaching.

## Chapter 3

### Thematic highlight:

#### Summary of major findings of focus inspections

### **3.1 Introduction**

This Chapter summarizes the major findings gathered from various focus inspections conducted in 2004-2005 to facilitate the examination of the performance of schools in Hong Kong from different perspectives and levels. The scope of inspection focuses is wide, including Chinese Language Education, English Language Education, Mathematics Education, Catering for Learner Differences and Promoting Curriculum Planning and Development through School Self-evaluation. Information provided in this Chapter can enable readers to have a more thorough and solid understanding of the education development in Hong Kong.

## 3.2 中國語文教育

### 3.2.1 視學目的及方法

- 二零零四至零五年度共有兩所小學接受質素保證全面視學、14 所小學和 13 所中學接受科目重點視學，另 60 所中學和 73 所小學接受校外評核<sup>註1</sup>。視學人員透過質素保證全面和重點視學，與校長、科主任和本科教師面談，查閱科務資料、學生習作及試卷，詳細了解本科的學與教情況；又結合校外評核共進行 366 次本科觀課，包括小學 219 次、中學 147 次，蒐集所得的資料和數據，加以整理、分析，寫成《中文科報告》。
- 本摘要撮述報告所交代的學與教情況及需關注的事項，供有關方面參考。整體而言，學校在各範圍的表現平穩<sup>註2</sup>，小學以學生表現、課程及學生學習三個範圍相對較佳；中學以課程和學習評估相對表現較佳；然而，在自我評估方面，分別有部分小學及小部分中學的表現未如理想。

### 3.2.2 學生學習表現

- 學校十分鼓勵學生參加校內、外的活動和比賽；小學生的參與尤為積極。學生最多參與香港學校朗誦節、閱讀獎勵計劃和作文比賽，相對來說，他們在朗誦比賽的表現較佳。
- 學生學習方面，近半數小學課堂及三成多的中學課堂被評為優異或良好。他們學習態度良好，普遍上課留心，遵守課堂秩序，樂於參與分組活動，並能掌握課堂目標。他們主要透過聆聽教師講解、閱讀學習素材及回答教師提問等方法學習，部分學生會摘錄筆記。小學生具較佳的學習動機和興趣，但中、小學生都很少主動提問，亦未能善用學習策略進行自學。
- 學生的閱讀理解能力良好，但囿於教師的教學模式和期望稍低，高層次的分析能力較遜，具判斷和評鑑能力的中學生也不多。學生的寫作能力自高小階段出現較明顯的差異；小部分表現良好的高小學生能扣題選材，文章內容充實，文筆流暢，敘事有條理，並能抒發己見或發揮創意；部分表現良好的中學生能按題發揮，文詞暢達，又能運用不同的修辭和寫作手法，表現創意和想像力，更以記敘和抒情文的表現較佳。然而，大部分學生的寫作表現未如理想，辭彙貧乏，文句和篇章組織弱，錯別字也較多。學生的聆聽態度和能力頗佳，約半數中學生的口語表達良好，說話有條理，措辭恰當，但小學生的說話能力一般，部分學生答題時信心不足，說話的內容和條理也有待改善。共通能力方面，由於課堂的互動活動增加，學生在

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註<sup>1</sup> 校外評核主要從學校層面了解其運作情況，而非以個別科目的表現作評論對象。故此，本報告主要反映透過質素保證全面視學和科目重點視學所掌握的本科情況，只在「教學」和「學生學習」兩範圍，結合校外評核中本科評核人員的本科觀課記錄一併分析。此外，本年度視學人員也曾到八所特殊學校進行校外評核，由於各特殊學校的校情不同，學生需要有所異，故本報告內容並不包括該等學校的情況。

註<sup>2</sup> 各範圍包括學生表現、課程、教學、學生學習、學習評估、資源策劃和管理、自評的機制和實施，有關的評估內容見《香港學校表現指標 2002》。

溝通能力方面有較佳的發揮，但創意和批判性思考能力則尚待進一步培養。

### 3.2.3 教學表現

#### 3.2.3.1 良好表現

- **科務運作順暢，推展的校本課程新措施配合課程發展的趨勢。**中、小學科主任多能有效統籌及協調科務，日常運作順暢。共同備課愈見普遍，有利教師協作，以及推展校本課程的新措施。絕大部分小學有在課程中滲入校本元素，如初小高效識字教學、古詩文誦讀和自編中華文化學習材料等。中學的初中新課程已推行至中三，發展語文能力、提升語文素養的新課程精神漸為教師認識，個別學校自行設計校本單元，亦有學校設計校本聽說或閱讀課程。四個關鍵項目的推展以閱讀最受重視，除中文廣泛閱讀計劃及不同的閱讀活動外，大部分學校安排閱讀課或早讀時段，也有部分學校參加「每日一篇」網上閱讀計劃，以鼓勵學生培養恒常閱讀的習慣。學校大多設立本科網頁或資源庫，方便師生搜尋資料；中學教師在課堂上使用資訊科技的效能較佳。超過半數小學已嘗試以跨科協作形式開展專題研習，而大部分中學在初中有系統地指導學生進行專題研習的技巧；中、小學教師均關注在課程中滲入德育及公民教育的元素。
- **組織多樣化的課堂活動，鼓勵互動學習。**中、小學均有四成左右的教師在課堂教學方面表現優良，他們能按學習重點組織有效的課堂活動，並能運用不同的教學資源和視聽器材作輔助，以引發學生的學習興趣，其中以初中的語文科和高中的語文及文化科的課堂活動較多樣化。中、小學均有四成課堂安排分組活動，以加強學生的參與；效果較佳者，分組目標明確，指示清晰，要求較具體，互動和協作的效果良好，能有效提升學生的學習。整體而言，教師已較過往重視課堂互動以提升學生的參與和學習。
- **能按課程發展安排適當的評估和習作。**學校均訂有明確的學習評估政策，評估普遍能涵蓋讀、寫、聽、說各範疇。大部分學校能通過持續性評估評核學生的日常表現，亦開始引入如專題研習等的評估模式，以及多方參與如家長評估、學生互評等方法，以更全面反映學生的學習表現。大部分教師能為學生布置分量和類型適切的練習，並能用心批改，給予回饋及認真跟進學生的改正。

#### 3.2.3.2 有待改善的情況

- **普遍未能透過自評達至自我完善。**學校大都未能掌握編訂本科周年計劃的方法，如工作目標過多、成功準則欠清晰，或未善用適當的方法評估工作成效等。部分學校有檢討計劃的推行成效，但未有據檢討結果制定來年的工作計劃；學校亦多未能運用學習評估數據，分析學生的學習表現，以調整課程和教學策略。
- **課程整體規劃不足。**學校均以教科書為依據，因應校本情況加以調整，但大部分學校著眼於各級教學重點的編擬，忽略級與級之間的銜接和不同學習階段的整體發展，部分學校亦未有留意各學習範疇的互相配合。此外，

課程規劃亦鮮有照顧學生的學習差異。整體而言，課程的規劃工作仍需加強。

- **關鍵項目的效能尚待強化。**學校推動閱讀雖漸見成效，但培養學生從閱讀中學習，發展自學能力，尚見不足。學校在本科安排學生進行專題研習愈見普遍，但仍未能有系統地發展學生的綜合、分析和評鑑等研習能力。教師運用資訊科技亦漸趨純熟，但學生應用資訊科技學習的機會則需加強。教師把德育及公民教育元素融入相關課題亦見隨機和稍欠系統。整體而言，學校仍未能就發展四個關鍵項目，制定明確的發展計劃和推行策略，進一步發揮關鍵項目的深層作用。
- **教學效能尚待提高。**兩成小學課堂和四成中學課堂仍以教師為主導，學生的參與機會不足。此外，部分教師的提問過於簡單直接，未能有效啟發學生思考。中、小學教師均有四成課堂安排分組活動，但由於教師仍未充分掌握相關的教學技巧，過半數的分組活動成效未見突出。教師大多對學生的學習差異關注不足，多未能靈活調適教學內容和策略以切合學生的能力和需要。
- **促進學習的評估尚有改善空間。**學校能配合初中新課程調整評估策略，但多未能準確評估學生理解、分析和應用語文的能力，高中的學習評估更偏向公開試主導；部分小學在閱讀理解考核方面層次偏低，寫作卷的提示亦過多。學校雖有持續評估學生的學習表現，但卻未能有效運用評估所得資料，針對學生的進展作出跟進，以促進學習果效。

#### 3.2.4 關注事項

- **深化教師對自評工作的掌握。**本科訂定的發展目標，須更對焦聚焦，加強前瞻性的規劃。工作評估方面，本科須就工作目標擬訂適切的評估準則，並運用有效的評估工具，準確評鑑各項工作的成效。本科亦須善用評估資料，因應學生語文能力的強弱訂定改善的計劃，並切實執行。整體來說，學校宜為教師提供相關的培訓，協助他們掌握策劃、推行和評估工作的技巧，使能有效透過自我評估達至自我完善。
- **加強課程整體規劃。**學校須注意各學習階段學習重點的整體規劃，加強課程的銜接性和連貫性，以及各學習範疇的有機組合。此外，學校須就照顧學生學習差異制訂明確的目標和策略，在課程規劃、課堂教學及學習評估方面切實擬訂適當的措施，以收拔尖保底之效。學校亦須適時檢討課程的實施，訂定改善的方案，並切實跟進。
- **進一步發揮關鍵項目的深層作用。**學校除著意提升學生的閱讀興趣和能力外，尚須努力引導學生邁向「從閱讀中學習」，從而提升學生的自學能力。此外，學校須切實因學生的學習水平，就運用資訊科技進行互動學習及專題研習訂定更明確的發展計劃和推行策略，推動學生主動學習，以改變他們較為被動的學習模式。
- **促進課堂互動，提高教學效能。**教師宜因應學生的能力和需要，對學生設

定適切的期望，靈活運用不同的教學策略，促進課堂互動；並須著力發展學生的讀、寫、聽、說及共通能力，提高學生的語文素養。安排分組學習活動時，教師需緊扣本科學習設定明確的學習目標，給予學生清晰的指示和具體的要求，提高學生的互動學習的效益。教師也需改善提問技巧，以啟發和引導學生高層次思考，培養學生的思維能力。教師亦須因應學生的學習差異，適當地調適學習內容及教學策略，以照顧不同學生的學習需要。

- **進一步落實促進學習的評估。**學校宜以提升學生語文水平、發展思維和研習能力為目標，制定學習評估的政策。習作的布置須增加訓練學生應用語文，發揮創意，培養思維和自學能力；測考設計亦應更多融入開放性題目，以促進學生的綜合、分析和批判性思考等能力。此外，學校須善用學習評估所得資料，深入分析學生的學習表現，並針對學生的學習需要，適當修訂課程及調整教學策略，提升學與教的效能，以確切落實促進學習的評估。

### 3.2.5 總結

- 綜合二零零四至零五年度的視學所見，大部分學校均努力配合本科課程及課改趨勢，推展校本課程的新措施以提高學生的語文能力和學習興趣，惟本科課程的整體規劃以及自評工作仍需強化。教師的教學範式漸見轉移，較重視透過課堂的互動以提升學生的參與和學習表現，但效能尚待進一步提升。學生的表現方面，中、小學生都喜愛參與本科的課外活動和比賽，並在朗誦方面有較佳的表現；此外，本年度接受視學的中學，分別有 85% 及 69% 學校的學生在過去一年中學會考中國語文科和高級補充程度會考中國語文及文化科，考取的及格率高於全港日校考生及格率。課堂所見，中、小學生的學習態度普遍良好，掌握基本的學習策略，閱讀和聆聽能力較佳，但寫作和說話能力的差異較為明顯，而高階思維、共通能力和多樣化學習策略的應用皆有待進一步培養。

### 3.3 English Language Education

#### 3.3.1 Purpose and Inspection Methodology

- This brief summary highlights the main report findings and key issues that require attention. In the 2004/05 school year, the Inspection Section conducted Quality Assurance (QA) inspection in 2 primary schools, English Language Education Key Learning Area (KLA) focus inspection in 16 primary schools and 31 secondary schools using Chinese as the medium of instruction (CMI), as well as External School Review (ESR) in 73 primary and 60 secondary schools <sup>Note 1</sup>. To understand the current situation of learning and teaching of English in schools and identify good practices and key issues for school improvement, the English subject inspectors collected information in the schools through QA and focus inspections by conducting lesson observations, interviewing the Principals, English Panel chairpersons, English teachers and students, scrutinising school documents, assessment papers and students' assignments as well as observing co-curricular activities. In addition, the findings on classroom teaching and learning in the report were supplemented by 539 lesson observations conducted by the English subject inspectors in ESR including 261 and 278 lessons in primary and secondary schools respectively.
- In brief, the school performance in different aspects of English Language Education was in general acceptable except that in self-evaluation of which a third of the primary and nearly half of the secondary schools <sup>Note 2</sup> performed unsatisfactorily. The performance in the primary schools inspected was in general better than that of the secondary schools. About half of the primary schools performed well in the aspects of student performance and curriculum, and more than one-third of them performed well in learning and planning & management of resources.

#### 3.3.2 Student Performance

- Schools encouraged the students to participate in the Hong Kong Schools Speech Festival and other inter-school competitions such as writing competitions and reading award schemes. Among the various inter-school competitions, the students in general performed better in the Speech Festival with encouraging results. In a majority of the primary schools inspected, the students participated actively in English-related co- and extra-curricular activities (ECA) such as reading award schemes, English Day/Week and drama whereas a majority of the secondary students showed little interest in participating in English co- and ECA.
- While the students generally showed interest in learning English, a range of learning abilities was noted in the English lessons. The quality of classroom learning was relatively better at the primary level than that of the secondary level with nearly half of the primary students

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Note 1: ESR mainly focuses on assessing the schools' performance at the school level and not assessing the performance of individual KLAs. Therefore, this report mainly reflects the findings on English KLA collected from QA and focus inspections, and the data from lesson observations conducted by English subject inspectors during ESR is included in the analysis of teaching and learning. While ESR was conducted in 8 special schools in the 2004/05 school year, in view of the unique situation of the special schools with varied curriculum design to meet the students' special needs, the findings of English teaching and learning in these schools are not included in this report.

Note 2: Different aspects include student performance, curriculum, teaching, learning, performance assessment, planning and management of resources, and self-evaluation mechanism and its implementation. For details about the related aspects, please refer to The Performance Indicators for Hong Kong Schools (2002).

performed well in the lessons observed. As for the quality of classroom learning at secondary level, a majority of the students performed satisfactorily while about a quarter of them were more engaged.

- A majority of the students in the primary and secondary schools inspected were attentive to the teachers' presentation and well behaved during English lessons. They could follow the teachers' instructions to complete the tasks assigned. They were mostly willing to respond to questions in simple English and primary students were particularly keen to participate in language games and activities. Students could mostly grasp the objectives of the lessons. A majority of the students displayed a passive attitude to learning English though. Their language development strategies were in general weak. The secondary students barely did note-taking or pre-lesson preparation. However, it was encouraging that some primary students demonstrated the ability to use the dictionary as an aid to learning and applying phonics skills to pronounce words when cued by teachers.
- As regards language skills development, students in general performed better in listening and reading. The junior primary students showed more interest in reading and had greater confidence in learning English. Secondary students in general were weak in analysing text and their higher-order thinking skills were yet to be developed. As for communication skills, some of the senior secondary students discussed actively with their peers and could articulate their thoughts clearly and fluently. However, the pronunciation and speaking skills of a majority of senior primary students and secondary students were weak. They were soft-spoken and could mostly produce single-word answers. They seldom gave extended answers or asked questions for clarification. The students in general lacked confidence in using English to communicate and interact with their teachers and peers. Most students did their assignments conscientiously. A majority of senior secondary students could produce well-organised compositions and some could write well-developed essays. With mastery of a limited range of vocabulary and expressions, a majority of junior secondary students had difficulty in expressing their ideas in English. Mechanical errors and faulty expressions were commonly found in students' assignments due to mother-tongue interference. Some senior secondary students could not use proper expressions and structures for writing. Some senior primary and secondary students, however, were able to use information technology (IT) skills when doing task-based projects. Given the limited teaching strategies for cultivating students' generic skills and teachers' low expectations, a majority of the students had yet to develop their creativity, communication and critical thinking skills.

### **3.3.3 Teaching Performance**

#### **3.3.3.1 Major Strengths**

- **Growing awareness to align focuses of the programme plan with the school's developmental priorities and recommendations in the English Education KLA Curriculum Guide.** In most of the secondary and half of the primary schools inspected, the English panel programme plans were aligned with the schools' developmental priorities and



major concerns. A considerable number of these schools duly emphasised catering for learner diversity and one or more of the Four Key Tasks in planning their school-based English curriculum. Positive steps were taken in most schools to promote a reading culture in collaboration with the school library through organising a variety of reading activities and structured reading sessions. Most schools adopted an English extensive reading scheme and reading award schemes and some schools participated in “A Passage A day” – an online reading programme to cultivate students’ reading habit. Some schools incorporated language arts elements into the English curriculum, which was more evident at junior primary level. Phonics and dictionary skills were systematically taught in some better-performed schools to nurture independent learning ability. A majority of the secondary schools adopted project learning to develop students’ language development strategies and generic skills but this was only evident in a small number of the primary schools inspected. Elements of moral and civic education were incidentally incorporated into the English curriculum or through cross-curricular learning and project learning in some schools. Most schools incorporated the use of IT for presentation in class teaching to stimulate students’ interest. The secondary schools performed relatively better in promoting self-access language learning as well as developing subject home pages with web links and resources banks on the school intranet to facilitate teaching and learning of English.

- **Organising language activities to encourage interactive peer learning.** Among a total of 493 and 680 English lessons observed in the primary and secondary schools respectively, less than half of lessons at primary level and about a third of them at secondary level showed pleasing teaching performance. Most of the teachers were approachable and supportive. A majority of the lessons observed were generally well prepared with clear objectives. These lessons were mostly characterised by appropriate use of teaching resources, clear and systematic teacher presentation, good teacher-student rapport and well established classroom routines. It was encouraging that nearly half of the English lessons observed in primary schools and more than one-third of the secondary schools provided class interaction of good quality and that teacher-student and student-student interaction was actively fostered. Yet, only some teachers were able to provide clear demonstration and guidance in the course of language activities to bring about effective peer interaction to practise the target language and skills. In the more effective lessons, teachers adopted varied teaching strategies to cater for learners’ diverse needs. Moreover, due regard was given to purposeful, authentic and communicative use of the language to sustain students’ motivation and interest.
- **Appropriate design of assignments and assessment which were aligned with school-based curriculum development.** Most of the schools inspected had clear policies and some had comprehensive guidelines on the setting of assignments and assessment to cover the four language skills. Continuous assessment was commonly adopted to gauge students’ progress and achievements. To cater for learner diversity, some schools aptly included in their assessment papers items of different levels of difficulty. In addition to teacher assessment, different modes of assessment such as peer, parent and self-assessment were adopted in project learning, and some parents even gave English remarks. Moreover, some schools introduced

a good variety of assignments including free writing tasks to develop students' creativity and communication skills. About half of the teachers gave timely and adequate feedback to students, suitably highlighting their strengths and weaknesses.

- **Smooth operation of the English subject panel work with appropriate allocation of resources according to the developmental needs of the panel.** The English panels in most schools were systematically organised with the panel chairperson(s) and level co-coordinators working cooperatively to support the implementation of the panel work. A majority of the schools made effective use of the Capacity Enhancement Grant and/or tap external resources to support the teaching of English. Most of the schools flexibly deployed funding and manpower resources to carry out split class teaching and offer remedial and enhancement programmes to cater for learner diversity. A majority of the schools set up an English Corner/Room as an activity area for conducting English-related activities, and the resources were relatively well utilised in primary schools. A majority of the NETs played a supportive role in promoting the use of English in the schools by conducting oral lessons as well as organising festive events and various interesting activities in English Day/Week. The expertise of the NETs in the primary schools was well tapped in promoting reading. A majority of the NETs in these schools conducted collaborative lesson planning and staff development programmes with English teachers to develop school-based literacy programmes.

### ***3.3.3.2 Areas for Improvement***

- **Weak self-evaluation in monitoring curriculum implementation for self-improvement.** In a majority of the schools inspected, the English programme plans lacked clear focused targets, appropriate evaluation methods and specific success criteria with emphasis on the impact of learning and teaching to gauge the effectiveness of curriculum implementation. Though the annual review of programme plans and major activities conducted was an established practice, most of the English panels could not systematically review the curriculum and pedagogy using assessment data from various sources. As emphasis was mostly laid on planning and review of the teaching focus of individual levels, there was a lack of review of students' performance across levels to facilitate vertical curriculum planning. Aside from reviewing administrative panel work, in-depth sharing and discussion on pedagogy and students' learning difficulties during panel and level meetings was only evident in a small number of schools. Most schools were not able to make effective use of their assessment and evaluation data to inform curriculum planning and pedagogy.
- **Inadequate attention to the creation of an English-rich environment on the school campus and outside class.** In creating an English-rich environment, about two-thirds of the CMI secondary schools inspected displayed unsatisfactory performance. There was generally a lack of an English print-rich environment on the school campus while the English Corner/Room was not properly utilised as an activity centre in these schools to cater for students' interests and to provide them with additional opportunities for exposure to English. Similarly, a quarter of the CMI schools performed unsatisfactorily and about two-thirds were acceptable in the effectiveness of the English co- and ECA to provide students with

pleasurable learning experiences. Despite the good effort made to arrange English-related activities in primary schools, a majority of them were found merely acceptable in this respect as there was a limited variety of co- and ECA and that they were organised for a small number of selected students.

- **Inadequate emphasis on developing language skills, language development strategies and generic skills.** A majority of the lessons observed at secondary level and about half of the lessons at primary level were dominated by teacher talk and were textbook bound. These lessons were characterised by a lack of appropriate teaching strategies for cultivating students' generic skills, in particular communication skills, critical thinking and creativity. The questions posed by a majority of the teachers mainly stressed factual recall, usually with insufficient wait time and prompts to guide students to elaborate their answers, justify their views and stimulate their thinking. Apart from organising reading-related activities, there was inadequate effort in developing students' reading skills and strategies. Teachers tended to emphasise coverage of language forms, resulting in inadequate opportunities given to develop students' mastery of language skills. Furthermore, most of the teachers had low expectations of their students' learning and little effort was made in developing students' self-study skills. Among the different aspects of teaching, the performance in catering for learner differences in the English lessons was least satisfactory with about one-fifth and a quarter of the primary and secondary lessons rated as unsatisfactory in this respect. A majority of the teachers did not optimise split class teaching and remedial teaching. Little effort was made to try out differentiated teaching strategies or tailor the learning materials to cater for students' diverse abilities.
- **Slow progress made in implementing assessment for learning.** Much was yet to be done to achieve a balance between 'assessment for learning' and 'assessment of learning'. There was a heavy reliance on pen-and-paper assessments. In some primary schools, too much emphasis was placed on dictation while students' performance in speaking and listening was neglected. Similarly, different modes of continuous assessment including verbal presentation by students and classroom observation by teachers were inadequately used. There was also a lack of timely and quality feedback provided in lessons and on written assignments to help students reflect on their learning for further improvement. At secondary level, direct marking was generally adopted with little room for students to assume responsibility for their own learning and develop their editing skills. In some schools, excessive emphasis was placed on sentence making, resulting in the neglect of contexts and discourse. At the junior secondary level, the assessment items on usage tended to be decontextualised with undue emphasis on testing the students' knowledge of the language form. Writing assessment tasks were too heavily guided, resulting in inadequate assessment of students' integrative use of the language in meaningful contexts. The design of senior secondary assessment papers was too exam-oriented. Only some schools attempted to develop students' critical thinking and creativity through appropriate design of assignments and assessment. Regarding the use of assessment data, a majority of the teachers were not adept at diagnosing their students' strengths and weaknesses to inform curriculum planning and teaching.

### 3.3.4 Key Issues

- **Strengthening school-based curriculum planning to enhance students' language development strategies and generic skills.** To enhance students' language development strategies and generic skills, schools should duly consider their students' developmental needs and interests in setting priorities for development to ensure vertical coherence of the English curriculum. More emphasis should be placed on reinforcing the integrative use of the four macro language skills and promoting quality peer interaction in the English classroom. The task-based approach should be reinforced to engage students in communicative tasks through which they use the language in an integrated and purposeful manner. In addition, the Four Key Tasks could be further promoted with concrete implementation plans to develop students' reading skills and strategies, project learning skills and use of IT for interactive learning. Further efforts need to be made to engage students actively in group projects and other authentic learning activities to help foster their research and presentation skills, critical thinking, creativity and other self-study skills.
- **Creating an English-rich environment to provide students with quality exposure to English.** An English-rich environment is vital in that it provides students with essential exposure to English and at the same time motivates them to learn and use English. However, such a language environment is lacking in a majority of the schools inspected. Schools should incorporate the use of English both inside and outside English lessons, and strive to create a lively and encouraging school and classroom atmosphere conducive to the learning of English. The school premises could be optimised for authentic materials in English, including students' work, to be displayed and for more regular interesting language activities to be hosted. The school and class libraries and the English corner/room could be inviting places stocked with a good variety of materials for co-curricular activities and self-access learning. In this connection, the NETs could be better deployed, in particular in secondary schools, to play a leading role in creating an authentic, pleasurable English-speaking environment to enrich the language learning and cultural experiences of the students.
- **Strengthening self-evaluation and assessment for learning.** With reference to their students' language performance, schools should work out a concrete school-based curriculum plan embracing clear focused targets and corresponding strategies with a sound built-in monitoring and review mechanism for evaluating curriculum implementation. At the school and panel levels, priority should be accorded to enhancing teachers' assessment literacy and their mastery of the concept and skills for self-evaluation and assessment for learning. In so doing, teachers would be better equipped to use diversified assessment modes to collect valid evidence of students' learning so that they could make better use of assessment data to diagnose students' performance and subsequently inform curriculum planning.

- **Strengthening curriculum leadership and enhancing professional sharing on pedagogical issues via networking.** In the light of the latest curriculum development trends, there should be regular, formal and informal discussions on pedagogical issues and channels for sharing good practices within and across schools. Teachers could explore and plan for innovative curriculum initiatives, in a bid to enhance the quality of teaching and learning. Moreover, emphasis should be placed on familiarising teachers with the adoption of thought-provoking, open-ended questions in lessons and in assessment. Curriculum leaders, including the English panel chairpersons, level coordinators, school heads, deputy heads and school curriculum development coordinators, generally need to strengthen their roles in planning, directing and supporting school-based English Language curriculum development, taking into due consideration the latest curriculum development trends, contextual factors, and promoting a culture and climate of shared goals and professional development, all geared to maximising student learning outcomes. Peer lesson observation, collaborative lesson preparation and peer coaching could be promoted as means to support panel members and to facilitate the development of a learning culture.

### 3.3.5 Concluding Remarks

- Findings of the inspection in the 2004/05 school year reveal that there is a growing awareness among the English panels of local primary and secondary schools to align their programme plans with the school's developmental priorities and the latest curriculum development trends so as to enhance students' language abilities and sustain their motivation to learn English. Teachers tended to organise more language activities to encourage interactive peer learning. There was smooth operation of the English subject panel work with appropriate allocation of resources according to the developmental needs of the panel, in particular to cater for learner diversity through split class teaching and remedial teaching. However, there is a need to strengthen school-based curriculum planning to enhance students' language development strategies and generic skills. Moreover, schools should strengthen curriculum leadership, self-evaluation and assessment for learning as well as enhance professional sharing on pedagogical issues via networking. In respect of student performance, primary students showed more interest in participating in English co- and ECA. Among the various inter-school competitions, the students in general performed better in the Speech Festival with encouraging results. As observed in the English lessons, a majority of students were attentive to the teachers' presentation and well behaved in class. As regards language skills development, students in general performed better in listening and reading, and displayed significant differences in writing ability. Given the limited teaching strategies for cultivating students' generic skills and teachers' low expectations of learning, a majority of students have yet to develop their creativity, communication and critical thinking skills and language development strategies.
- The passing percentages of the students in the 2003/04 school year in about half of the schools inspected were above the territory averages of day-school students in the Hong Kong

Certificate of Education Examination (HKCEE) English Language Syllabus A, the HKCEE English Language Syllabus B and the Advanced Supplementary Level Use of English Examination respectively.<sup>Note 3</sup> The value-added performance of students in 32%, 25% and 30% of the schools inspected was above the territory level in the above examinations respectively.

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Note 3: The student performance in public examinations in this inspection report is based on findings from a total of 82 schools inspected including focus inspection in 31 CMI secondary schools, and ESR in 51 secondary schools (18 EMI schools and 33 CMI schools) with English subject inspectors.

## 3.4 Mathematics Education

### 3.4.1 Aims and Methods

- To understand the current situation of learning and teaching (L&T) of Mathematics in schools, various inspection exercises were conducted during the 2004/05 school year, which included Quality Assurance (QA) Inspection for 2 primary schools; Focus Inspection for 17 secondary and 18 primary schools; and External School Review (ESR) for 60 secondary and 73 primary schools <sup>(Note 1)</sup>. During QA and Focus inspections, subject inspectors collected information through interviewing school heads, panel chairs and subject teachers; scrutinizing school documents, students' assignments and assessment papers. In conjunction with ESRs, a total of 669 lessons were observed accounting for 297 and 372 lessons in secondary and primary schools respectively. The data and information so collected together with the observations of the schools' extra curricular activities for mathematics are analyzed, interpreted and presented in the Inspection Report on Mathematics.
- This summary captures the main findings of the inspection report in respect of L&T, and issues of concern. In sum, the schools' performance in the various aspects of L&T of Mathematics is in general acceptable <sup>(Note 2)</sup>. More than half of the primary schools perform comparatively better in the aspects of Student Learning and Student Performance. As for the secondary schools inspected, the aspects of Student Learning and Learning Assessment outshine others. However, schools' performance in Self-evaluation mostly falls short of expectations.

### 3.4.2 Student Learning and Performance

- Students in general participate actively in schools' co-curricular activities, like mathematical games, competitions and mathematics trails. Most of the secondary schools organize training for the more able students for competitions like the Hong Kong Mathematics Olympiad and inter-school tournament as a means to nurture their caliber. Students respond positively and perform satisfactorily while many of them win prizes of award. Likewise, a number of the primary schools provide enhancement training for their achieving students and nominate them for a number of local mathematics competitions including the National Primary Mathematical Olympiad-Hong Kong District Competition with impressive performance. Quite a number of the primary schools also arrange their students to take part in the International Assessments for Schools (Mathematics) and some of the students get splendid results.

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Note 1: Given that ESR provides understanding of schools' performance from a whole-school perspective rather than a subject-specific approach, the present report reflects the findings pertaining mainly to the QA and Focus Inspections conducted. However, in analyzing schools' performance in Teaching and Student Learning, the findings of subject inspectors through lesson observations during ESRs were also incorporated. Further, the findings of the ESR conducted for 8 special schools during the school year were not included, given the diversified school context and needs of their students.

Note 2: The various aspects of L&T under consideration cover Student Performance, Curriculum, Teaching, Student Learning, Performance Assessment, Planning and Management of Resources, and Self-evaluation. The Performance Indicators 2002 provides further details.

- As reflected in nearly all the lessons observed, primary and secondary, students are with good learning attitude, attentive, and in general exhibiting learning interest and motivation. They show readiness to respond to teachers' questions and are able to proceed with the learning activities following teachers' instructions. Nevertheless, students tend to be passive and are not self-initiated enough to raise questions or to clarify issues. They rely mainly on listening as their key learning skill which reflects their lack of multiple learning strategies, and their inadequacy in raising questions, in making use of reading and information technology (IT) for acquiring the knowledge and idea needed. In those secondary school lessons with quality learning performance, students are active and fully engaged in class activities. They raise questions, seek to express views, jot down key points and are serious in completing the class assignments. A minority of the secondary school students shows a strong thinking and IT capacity and are able to express accurately using appropriate mathematical language. With regard to Student Learning, primary school students perform better in the dimension of Measure and Data Handling, showing a good grasp of the essential computational skills. As for secondary school students, they show better performance in the dimension of Measure, Shape & Space. While they manage to master in general the essential manipulative skills and are able to organize systematically the computational process, their collaborative skills, critical thinking and problem-solving skills remain to be strengthened.

### 3.4.3 Teaching Performance

#### 3.4.3.1 Major Strengths

- **Smooth operation within the mathematics panel with a growing concern for the professional development of teachers.** In most of the schools, teaching manuals and guidelines are in place, covering assessment policy, homework policy and grading of assignments, providing a useful reference for teachers in managing the panel and teaching tasks. Smooth operation within the panel is maintained. The panel's performance is generally monitored through inspecting students' assignments, scrutinizing the teaching plans and examination papers, and through lesson observations by the panel chair, a practice more readily found in secondary than in primary schools. In secondary schools, Deputy Panel Chair and Form-coordinators are commonly appointed in a similar manner as teachers are designated for coordination on a level basis in the primary school setting to assist the panel chair. In respect of professional development and collaboration, most schools adopt peer lesson observation while a number of primary schools take a step forward by actively organizing intra and inter schools sharing sessions, which contribute to the capacity enhancement of the teachers. Some classroom pedagogical initiatives are being administered in individual schools along with collaborative lesson planning and peer lesson observation as measures that promote reflection on the effectiveness of the teaching plans and improvement of pedagogical designs. Some primary schools engage themselves in school-based curriculum development and in collaboration with associated organizations in taking forward curriculum initiatives and action researches like Developing Thinking Skills Through Mathematics Curriculum, and Learning Outcome Framework etc., with a view to promoting



L&T effectiveness. While in secondary schools, most of them are able to apportion appropriate curriculum time in the light of the curriculum development trend of Mathematics. Individual secondary schools are trying out with a Five-minute Presentation Plan which aims at cultivating students' learning interest and nurturing their learning ability through encouraging the students to present what they have learnt from reading extra-curricular mathematical books, and to share their reading experiences.

- **Class teaching with clear objectives and delivery, and hearty application to lesson preparation.** In primary schools, teachers perform relatively better in the dimension of Data Handling. With good professional knowledge, secondary school teachers show better performance in the dimension of Measure, Shape & Space. As a whole, teachers prepare the lesson seriously with clear foci; deliver the lesson smoothly in a clear and well-structured manner while maintaining a harmonious relationship with the students. Class discipline is effectively maintained with a pleasurable learning atmosphere. In line with the spirit of curriculum reform, quite a number of primary school teachers employ collaborative learning to foster interactive peer learning and collaboration among the students which in turn activate their studies with more self-initiative and interest. Also, some secondary school teachers are designing learning activities adopting an enquiry approach, coupled with structured questioning and the effective use of IT, to spark off students' thinking and facilitate their knowledge construction. They make use of appropriate teaching strategies like adjusting and breaking down the subject matters, providing graded questions and suitable class activities and assignments to cater for learner diversity.
- **Conscientious marking of student assignments; examination papers of good quality.** On the whole, the quantity and frequency of student assignments of most schools are appropriate and are conscientiously marked, with students' mistakes clearly pinpointed, and their corrections duly followed up. Some teachers manage to provide specific and encouraging feedback for their students, highlighting their strengths and weaknesses for improvement. The frequency of tests and examinations is appropriate and schools scrutinize the test and examination papers as a kind of quality assurance mechanism. The examination papers are in general of good quality, with adequate coverage, clear charts and diagrams, justified mark allocation together with detailed marking scheme for teachers' reference. Of the schools inspected, a minority of them adopt open questions to assess the generic skills of the students.

#### 3.4.3.2 Areas for Improvement

- **Shortfalls in Self-evaluation for Self-improvement.** In most cases, subject panel's annual programme plan does not tie in closely with the school's major concerns, nor elaborate with suitable evaluation methods against specific success criteria for timely and in-depth evaluation of its effectiveness. Further, data pertaining to self-evaluation are not adequately made use of for reflection on L&T effectiveness, hampering timely follow-up and improvement measures in respect of curriculum and pedagogical planning. Teachers' understanding of self-evaluation and hence their mastery of the associated techniques need to be strengthened.
- **Shortfalls in Implementing Curriculum Adaptation for Developing Students' Generic**

**Skills and Catering for Learner Diversity.** Primary schools are mostly tempted to adopt the programme plan provided by textbook suppliers, which focuses more on students' computational skills instead of generic ones like enquiry or problem solving skills. Issues of curriculum adaptation in the light of students' interest and ability are relatively seldom addressed. As for secondary schools, curriculum adaptation is mostly not properly undertaken in the light of learner diversity. Individual secondary schools undertake curriculum adaptation without adequate reference to and thorough understanding of the curriculum guidelines. As a result, curriculum continuity across the levels and its completeness at different learning stages are not properly attended to.

- **Shortfalls in Planning and Supporting the Development of the Key Tasks of Curriculum Reform.** Schools in general have yet established specific strategy to incorporate IT elements in the mathematics curriculum for promoting students' interactive learning through IT. Teachers often employ presentation software literally for displaying teaching materials. The ultimate aim of promoting interactive learning is hardly achieved. Regarding Project Learning, most schools tend to rely on data collection and data displaying as the main theme of Project Learning. The idea of using Project Learning for knowledge building, for developing students' self-learning, and other generic skills, like enquiry and problem-solving skills, is not fully capitalized on. As for Reading to Learn, most secondary schools have launched reading schemes at junior secondary level along with hosting sharing sessions on good mathematical books and book exhibitions, and assigning reading time slot during mathematics lesson, yet there are scarcely any follow-up arrangements designed to help extend and substantiate their reading interest in mathematics. Most primary schools have yet formulated reading policy to encourage students reading mathematical books or magazines. In fact, most of the books provided by primary schools tend to associate with mathematics competition and are not conducive to widening students' reading interest. In respect of Moral and Civic Education, schools have yet come up with any specific and substantive planning for fostering Moral and Civic Education through the mathematics curriculum and teaching programme.
- **Shortfalls in teaching effectiveness.** Class teaching is often conducted with a teacher-centred approach, relying heavily on direct exposition by the teacher. Interactive learning opportunities are in general insufficient. Teachers' questioning serves merely the purpose of ascertaining students' progress. They have yet applied graded questioning as feedback to follow up students' response and to guide them in their enquiry process, to enlighten their thinking and to develop their problem-solving skills. In catering for learner diversity, teachers have yet designed graded activities, like peer interactive learning activity for instance, according to the ability of the students; they need to adjust their teaching pace and break down the subject matters in the said context. Also, primary school teachers' performance in teaching the dimensions of Numbers, and Shape & Space is relatively weaker while their secondary school counterparts perform less satisfactorily in the dimension of Data Handling.
- **Assessment Methods Lack variety; Assessment Information not Fully Utilized.** Schools tend to be over-reliant on pen-and-paper mode of assessment, leaving behind other assessment

methods like class observation, enquiry activity, and project work not fully deployed to monitor students' learning progress. Also, the kind of assignment given is more of a computational nature mainly for reinforcing students' subject knowledge, but for assessing students' mastery of the mathematical concept and thinking capacity. Further, most schools have yet made full use of the assessment information through critical analysis to unveil students' strengths and weaknesses for follow-up measures in anticipation of enhanced L&T effectiveness.

#### 3.4.4 Key Issues

- **Refining and Substantiating School Self-evaluation for Self-improvement.** It is imperative that the annual subject programme plan should be drawn up in alignment with the school's development plan, elaborated with appropriate assessment methods and success criteria that would facilitate follow-on self-evaluation. While recognizing the important use of evaluation data for reviewing L&T effectiveness, based on which remediation in respect of curriculum adaptation and other pedagogical planning are practised, schools should seek to strengthen the capacity building of teachers in respect of the planning – implementation – evaluation ritual, stepping up their professional know-how of self-improvement through self-evaluation.
- **Strengthening Curriculum Adaptation for Developing Generic Skills and Catering for Learner Diversity.** Primary school teachers should through making reference to the newly implemented curriculum guide seek to subsume under their school-based curriculum components that are conducive to developing students' generic skills like problem-solving, estimation and mental computation. They could select and adapt appropriate teaching plans provided by textbook suppliers in the light of the interest and ability of their students. With the same mindset, secondary school teachers should adapt the newly implemented Mathematics curriculum along the guidelines thereof and in consideration of the diverse learning needs of their students. They could draw up their school-based curriculum through customizing the subject contents of the non-core section as detailed in the curriculum guide according to their students' interest and ability, and by devising enhancement modules for the more able ones so as to cater for learner diversity.
- **Accentuating the Implementation of the Curriculum Reform Key Tasks.** Schools should, relative to their school context, accentuate the use of IT in students' studies and improve on the design of Project Learning, with a view to fostering self-learning and other generic skills amongst the students effectively. Further, primary schools need to make strategic effort at promoting reading of mathematical books and magazines as a measure for enriching students' learning interest and independent learning ability. Schools are to revisit the overall strategic planning for implementing Moral & Civic Education, given the need to incorporate examples of daily life in regular class teaching and to host relevant learning activities for the students to instill in them the relevance of mathematics to daily life, the receptiveness of responsibilities and the readiness to collaborate with others.

- **Reviewing Learning & Teaching for Enhancement.** Teachers should readily seek to adopt different teaching strategies to meet the needs of their students including their interest, ability and learner diversity. Methods like adjusting teaching pace, organizing suitable class activities, and inducing the students to construct knowledge are relevant. Also, teachers should attempt to reinvigorate class interaction; multiply the opportunities for peer collaborative learning; refine their questioning technique and feedback in order to enlighten students' thinking and to nurture their inquisitive and problem-solving abilities.
- **Enriching the Repertoire for Assessment and Thought-provoking Assignments; Making Informed Use of Assessment Information.** Given the specific context of students' learning needs, subject panels should make good use of other assessment tools in addition to the traditional pen-and-paper mode along with the wider use of open-ended and thought-provoking assignments so as to better assess students' mastery of mathematical concepts and thinking capacity. Further, subject panels are to revisit the use of assessment information for the purpose of analyzing the strengths and weaknesses of students in order to mount informed tailor-made measures in support of their studies.

### 3.4.5 Concluding remarks

- The inspection findings of the school year 2004-05 wind up with the observation that subject panels are not yet proficient in using self-evaluation for strategic planning, while gaps and loopholes are often found in the overall planning in respect of curriculum development and the implementation of the key tasks. There are schools having due regard to enhancing L&T effectiveness attempt to stage some school-based initiatives like organizing peer lesson observations, collaborative planning sessions and classroom pedagogical researches to promote professional collaboration amongst the teachers. Notwithstanding, the expected paradigm shift is yet witnessed amongst most of the teachers and class teaching remains practically teacher-centred, while students' self-learning motivation, critical thinking skills, problem-solving skills and other generic skills not effectively fostered. Regarding student performance, both primary and secondary school students show readiness to take part in the mathematical activities and competitions inside and outside the school; they participate actively, and some of them manage to win prizes of award. Of the cohort of secondary school students under review, 73% of them are above the territory average passing rate of day schools in both HKCEE Mathematics and Additional Mathematics. Regarding their performance in the HKAL examinations, 67%, 85%, 50% and 50% of them perform better than the territory average passing rates of day schools in respectively the subjects Pure Mathematics (AL), Mathematics & Statistics (ASL), Applied Mathematics (AL) and Applied Mathematics (ASL). Also, the findings concur with the observations that both primary and secondary school students in general exhibit learning interest in the subject and are able to master the essential computational skills. While primary school students are able to demonstrate impressive communicative and collaborative skills, their counterparts in secondary schools are able to present the manipulative process in a structured manner. All in all, students' learning initiative, learning strategies, mastery of critical and problem-solving skills fall short of expectations.

## **3.5 Catering for Learner Diversity**

### **3.5.1 Inspection mode and purpose**

During the 2004/05 school year, focus inspections on Catering for Learner Diversity (LD) were conducted in 23 primary schools and 21 secondary schools, with a total of 419 lessons observed (primary: 223; secondary: 196). The aim is to understand and analyse the situation of how schools address the issues related to learner diversity.

### **3.5.2 Major findings**

As a whole, schools continued to perform well in Student Support with a majority of the schools displaying pleasing performance. There was significant improvement in the domain of Management and Organisation with over half of the schools achieving good performance. Schools were relatively weak in Learning and Teaching. The quality of classroom teaching in over half of the lessons observed was merely acceptable with ample room for improvement in classroom practices in addressing LD. About a quarter of the schools were found devising concrete evaluation plans with appropriate success criteria. Though some progress was made in the self-evaluation of catering for LD, the overall performance was far from satisfactory.

### **3.5.3 Management and Organisation**

- Almost all schools formulated policies to cater for LD and established a mechanism for implementation. A majority of the schools adopted LD as a major concern, with a noticeable increase in the number of schools addressing the issue as a prime focus in the subject departmental annual plans when compared with the previous year.
- Schools' internal assessment and teachers' observation remained the major reference for identifying students' diverse abilities. Most of the primary schools made good use of information from parents and professional assessment reports to enhance teachers' comprehensive understanding of students' needs. Streaming by ability and dual-class teacher system were more commonly adopted as a means to cater for LD in secondary schools.
- However, school support measures were more inclined to attending the needs of the less able students. Most schools adopted remedial teaching and conducted pre-lesson and post-lesson remediation programmes. A majority of the secondary schools arranged remedial programmes during holidays. The remedial measures adopted in schools were in general appropriate. To cater for the needs of the more able students, a majority of the schools organised enhancement programmes. Most schools admitted a small number of students with special educational needs and were able to arrange appropriate measures according to relevant guidelines to cater to their needs.

### 3.5.4 Learning and Teaching

- Schools in general heightened the awareness to cater for LD in curriculum planning when compared with the previous year. There were more schools adopting life-wide learning and enrichment programmes, which were widely adopted strategies to enrich students' learning experiences. Though it was not a common practice to adopt curriculum integration to address LD, there were more schools attempting selection and re-organisation of the central curriculum to meet students' diverse needs and abilities, with a few schools adopting flexible learning schedule. About half of the schools made good use of information technology to enhance students' interactive and independent learning through commonly adopted means such as providing online reading and self-access learning materials.
- A majority of the schools made attempts at both the school and subject levels in exploring different teaching strategies to cater for LD, such as organising project learning / lesson study and diversified learning activities to enhance students' learning interest. About half of the schools adopted split-class teaching or co-teaching to better cater for individual needs as well as to enhance teacher collaboration and sharing. However, other plausible strategies such as breaking down the teaching content into smaller parts and cooperative learning were adopted only in a small number of the schools, showing a decrease when compared with the previous year.
- More than half of the lessons observed were well-prepared and organised with teachers displaying good professional knowledge and attitude. A variety of teaching methods were used to enhance class interaction. In general the classroom practices in catering for LD was relatively weak. Teachers were inclined to attending the needs of the average students in their teaching and were not able to use effective questioning techniques to stretch students' potential. There were not many occasions in which teachers deliver timely care or adjust teaching pace in response to students' different needs and reactions, thus inadequate attention was given to catering both the academically more and less able students. In individual remedial lessons observed in the primary schools, the teaching content was not adjusted to suit students' ability, thus unable to enhance students' learning interest. On the other hand, the data analysis on lesson observation reveals that teaching strategies, organisation of learning activities, opportunities for student participation and questioning techniques adopted are closely related to the effectiveness of catering for LD in classroom teaching. This indicates that with students' increased participation in learning through adopting a student-centred approach in lesson preparation and while conducting activities, as well as flexibly modifying the teaching content and strategies, the teachers could invariably enhance catering for LD and the overall learning and teaching effectiveness.
- As observed in the lessons, the overall performance of student learning was acceptable. Students were generally well behaved and attentive in class. They were friendly with each other and could work collaboratively in group activities. Some were willing to respond to teachers' questions and were able to make use of teachers' feedback to improve learning, with others relating what they learnt in their daily life experiences. However, students in

general assumed a passive role in learning and were over-reliant on teachers' instructions. Their learning strategies and independent learning skills had yet to be developed.

- Schools demonstrated some improvement in performance assessment when compared with the previous year. Most schools formulated policies and focus on addressing LD at the subject departmental level. About half of the schools made use of the assessment data to diagnose students' learning needs, improve teaching plans and modify teaching strategies. However, about a-third of the schools made good use of the data to improve the design of assignment/ assessment tasks as well as to help students' improve their learning skills. Teachers in nearly half of the schools inspected gave appropriate feedback in marking students' assignments.

### **3.5.5 Student Support**

Schools on the whole provided adequate and diverse support programmes to cater for students' different abilities. Most schools devised award programmes to recognise students' good performance in conduct, services, and academic work so as to stimulate their learning motivation. There were, however, fewer schools providing training to develop students' learning skills. Around half of the schools showed concern for cultivating students' positive learning attitude through organising thematic talks and personal growth lessons to foster students' learning motivation. Schools in general organised a great variety of interest groups to develop students' potential and boost their self-confidence. Students were also encouraged to participate in voluntary services in both the school and local community to build up their self-confidence and sense of achievement. Primary schools were more active in fostering home-school co-operation, with a majority of them providing relevant training to parents and enhancing their parenting skills.

### **3.5.6 Evaluation and Follow-up**

In addition to conducting statistical analysis on the progress of students' academic results, there was a significant increase in the number of schools adopting non-academic data analysis to evaluate the effectiveness of work plans when compared with the previous year. One plausible reason is EMB encouraging schools to make reference to the results of teachers, parents and students' questionnaire surveys and the provision of the Assessment Programme for Affective and Social Outcomes (APASO) to facilitate review of students' related behaviour and attitude. However, less than half of the schools had the evaluation mechanism in place or conducted annual review on the overall effectiveness of catering for LD, with even less than one-fifth of the schools devising appropriate success criteria. This remained an area of concern though some improvement was made when compared with the previous year. Although a majority of the schools followed up the evaluation findings, schools had yet to strengthen the use of data to feedback on curriculum planning and classroom learning & teaching as well as to improve the overall work plan of catering for LD.

### 3.5.7 Key Issues

- Though policies in addressing LD were formulated in a majority of the schools, they were mostly inclined to the planning and implementation of the support measures. For the overall direction of development of LD, sharper focuses should be placed on enhancing learning and teaching effectiveness and students' independent learning ability, as well as devising appropriate measures to ensure the effectiveness of catering for the needs of both the academically more and less able students.
- Despite the attempt to adopt diversified teaching strategies, teachers in general were not well aware of the need to cater for learner differences. Some were not equipped with the relevant teaching skills to flexibly modify the teaching content and strategies as well as to provide appropriate care to individual students to enhance student learning. Schools should provide more opportunities for professional sharing on catering for LD coupled with more training on questioning techniques and adopting a student-centred approach when planning teaching strategies so as to enhance the teaching effectiveness of catering for LD.
- Schools should establish a clear evaluation mechanism and conduct annual review on the overall effectiveness of the various measures in addressing LD. The evaluation data should be better utilised in formulating follow-up actions to improve future work plans and to enhance learning and teaching effectiveness.



## **3.6 Promoting Curriculum Planning and Development through School Self-evaluation (SSE)**

### **3.6.1 Aims and Methodology**

This report summarizes the findings of the focus inspection on Promoting Curriculum Planning and Development through School Self-evaluation (SSE) conducted in 57 schools (including 24 secondary schools and 33 primary schools) by Quality Assurance Division (QAD) inspectors during the 2004/05 school year. The aims of the focus inspection are to understand how the schools planned, monitored and reviewed curriculum implementation through SSE, as well as to assess their performance in this respect. In the inspection, inspectors held meetings with school personnel such as the principals, vice-principals, prefects of studies, curriculum development team and teachers. They scrutinized and analysed school documents and information. They made judgements and gave suggestions to the school by reference to the components under the domain of “Learning and Teaching” listed in ‘Performance Indicators for Hong Kong Schools’ (2002). This report summary presents the findings of the inspection and the strengths and areas for improvement in curriculum planning, organization and management in the schools under review. It also offers the good practices of individual schools as references for schools striving for sustained development.

### **3.6.2 Main Findings**

Based on the findings of the focus inspection on Promoting Curriculum Planning and Development through SSE, this report summary analyses the performance of the schools with respect to curriculum planning and development. On the whole, the performance of the schools in curriculum planning and organization is steady. Regarding curriculum management, the performance of the primary schools is better than that of the secondary schools. However, schools showed varied performance in the use of self-evaluation for curriculum planning, organization and management. Although the majority of schools had established a definite self-evaluation framework and procedure, only about half of the schools could make good use of the self-evaluation results obtained in the previous school year to inform curriculum planning and development in the current school year. There is still much room for improvement on the use of data and information as well as the review mechanism for curriculum implementation in the schools.

#### **3.6.2.1 Use of SSE in Curriculum Planning and Organization**

##### ***3.6.2.1.1 Use of SSE Data and Information***

- The schools were capable of collecting stakeholders’ views on the schools through questionnaire surveys. Almost all of the schools had made reference to their strengths, weaknesses, opportunities and threats (SWOT analysis) in drawing up plans or strategies. Most of them had analysed the assessment data regarding their students’ performance. Less than half of the schools had made use of the information obtained from Basic Competency Assessment (BCA) and had made reference to the

results of Hong Kong Attainment Test (HKAT). It is quite obvious that the use of these reference data is not popular among the schools. This might be due to the fact that BCA data was only obtained from one year and one level in the 2004/05 school year and that HKAT had ceased to produce new test papers. However, the schools should still make full use of the data to help their students learn and proceed with corresponding curriculum arrangement by paying close attention to student learning. Furthermore, only half of the schools had made use of the information obtained from the Assessment Programme for Affective and Social Outcomes (APASO) to assess their students' performance in the moral and affection areas. This helped school identify the needs of the students and thereby provide various support services to stretch their potential and extend their learning experiences.

- The schools had already started peer lesson observation. However, the strengths and areas for improvement regarding overall teaching performance had not been analysed for following up learning and teaching performances. In recent years, some schools started peer assessment and self-assessment in certain subjects to initiate the improvement of learning and teaching through SSE. However, data and information were not yet fully utilised to analyse and evaluate the effectiveness of the programme plans, and subsequently feedback on the directions of curriculum development, or the implementation strategies of the curriculum adaptation. Only about half of the schools could make reference to both the key performance measure (KPM) of schools and School Value Added Information System (SVAIS) for self-improvement.

#### ***3.6.2.1.2 Goals of Curriculum Development and Areas of Concern***

- In planning curriculum development, more than half of the schools fully considered factors like school culture, teachers' capabilities and financial management. They also formulated definite learning policies to cater for student needs. Most of the schools that had undergone Quality Assurance Inspection managed to take appropriate follow-up actions according to the recommendations made in the inspection report when drawing up their areas of concern.
- As observed from the inspection, most of the schools attached importance to curriculum development in their School Development Plan. Almost all schools had a clear annual curriculum development goal. Most of them set a priority for curriculum development over the three years. Yet, secondary schools were more concerned about the long-term curriculum development goal than primary schools. Most of the school Annual Plans consisted of implementation strategies, success criteria and assessment methods, etc. aligning with the schools' major concerns. However, some schools were unable to identify focused areas of concern in their annual plans. Besides, there were too many implementation programmes, some of which were routine operations. A lack of overall key implementation strategy was also observed. Although some items were fairly well planned, the schools generally lacked specific implementation strategies to link up all the programmes. At the subject department and committee level, some development plans were drawn up

with details such as goals and implementation strategies. However, they were usually not closely integrated with the schools' major areas of concern. As a result, the pace of development in terms of the schools' overall development plans showed variation.

- The majority of schools adjusted their curriculum progress and teaching contents as well as developed school-based curriculum in accordance with their students' ability. Besides, relevant learning elements of different subjects were integrated. New subjects like Integrated Humanities and initiatives such as thematic learning were introduced in junior secondary levels and primary schools respectively to develop students' generic skills and promote their interests in learning. To enrich students' learning experience, the schools also arranged a variety of extra-curricular activities after school to develop students' potential and extend their learning experience.
- Most schools listed the key tasks in curriculum reform as their annual concerns. Among all these, Reading to Learn received the greatest attention. Secondary schools were more concerned about the promotion of Project Learning, whereas primary schools put more emphasis on promoting Moral and Civic Education. However, due to the varied paces subject departments and committees responded to the curriculum reform, the implementation of the school's major concerns and the overall effectiveness were affected. Besides, the School Development Plans paid relatively little attention in the aspects of catering for the learning difference, cultivating reading skills and promoting life-wide learning. Hence, schools should pay closer attention to the above areas of concern upon designing the school-based curriculum.

#### **3.6.2.1.3 Implementation Strategies**

- Most of the schools rearranged the learning hours in accordance with the curriculum reform development. Compared to primary schools, secondary schools were more flexible to include morning reading sessions, life education lessons and co-curricular leisure groups into the regular timetable. They either adjusted the length of the lessons according to the curriculum contents or arranged special learning sessions for activities whenever necessary. More than half of the schools agreed that the arrangement of overall learning time complemented the implementation of curriculum. This created room for teachers and also strengthened their collaboration.

### **3.6.2.2 Use of SSE in Curriculum Implementation and Assessment**

#### **3.6.2.2.1 Curriculum Management Mechanism**

- The curriculum development committees in most schools were able to define the success criteria in the annual school plans. Both qualitative and quantitative methods were also drawn up with reference to the students' academic performance. However, the success criteria stated in the annual plans of certain subjects were too vague, which did not tie in with students' learning abilities and the effectiveness of learning and teaching.

- The school self-evaluation team supported and assisted subject departments and committees in dealing with self-evaluation such as compiling and consolidating relevant data for their reference. The schools also arranged teachers to attend the training programmes organized by EMB and tertiary institutions. Yet, some teachers still could not grasp the concepts of self-evaluation.
- In the course of implementing curriculum policies, the academic committee or panel heads responsible for curriculum development in some schools could not play a clear role in coordinating the curriculum-related issues. Their functions as curriculum co-coordinators and leaders were not effectively performed. They were unable to stimulate teachers' creativity and motivation to change and to develop their positive values to keep abreast of schools' curriculum goals and development.

#### **3.6.2.2.2 *Monitoring of Curriculum***

- Most schools had established a curriculum management and development mechanism, with designated teams or panel heads to monitor subject affairs. Through panel meetings, form meetings, lesson observations and inspections of assignments, most panel heads were able to understand the implementation of programme plans within the panel, hence, promoting self-improvement and enhancing professional exchanges. The majority of schools had inter-disciplinary coordination and collaboration mechanisms. However, collaboration between key learning areas (KLAs) was only observed in some schools. It was found more noticeable in primary schools. In this regard, schools should pay more attention to establishing a monitoring mechanism to facilitate curriculum integration across KLAs..
- In managing the implementation of curriculum policies, subjects tended to work independently. This was more prominent in secondary schools. The subject programme plans were found mainly subject-based. They usually lacked coherence with the schools' areas of concern and did not keep pace with school development. Furthermore, the operations of subject matters and self-evaluation were also mostly on subject basis. Evaluating curriculum implementation at school level was not commonly found. Regarding primary schools, although an evaluation mechanism had been in place to periodically review curriculum implementation, students' needs at different learning stages were seldom taken into consideration during the reviews.
- There was still room for improvement in respect of the review mechanism for curriculum implementation. Some evaluation reports tended to be too general, mainly describing the programme plans, the progress of the activities as well as the students' attitudes and behaviours. Areas for improvement concluded from reviewing the expected goals listed in the annual plan were seldom mentioned. The analysis on students' performance assessment was often not thorough enough to reflect their strengths and weaknesses, not being able to inform learning and teaching.
- Schools' records showed that the schools had introduced peer lesson observation and collaborative lesson preparation. However, schools, in general, had not yet

formulated proper implementation strategy to enable teachers to have in-depth discussion on teaching methodologies and classroom skills to enhance the effectiveness of learning and teaching. The collaborative lesson preparation time in individual schools was spent on discussing subject affairs. Sharing on curriculum planning and teaching strategies was inadequate.

#### **3.6.2.2.3 *Management of Resources***

- In general, the schools duly deployed the Capacity Enhancement Grant (CEG) and human resources to cater for their needs in developing curriculum and enhancing student learning. Some schools also enlisted suitable external support, including parents, tertiary institutions and service organizations. Besides, the majority of schools spent considerable amount of resources to equip the libraries and the computer rooms to enhance the effectiveness of teaching and student support. However, most schools did not regularly review the financial status of individual subject departments and committees with reference to the curriculum goals. Subject departments and committees seldom referred to the financial reviews to formulate the forthcoming budget. There was room for improvement in this respect.

#### **3.6.2.2.4 *Professional Development Plans for Teachers***

- The schools in general encouraged teachers to receive relevant training for professional enrichment and schools' developmental needs. Some schools promoted cross-subject professional sharing and collaboration by means of collaborative lesson preparation time, peer lesson observation and IT platform. Some schools also introduced "lesson study" and arranged lesson observations for teachers with other schools to share experiences. Secondary schools were more proactive than primary schools in soliciting external resources to meet the professional development needs. However, most schools had not made full use of the staff appraisal information to devise appropriate professional development plans for teachers to achieve the goals in the curriculum development plans.

### **3.6.3 Summary of Good Practices of the Schools to Promote Curriculum Planning and Development through SSE**

- 3.6.3.1 The majority of the schools had established SSE mechanism and conducted SWOT analysis to identify their own needs. Through the strategic cross-subject collaboration, students' generic skills were enhanced and their learning experiences enriched. Some schools had incorporated the key tasks in the school curriculum and devised learning contents closely related to students' daily life with reference to their personal growth and development.
- 3.6.3.2 Some schools arranged regular sharing sessions for teachers so that teachers who had attended training courses on curriculum development could share their experience and reflection with colleagues. This enabled the school to induce a culture of learning organization. Besides, the schools provided internal training for the teachers prior to the implementation of new initiatives so that teachers could keep pace with the curriculum development in the schools.

- 3.6.3.3 Individual schools were keen to develop online self-learning courses, assignments and reference materials. Some schools conducted action research to introduce collaborative lesson preparation and peer lesson observation so as to facilitate teachers to effect paradigm shift through self-evaluation and self-reflection.
- 3.6.3.4 Individual schools made use of school-based questionnaires to collect students' views to provide data for effective feedback on learning and teaching, or adopted 'progress indicators' to track the development of students' ability. Such practices had positive effect on the curriculum development.
- 3.6.3.5 Teachers of individual schools were encouraged to develop 'school-based thematic assignments' to align with the learning objectives. These assignments were developed from the standard exercise books, revised according to the developmental needs and teachers' capabilities to suit students' abilities. Through meetings on the review of assignments, a learning and sharing culture was inculcated. Teachers teaching the same level or subject regularly reviewed the quantity and design of assignments to make improvement. Such measures could enhance teachers' capability of planning school-based curriculum and strengthen their sense of ownership and achievement. It was obvious that schools were able to effectively use the SSE mechanism to timely review, suitably follow up and appropriately adjust the programme plans for progressive implementation.

#### **3.6.4 Areas of concern**

Inspection findings revealed that the schools had gradually established a SSE culture and most were able to employ the SSE mechanism for curriculum planning and management to support the development of curriculum reform. In schools with good performance, the curriculum teams had high awareness of self-evaluation and had strategic plan to evaluate the effectiveness of the curriculum; thus able to lead an effective curriculum development in the school. However, considerable variations were found in curriculum planning and SSE development among individual schools. A small number of schools had yet to implement the SSE mechanism in the planning, organization and management of the curriculum. On the whole, the schools should pay more attention to the following issues in order to enhance learning and teaching:

- 3.6.4.1 The coverage of areas of concern in the annual plan of some schools was too broad. Schools should clearly identify the key issues of each year for a more specific priorities and progress of curriculum development in accordance with the long-term goals of curriculum development. Appropriate success criteria should be formulated and useful assessment tools should be employed in light of the work targets for the effective assessment and the promotion of curriculum planning and development through assessment.
- 3.6.4.2 Curriculum development in the schools was mainly subject-based. The schools should strengthen their leadership and monitoring role in the curriculum management and monitoring mechanism. A designated team should be set up with specified duties and responsibilities to co-ordinate the collaboration among key learning areas for the provision

of support to address the areas of concern. While autonomy should be given to subject departments, detailed and specific requirements and instructions for subject review should also be provided to foster a better use of data for the reflection on curriculum policies, teaching strategies, resource allocation and other support measures. Systematic, strategic and focused improvement measures could then be developed to enhance learning and teaching.

- 3.6.4.3 The schools should enhance teachers' knowledge of SSE for a thorough understanding of the planning, implementation and methods of SSE as well as the skills in using data. Constant examinations on teachers' professional needs were required. Based on lesson observation and performance feedback, the schools could develop jointly with teachers the professional development programmes in line with the school-based needs. Furthermore, more experience exchanges and sharings should be organized for teachers, particularly on the collection and use of SSE data in order to acquire effective feedback on the curriculum planning and implementation.

## Chapter 4

### Conclusion

#### **4.1 Introduction**

2004/05 sees the fifth year of education reform, as well as the first year of formally adopting ESR as the major mode of inspection. Through the various modes of inspection conducted in 538 schools, EMB has captured specific scenarios of SSE at work and of the learning and teaching of Chinese and English Language and mathematics. Information has also been gathered on the relationship between SSE and curriculum planning and development, as well as on catering for learner differences (see Chapters 2 and 3). EMB now has a better understanding of how the “School Development and Accountability (SDA) Framework” is being implemented. In brief, school culture has gradually changed in the wake of the education reforms implemented over the last five years. As compared to 2003/04, an improvement has been seen in schools which underwent inspection this year in their preparation for education reform, particularly in their hardware facilities and mechanisms. They were more willing to attempt school-based curriculum development and showed a paradigm shift in teaching method. This progress is pleasing to observe but, in order to develop an impetus among our primary and secondary schools for continuous improvement, we need to collaborate with schools, educational bodies such as teacher training institutions, and the community at large. Together we must strive towards a brighter future for our education and provide greater mutual support to nurture the growth of our younger generation.

In the 2003/04 Inspection Annual Report, three areas of concern were raised – the use of data, student-centred learning and teaching and leadership. It was expected that schools would pay special attention to these areas in their continuing development. The following provides a brief report on the performance of schools that underwent inspection in 2004/05 in these three areas.

#### **4.2 Follow-up to the areas of concern raised in the 2003/04 Inspection Annual Report**

##### **4.2.1 The use of data**

From the various modes of inspection, it can be seen that schools in general had a raised awareness of using data to assess the effectiveness of their work. They mainly made use of the data collected with the EMB and school-based assessment tools, such as APASO, stakeholders’ questionnaires, surveys on activities and student reading records, as well as assessment data gathered from tests and examinations. However, the data collected from school-based assessment tools were mainly subjective opinions based on impressions or quantitative data such as attendance figures and number of books read. Their analyses were mostly on quantitative comparisons, without in-depth analysis or using students’ learning outcomes as the foci. Taking the assessment data obtained



from tests and examinations as an example, schools usually compared the scores of different classes, or compared them with the results of the previous tests and examinations. They seldom used such data to thoroughly examine learning and teaching or students' ability development to inform the direction of curriculum development, or adaptation of curriculum and teaching strategies to enhance learning and teaching efficacy. In all, the awareness of using data had become more common and strengthened both at the subject and school levels. However, improvements were still warranted as the depth of analyses was insufficient.

#### **4.2.2 Student-centred learning and teaching**

In 2004/05, there was a slight improvement in classroom teaching on the previous year. Some teachers consciously changed their teaching strategies with a gradual shift from a teacher-centred to a student-centred mode. However, teachers had yet to fully grasp the teaching paradigm of emphasizing student participation in order to construct knowledge and develop their ability through interactive learning. Most teachers still continued to adopt the expository and textbook-bound approach. Teachers did not give students sufficient opportunities to participate in class and learning was relatively passive. Students relied more on listening and receiving information and seldom took the initiative to question or express their views. Students need to take more responsibility for pre-lesson preparation and take notes in class, but such practices were not common and they were unable to strengthen their self-learning abilities. Although some teachers arranged group activities in class, they were not well organized and did not connect closely with the prior knowledge, abilities and interests of the students. Therefore, though the class atmosphere was apparently boosted, the activities were far from effective. Students' critical thinking skills and creativity were largely under developed and they needed to improve their expression skills and choice of appropriate vocabulary, but their communication skills were relatively better. Teachers did not give sufficient praise and feedback was not specific enough to allow students to build up their self-confidence and construct knowledge on their own.

#### **4.2.3 Leadership**

- The performance of school management was similar to that of 2003/04. Some schools had leaders with vision and commitment, gaining full support from their SMC. The middle managers in these schools were able to lead their subject panels/committees to implement school policies effectively. These schools could certainly improve continuously with such quality leadership. However, among the schools that underwent ESR, about 30% had school management which was unable to demonstrate leadership and fulfil monitoring functions effectively. Although managers worked diligently, they were passive in promoting school development and could not fully comprehend the overall development trend or their own conditions to set out a forward-looking plan and suitable blueprint for their development. Their strategic and curriculum leadership functions had yet to be strengthened. In general, the school management was able to empower and delegate. Duties and responsibilities of the major posts or units were also spelled out for operational reference. However, once the

authority had been delegated, the management had little concern about accountability and did not ensure a timely and proper quality control or review of effectiveness. The monitoring function of the middle managers was relatively weak. Similar situations were also found in other focus inspections as well as from ESR. One of the more common problems occurring in schools was the lack of balance between empowerment and accountability. This limits the effective implementation of measures to address the schools' areas of concern as well as other important policies and the corresponding quality control.

- The management in some schools could not effectively alleviate teachers' pressure by giving them suitable space for professional development. A great majority of the schools had employed teaching assistants or procured services to relieve teachers' workload and facilitate school development. However, as some school leaders had a weak grasp of certain policies, inappropriate instructions were given to, and demands made of, the teachers. Some, for example, were asked to reorganize documents, such as minutes of meetings, purely for the purposes of ESR. There was also some competition amongst schools in terms of the quantity of applications for funds or other additional grants to facilitate school development. These practices caused unnecessary or excessive workload for teachers, undermining their efforts, collaboration and team spirit.

### **4.3 Self-evaluation**

- With the implementation of the SDA Framework, SSE also progressed gradually and evolved under the influence of ESR. As compared with the previous year, there was an improvement in the self-evaluation mechanism for schools inspected in 2004/05. There was a better grasp and a more sound structure of organization, administrative arrangements, plan formulation, assessment tools and methods. The self-evaluation mechanism had mostly covered the school, subject panel/committee and individual levels. Most schools had designated a task group to coordinate SSE. Channels were provided to encourage teachers' participation in formulating plans and areas of concern to enhance the recognition of such plans. The subject panels/committees generally could align their programme plans closely with the school's areas of concern to realize the relevant goals. Schools attached great importance to self-review at every level and they could usually formulate success criteria according to their own areas of concern to serve as a reference to evaluate their work. The awareness of using data to evaluate the efficacy of work was also strengthened.
- Overall, most schools had established a self-evaluation mechanism. However, the effects of ESR still fell short of the objectives of fulfilling self-improvement. The reason was due to an imperfect self-evaluation mechanism and SSE not being internalized successfully. The SSE mechanism was still at its developmental stage and there was still much room for improvement. For instance, the self-evaluation task groups had not sufficiently fulfilled their leadership functions, schools failed to monitor effectively the implementation of the measures addressing the areas of concern and the follow-up mechanism was neglected. Two-way communication channels had yet to be established between teachers and the management in

the process of planning, implementation and evaluation. The success criteria for evaluating the implementation of the measures addressing the areas of concern were sometimes inclined more to the use of quantitative indicators, reliant on personal opinions or being too trivial. As a result, they were of little value in evaluating the effectiveness of work. The methods of evaluation adopted could not address the key areas of evaluation. Questionnaires were the most commonly used tools but, often, excessive data were collected, indirectly causing an increase in teachers' workload. Regarding the internalization of SSE to serve as a driving force, it was sometimes found that SSE was conducted solely to satisfy external reviews. For schools with a better grasp of the policies and skills, their self-evaluation was more refined, and their reviews were more in-depth. Some schools focused mainly on paperwork with a view to obtaining a good outcome from ESR. Most of the schools did not have timely reviews of the self-evaluation mechanism, and this would affect the progress of their continuous self-improvement.

#### **4.4 Areas of Concern**

School culture had been evolving with the launch of education reform five years ago. School administration had become more open and transparent. In learning and teaching, more emphasis was put on students and livelier teaching strategies were more able to address students' learning. The overall performance within individual domains in some schools was especially remarkable, with recognizable results. The successful experiences of these schools need to be disseminated to serve as a reference for other schools (See Appendix 3). We have specially requested 8 schools to share their practical experiences in leadership, curriculum, teaching, or support for student development. They reflect on how they had applied self-evaluation towards self-improvement. Other schools could well benefit from these deliberations (see Appendix 3).

Looking ahead, we hope schools will be able to build on existing strengths and make way for transition from upgrading of hardware facilities and quantitative objectives to a strive for quality control and enhancement, so as to realize the ideals set out in the SDA Framework.

##### **4.4.1 Strengthening of leadership to balance empowerment and accountability**

We pointed out in Chapter 5 of the Inspection Annual Report 2003-04 that "a successful school is a learning community. At the head of this community is the school principal whose single most important role is that of the lead learner ... requiring aspects of leadership such as delegation, empowerment and accountability to be practised at classroom, department and whole school levels." Inspections in 2004/05 revealed that the school leadership had generally practised empowerment and delegation of work. However, there was a lack of accountability, timely and appropriate quality control and effectiveness review after the empowerment. As a result, the overall areas of concern and relevant work could not be effectively addressed. School leaders should strike a proper balance between empowerment and accountability. Inadequate accountability leads to the aforesaid consequences, while too much accountability may result in an

improper deployment of teaching capacity and unnecessary pressures, with teachers over-burdened with paper or reporting work. Ultimately, team spirit and morale of teachers would be adversely affected. School heads who could strike a balance between empowerment and accountability allowed teachers to fully participate in discussions and enjoy sufficient space for professional development. Professional capabilities and resource allocation should closely align with the development needs of the areas of concern with the objective of enhancing students' effective learning. School leaders should always bear in mind that students are the core recipients of education.

#### **4.4.2 Excel in teaching to enhance students' learning effectiveness**

Most teachers had adopted a more open attitude to the need for change. However, as mentioned above, "teachers had yet to fully grasp the teaching paradigm of emphasizing student participation in order to construct knowledge and develop their ability through interactive learning." (Page 60) As observed in classroom teaching, most teachers still used the expository and textbook-bound approach. To meet the development needs of a knowledge-based economy, if we firmly believe that "the self-motivating, cooperative and confident attitudes and skills are essential for success in the world beyond school, then those characteristics have to be developed in classrooms..." (Chapter Five of the 2003/04 Inspection Annual Report), then we should provide opportunities for students to shoulder their learning and receive continuous challenges. Through thinking, application and interactive communication, students are able to learn how to learn, construct knowledge, master the necessary skills, strengthen their capabilities and build up their confidence.

The key to optimizing teaching is to enhance teachers' professional capabilities. A great majority of schools attached great importance to the professional development of teachers, yet quite a number of them lacked appropriate implementation strategies. Through the use of appropriate mechanisms, such as peer lesson observation and staff appraisal to acquire a precise account of the strengths and weaknesses of the overall teaching force, schools should devise appropriate staff professional development programmes to cater for teachers' needs. Besides a proper sourcing of outside help, organizing professional exchanges and sharing with others, schools should make good use of the experience and views of their teachers and foster a sharing and supportive working atmosphere.

#### **4.4.3 Internalization of school self-evaluation (SSE) to promote continuous school development**

Although the devotion of efforts towards ESR is understandable, schools are not encouraged to do so. Under the SDA Framework, SSE and ESR constitute the whole evaluation process and complement each other. SSE is the basic component—to function as an internal quality assurance mechanism, while ESR plays the supplementary role—the ESR teams act as critical friends to identify the achievements of schools while offering friendly advice to them. After ESR, the key concern would then be how the schools should continue to nurture their students. A small number

of schools which had undergone ESR had successfully internalized SSE as a driving force to foster continuous improvement. These schools, with the vision and knowledge of the school leaders and the teachers, were able to admit candidly to their inadequacies during the SSE process and actively seek for improvement. It is to be hoped that, with professional exchanges and sharing among schools becoming more and more common, SSE culture will gradually take root in all schools to fully realize the functions of school quality assurance.

## **4.5 Support and Outlook**

With the implementation of the SDA Framework, there has been on-going development and improvement of SSE. ESR and the support given to schools by EMB have also been adjusted and continuously developed according to school contexts and feedback from teachers. In the course of providing education, schools are our close partners. Together we strive to strengthen the quality of evaluation and achieve the objective of providing quality education through SSE, complemented by ESR.

### **4.5.1 Initiatives of ESR in 2005/06**

**4.5.1.1 To promote a candid self-reflection in self-evaluation and professional dialogue amongst teachers and other school community members, as well as to address the requests made by schools, the EMB modified the requirements of the ESR process and reporting in 2005, as summarized below (for details, please refer to the letter on SSE and ESR issued to schools on 29 July 2005):**

- Schools will no longer be required to provide ratings on the 14 Performance Indicator (PI) areas in their SSA report. Similarly, ESR teams will not provide ratings in their assessment of the 14 PI areas;
- SSA report should not exceed 20 pages;
- Schools are only required to prepare three documents—the SSA report, the stakeholder survey findings and analysis, and the Key Performance Measures (KPM) report;
- There is no need to upload the ESR reports for the first cycle on the EMB homepage;
- The ESR report will provide more specific advice on learning and teaching strategies for schools;
- ESR Dos and Don'ts to facilitate schools to acquire correct information are listed at the Appendix of the letter.

### **4.5.1.2 Provision of the E-platform for School Development and Accountability (ESDA) (For details, please refer to EMB Circular Memorandum No. 237/2005.)**

Launched in November 2005, ESDA is a one-stop solution designed to expedite schools' collection and management of school data in preparation for SSE and ESR, and could therefore reduce teachers' workload. Schools can access via ESDA, KPM reference/norm data released by our Bureau, with which schools can have a better grasp of their developmental trail and can then

formulate their development plans accordingly.

#### **4.5.1.3 Early pre-ESR visits to schools**

In June and July 2006, leaders of ESR teams will conduct pre-ESR visits to schools which will receive ESR in the next school year. The purpose of such visits is to inform teachers of the details of ESR and clarify queries to dispel teachers' worries.

#### **4.5.2 Impact Study on the Effectiveness of External School Review in Hong Kong in Enhancing School Improvement through School Self-evaluation**

The above impact study, commissioned by the EMB, was conducted by Professor John MacBeath. The study confirms that the SDA Framework is effective in providing valuable feedback to guide and support school improvement. The executive summary of the Phase I study report has been uploaded to the EMB homepage. The Report of the Phase II study conducted in the current year will be released in July 2006. EMB will make reference to this report and the views gathered from various sources to evaluate the effectiveness of ESR, so as to explore the direction of future development.

#### **4.5.3 Simplification of PIs and KPM**

Based on the practical experience and feedback from schools, and to keep up with the recent development of the local school education, the Bureau has started to simplify PIs and KPM to make them more contextualized and easier to use.

#### **4.5.4 Strengthening of leadership and middle management training**

ESR in the past two years revealed that there was still much room for development by the school management and middle managers in schools' overall planning, empowerment and accountability. It is therefore necessary to reinforce the relevant pre-job and on-the-job training, with emphasis on self-evaluation, allocation of resources, teacher support, strengthening and deepening curriculum leadership and management and teaching strategies in the domain of learning and teaching. Besides exploration of theory, more emphasis should be placed on helping trainees master the application of such theories in actual school situations. This will involve making modifications in the light of school contexts to properly plan and empower, so that they can truly play their role as professional leaders in education management.

#### **4.5.5 Sharing of successful experience**

More and more schools have put emphasis on professional development for teachers and have realized that the experience of one school does have certain limitations. They know they need to broaden their horizons and gather more views from different sources to gain enlightenment. EMB will continue to promote professional dialogue in the education sector, encourage and support schools, their sponsoring bodies and other educational institutions to hold district-based,

territory-wide and cross-district experience sharing of good practice. With joint efforts, schools can make better progress through resource sharing and mutual professional exchanges and support.

#### **4.5.6 Provision of school-based supportive services**

In July 2004, the EMB was allotted \$550 million for the establishment of the Education Development Fund to implement School-based Professional Support (SBPS) Programmes. Under the SBPS Programmes, schools are provided with diversified support programmes which fall into five areas, namely the Principal Support Network, School Support Partners, Professional Development Schools, University-School Support Programmes and Collegial Participation in ESR. In September of the following year, the School-based Support Services Office was set up to further promote and coordinate the various school-based support services provided by the different sections of key learning areas/divisions.

## Appendices

- 1 List of Schools Inspected in 2004/05
- 2 Statistical Analysis of Post-ESR Questionnaires on ESR
- 3 Sharing of School Practices



## List of schools inspected (ESR) 2004-05

**Secondary schools**

NEWMAN CATHOLIC COLLEGE	CCC ROTARY SECONDARY SCHOOL
YCH WONG WHA SAN SECONDARY SCHOOL	POK OI HOSPITAL CHAN KAI MEMORIAL COLL
ST MARY'S CHURCH COLLEGE	TWGH YOW KAM YUEN COLLEGE
HENRIETTA SECONDARY SCHOOL	HO DAO COLL (SPONSORED BY SIK SIK YUEN)
CHANG PUI CHUNG MEM SC	PLK TANG YUK TIEN COLLEGE
LKWFSL LAU WONG FAT SECONDARY SCHOOL	PLK YAO LING SUN COLLEGE
TWGHs WONG FUT NAM COLLEGE	PRECIOUS BLOOD SECONDARY SCHOOL
SMKMCF MA KO PAN MEM COLLEGE	SKH CHAN YOUNG SECONDARY SCHOOL
SIR ELLIS KADOORIE SEC SCH (WEST KLN)	FDBWA SZETO HO SECONDARY SCHOOL
SHAU KEI WAN EAST GOVERNMENT SEC SCH	PLK MA KAM MING COLLEGE
PLK CELINE HO YAM TONG COLLEGE	SHA TIN GOVERNMENT SECONDARY SCHOOL
SKH LEUNG KWAI YEE SECONDARY SCHOOL	TWGH LUI YUN CHOY MEMORIAL COLLEGE
ST JOSEPH'S ANGLO-CHINESE SCHOOL	HKTA THE YUEN YUEN INT NO 3 SEC SCH
BUDDHIST MA KAM CHAN MEM ENG SEC SCH	YPI&CA LEE LIM MING COLLEGE
CHRISTIAN ALLIANCE S W CHAN MEM COLL	PO KOK SECONDARY SCHOOL
SEMPLE MEMORIAL SECONDARY SCHOOL	KWOK TAK SENG CATHOLIC SECONDARY SCHOOL
SKH HOLY TRINITY CHURCH SECONDARY SCHOOL	CONFUCIAN HO KWOK PUI CHUN COLLEGE
HKSYC&IA WONG TAI SHAN MEM COLL	TAI PO GOVERNMENT SECONDARY SCHOOL
STEWARDS POOI TUN SECONDARY SCHOOL	HOMANTIN GOVERNMENT SECONDARY SCHOOL
HO YU COLLEGE AND PRIMARY SCHOOL (SPONSORED BY SIK SIK YUEN)	KOWLOON TONG SCHOOL (SECONDARY SECTION)
PO LEUNG KUK TONG NAI KAN COLLEGE	STFA LEE SHAU KEE COLLEGE
VALTORTA COLLEGE	CARMEL HOLY WORD SECONDARY SCHOOL
LINGNAN HANG YEE MEMORIAL SECONDARY SCH	CCC FUNG LEUNG KIT MEMORIAL SEC SCH
PUI YING SECONDARY SCHOOL	QUEEN'S COLLEGE
ST ROSE OF LIMA'S COLLEGE	YUEN LONG MERCHANTS ASSOCIATION SEC SCH
YING WA GIRLS' SCHOOL	QUEEN ELIZABETH SCHOOL
PO ON COMM ASSN WONG SIU CHING SEC SCH	CHIU LUT SAU MEMORIAL SECONDARY SCHOOL
CCC HEEP WOH COLLEGE	NTHYK YUEN LONG DISTRICT SECONDARY SCH
NLSI LUI KWOK PAT FONG COLLEGE	YUEN LONG PUBLIC SECONDARY SCHOOL
SIR ELLIS KADOORIE SEC SCH (SHATIN)	CLEMENTI SECONDARY SCHOOL

## List of schools inspected (ESR) 2004-05

**Primary schools**

Ling Liang Church Sau Tak Primary School	APLICHAU KAIFONG PRIMARY SCHOOL
CCC Kei Wai Primary School	CCC CHEUNG CHAU CHURCH KAM KONG PRI SCH
CHOI WAN ST JOSEPH'S PRIMARY SCHOOL	STFA WU SIU KUI MEMORIAL PRIMARY SCHOOL
HOLY FAMILY CANOSSIAN SCHOOL	SKH LING OI PRIMARY SCHOOL
HKTA SHEK WAI KOK PRIMARY SCHOOL	KWONG MING SCHOOL
CCC KEI CHUN PRIMARY SCHOOL	SAI KUNG CENTRAL LEE SIU YAM MEM SCH
FANLING ASSEMBLY OF GOD CHURCH PRI SCH	CCC HOH FUK TONG PRIMARY SCHOOL
HK & MACAU LUTHERAN CHURCH PRI SCH	ST PETER'S CATHOLIC PRIMARY SCHOOL
HKCWC HIOE TJO YOENG PRI SCH	STFA HO YAT TUNG PRIMARY SCHOOL
NP KF ASSN MADAM CHAN WAI CHOW MEM SCH	ST MATTHEW'S LUTHERAN SCH (SAU MAU PING)
SKH TSING YI EST HO CHAK WAN PRI SCH	HONG KONG SOUTHERN DISTRICT GOVT PRI SCH
YCH LAW CHAN CHOR SI PRIMARY SCHOOL	ISLAND ROAD GOVERNMENT PRIMARY SCHOOL
ENDEAVR LEUNG LEE SAU YU MEM PRI SCH	YUEN LONG GOVERNMENT PRIMARY SCHOOL
MUI WO SCHOOL	SKH LEE SHIU KEUNG PRIMARY SCHOOL
SHEK WU HUI PUBLIC SCHOOL	GCC&ITKD CHEONG WONG WAI PRI SCH
SHEK LEI CATHOLIC PRIMARY SCHOOL	TAI PO GOVERNMENT PRIMARY SCHOOL
SUN FONG CHUNG PRIMARY SCHOOL	MA TAU CHUNG GOVT PRI SCH (HUNG HOM BAY)
SKH KEI WING PRIMARY SCHOOL	TUNG TAK SCHOOL
CHR & MISSIONARY ALLIANCE SUN KEI PRI SC	LI CHENG UK GOVERNMENT PRIMARY SCHOOL
PEGASUS PHILIP WONG KIN HANG CHR PRI CUM JUNIOR SEC SCH	MA TAU CHUNG GOVERNMENT PRIMARY SCH
SKH ST THOMAS' PRIMARY SCHOOL	FIVE DISTRICTS BUSINESS WEL ASSN SCH
SKH KEI WING PRIMARY SCHOOL	SKH CHU YAN PRIMARY SCHOOL
KING'S COLL OLD BOYS' ASSN PRI SCH NO. 2	YAN TAK CATHOLIC PRIMARY SCHOOL
TAIKOO PRIMARY SCHOOL	HO MING PRI SCH SPSD BY SIK SIK YUEN
GOOD SHEPHERD PRIMARY SCHOOL, PM SESSION	YUEN LONG GOVERNMENT PRIMARY SCHOOL
CHI LIN BUDDHIST PRIMARY SCHOOL	SKH HOLY SPIRIT PRIMARY SCHOOL (SHATIN)
HKCCGA CHENG JACK YIU SCHOOL	THE MISSION COVENANT CHURCH HOLM GLAD PRIMARY SCHOOL
SRBCEPSA HO SAU KI SCHOOL	TAI PO OLD MARKET PUBLIC SCHOOL
ST JOSEPH'S PRIMARY SCHOOL	ELCHK HUNG HOM LUTHERAN PRIMARY SCHOOL
ST JOSEPH'S PRIMARY SCHOOL	KWAI-MING WU MEM SCH OF PRECIOUS BLOOD
SKH CHING SHAN PRIMARY SCHOOL	TIN SHUI WAI CATHOLIC PRIMARY SCHOOL
S.K.H. YAN LAAP MEMORIAL PRIMARY SCHOOL	TSING YI TRADE ASSOCIATION PRI SCH

## List of schools inspected (ESR) 2004-05

### Primary schools

LITTLE FLOWER'S SCHOOL

PLK STANLEY HO SAU NAN PRIMARY SCHOOL

STEWARDS POOI YIN PRIMARY SCHOOL

ALLIANCE PRIMARY SCHOOL, SHEUNG SHUI

PLK WONG WING SHU PRIMARY SCHOOL

PLK FUNG CHING MEMORIAL PRIMARY SCHOOL

YAN OI TONG MADAM LAU WONG FAT PRI SCH

### Special schools

SHATIN PUBLIC SCHOOL

BUDDHIST PO KWONG SCHOOL

TUNG WAN MOK LAW SHUI WAH SCHOOL

CCC MONGKOK CHURCH KAI OI SCHOOL

CHI YUN SCHOOL

PLK CENTENARY SCHOOL

TSEUNG KWAN O PUI CHI SCHOOL

HONG CHI LIONS MORNINGHILL SCHOOL

## List of schools inspected (Catering for Learner Differences) 2004-05

**Secondary Schools**

YING WA COLLEGE	JOCKEY CLUB EDUYOUNG COLLEGE
HEUNG TO SECONDARY SCHOOL (TSEUNG KWAN O	NLSI PEACE EVANGELICAL SECONDARY SCHOOL
CONCORDIA LUTHERAN SCHOOL - NORTH POINT	POH 80TH ANNIVERSARY TANG YING HEI COLL
BUDDHIST WONG WAN TIN COLLEGE	JU CHING CHU SEC SCH (KWAI CHUNG)
LUI CHEUNG KWONG LUTHERAN COLLEGE	FORTRESS HILL METHODIST SECONDARY SCHOOL
GOOD HOPE SCHOOL	BUDDHIST YIP KEI NAM MEMORIAL COLLEGE
CCC MONG MAN WAI COLLEGE	STFA CHENG YU TUNG SECONDARY SCHOOL
LINGNAN DR CHUNG WING KWONG MEM SEC SCH	BAPTIST WING LUNG SECONDARY SCHOOL
HON WAH MIDDLE SCHOOL	BISHOP HALL JUBILEE SCHOOL
YOT CHAN WONG SUK FONG MEM SEC SCH	TSUEN WAN PUB HO CHUEN YIU MEMORIAL COLL
YCH TUNG CHI YING MEM SEC SCHOOL	

**Primary Schools**

SKH ST PETER'S PRIMARY SCHOOL (PM)	WANCHAI CHURCH KEI TO SCHOOL
SKH ST PETER'S PRIMARY SCHOOL (AM)	YAUMATI KAIFONG ASSOCIATION SCHOOL
DIOCESAN PREPARATORY SCHOOL	YUEN LONG LONG PING ESTATE WAI CHOW SCH (AM)
SKH KEI SUM PRIMARY SCHOOL	TWGH YIU DAK CHI MEM PRI SCH (YUEN LONG)
MARYKNOLL FATHERS' SCHOOL	FR CUCCHIARA MEMORIAL SCHOOL
ROSARYHILL SCHOOL	FANLING PUBLIC SCHOOL
ST EDWARD'S CATHOLIC PRIMARY SCHOOL	TWGH TANG SHIU KIN PRIMARY SCHOOL
TSEUNG KWAN O CATHOLIC PRIMARY SCHOOL	BUDDHIST CHING KOK LIN ASSOCIATION SCH
PLK CHEE JING YIN PRIMARY SCHOOL	YAUMATI CATHOLIC PRI SCH (HOI WANG RD)
CCC KEI TSZ PRIMARY SCHOOL	LOK SIN TONG CHAN CHO CHAK PRI SCH
FUNG KAI LIU YUN-SUM MEMORIAL SCHOOL (AM)	SAM SHUI NATIVES ASSOCIATION SCHOOL
SKH WING CHUN PRIMARY SCHOOL	

## List of schools inspected (Curriculum Planning & Development through School Self-evaluation) 2004-05

### Secondary Schools

BUDDHIST TAI HUNG COLLEGE	NEW ASIA MIDDLE SCHOOL
BUDDHIST SIN TAK COLLEGE	NTHYK TAI PO DISTRICT SECONDARY SCHOOL
CARITAS TUEN MUN MARDEN FDN SEC SCH	PLK MRS MA KAM MING CHEUNG FOOK SIEN COL
CHINA HOLINESS CHURCH LIVING SPIRIT COLL	HONG KONG TRUE LIGHT COLLEGE
FANLING GOVERNMENT SECONDARY SCHOOL	RHENISH CHURCH PANG HOK-KO MEMORIAL COLL
HK & KLN CCPA MA CHUNG SUM SEC SCH	BUDDHIST CHING KOK SEC SCH
HKTA TANG HIN MEMORIAL SECONDARY SCHOOL	ST MARGARET'S COLLEGE
HKTA THE YUEN YUEN INT NO.1 SEC SCH	ST JOAN OF ARC SECONDARY SCHOOL
BUDDHIST TAI KWONG MIDDLE SCHOOL	MADAM LAU KAM LUNG SEC SCH OF MFBM
SHUNG TAK CATHOLIC ENGLISH COLLEGE	ST FRANCIS XAVIER'S COLLEGE
TSANG PIK SHAN SECONDARY SCHOOL	MUNSANG COLLEGE (HONG KONG ISLAND)
CARITAS ST FRANCIS SECONDARY SCHOOL	ST STEPHEN'S COLLEGE

### Primary Schools

KOWLOON CITY BAPTIST CH HAY NIEN PRI SCH	HONG KONG TAOIST ASSOCIATION SCHOOL
PENTECOSTAL YU LEUNG FAT PRIMARY SCHOOL	CANOSSA SCHOOL (HONG KONG)
YCH CHAN IU SENG PRIMARY SCHOOL	WO CHE LUTHERAN SCHOOL
SACRED HEART OF MARY CATHOLIC PRI SCH	CHAI WAN STAR OF THE SEA CATH PRI SCH
CATHOLIC MISSION SCHOOL	CHAI WAN KOK CATHOLIC PRIMARY SCHOOL
LKWFS WONG YIU NAM PRIMARY SCHOOL	CHO YIU CATHOLIC PRIMARY SCHOOL
LKWFS LAU TAK YUNG MEMORIAL PRI SCH	STFA LEUNG KIT WAH PRIMARY SCHOOL
QES OLD STUDENTS' ASSN BRANCH PRI SCH	SALESIAN SCHOOL
ISLAMIC PRIMARY SCHOOL	SKH TIN WAN CHI NAM PRIMARY SCHOOL
BUDDHIST CHING KOK LIN ASSOCIATION SCH	SKH LUI MING CHOI MEMORIAL PRI SCH
BUDDHIST WING YAN SCHOOL	SKH WEI LUN PRIMARY SCHOOL
LI SING PRIMARY SCHOOL	SKH ST JAMES' PRIMARY SCHOOL
CHING CHUNG HAU PO WOON PRIMARY SCHOOL	YCH CHIU TSANG HOK WAN PRIMARY SCHOOL
PLK FONG WONG KAM CHUEN PRIMARY SCHOOL	SHAUKIWAN TSUNG TSIN SCHOOL
PLK VICWOOD KT CHONG NO.2 PRIMARY SCHOOL	MARYKNOLL CONVENT SCH (SUBS PRI SECT)
SRBCEPSA LEE YAT NGOK MEMORIAL SCHOOL	PRECIOUS BLOOD PRIMARY SCHOOL
CUHKFAA THOMAS CHEUNG SCHOOL	

List of schools inspected (Special Educational Needs) 2004-05

TWGH KWAN FONG KAI CHI SCHOOL

HAVEN OF HOPE SUNNYSIDE SCHOOL

HONG CHI PINEHILL NO.2 SCHOOL

HKSYC&IA CHAN NAM CHONG MEM SCH SP SECT

CCC KEI SHUN SPECIAL SCHOOL

HONG CHI MORNINGHILL SCHOOL, TUEN MUN

List of schools inspected  
(Chinese Language, English Language & Mathematics Education) 2004-05

## Secondary Schools

### Chinese Language Education

CANOSSA COLLEGE	CHOI HUNG ESTATE CATHOLIC SEC SCH
CCC MING YIN COLLEGE	BUDDHIST WAI YAN MEMORIAL COLLEGE
ST PAUL'S CO-EDUCATIONAL COLLEGE	QUEEN'S COLL OLD BOYS' ASSN SEC SCH
CCC KEI YUEN COLLEGE	PLK LEE SHING PIK COLLEGE
BUDDHIST HUNG SEAN CHAU MEMORIAL COLLEGE	PENTECOSTAL SCHOOL
SKH LAM KAU MOW SECONDARY SCHOOL	LUI MING CHOI LUTHERAN COLLEGE
MONGKOK WORKERS' CHILDREN SCHOOL	

### English Language Education

MISSION COVENANT CHURCH HOLM GLAD COLL	MA ON SHAN TSUNG TSIN SECONDARY SCHOOL
HKTA CHING CHUNG SECONDARY SCHOOL	TIN SHUI WAI GOVERNMENT SECONDARY SCHOOL
SKH KEI HAU SECONDARY SCHOOL	TWGH YAU TZE TIN MEM COLLEGE
LOK SIN TONG LEUNG KAU KUI COLLEGE	STFA SEAWARD WOO COLLEGE
CHONG GENE HANG COLLEGE	BUDDHIST LEUNG CHIK WAI COLLEGE
UNITED CHRISTIAN COLLEGE	BUDDHIST HO NAM KAM COLLEGE
ROSARYHILL SCHOOL	BUDD HUI YUAN COLL (SPSD BY HKBSA)
HOLY CARPENTER SECONDARY SCHOOL	CARITAS FANLING CHAN CHUN HA SEC SCH
AOG HEBRON SECONDARY SCHOOL	PUI TAK CANOSSIAN COLLEGE
TWGH KWOK YAT WAI COLLEGE	YU CHUN KEUNG MEMORIAL COLLEGE
SKH ST SIMON'S LUI MING CHOI SEC SCH	TEXTILE INT ACC WOO HON FAI SEC SCH
YLPMSAA TANG SIU TONG SECONDARY SCHOOL	LOCK TAO SECONDARY SCHOOL
GERTRUDE SIMON LUTHERAN COLLEGE	SHEUNG KWAI CHUNG GOVERNMENT SEC SCH
PUI SHING CATHOLIC SECONDARY SCHOOL	HK SKH BISHOP HALL SECONDARY SCHOOL
JU CHING CHU SEC SCH (YUEN LONG)	PLK C W CHU COLLEGE
HKCWC FUNG YIU KING MEM SEC SCH	

List of schools inspected  
(Chinese Language, English Language & Mathematics Education) 2004-05

**Secondary Schools****Mathematics Education**

CCC MING KEI COLLEGE	LEUNG SHEK CHEE COLLEGE
HO LAP COLL (SPSD BY THE SIK SIK YUEN)	MARYKNOLL CONVENT SCH (SEC SECTION)
CARITAS CHONG YUET MING SEC SCH	TANG KING PO SCHOOL
IMMACULATE HEART OF MARY COLLEGE	MFBM CHAN LUI CHUNG TAK MEMORIAL COLLEGE
PLK VICWOOD KT CHONG SIXTH FORM COLLEGE	ST FRANCIS XAVIER'S SCHOOL, TSUEN WAN
NING PO NO.2 COLLEGE	LING LIANG CHURCH E WUN SEC SCH
CARMEL SECONDARY SCHOOL	TAK OI SECONDARY SCHOOL
LA SALLE COLLEGE	MARYMOUNT SECONDARY SCHOOL
DELIA MEMORIAL SCHOOL (YUET WAH)	



## List of schools inspected (Chinese Language, English Language & Mathematics Education) 2004-05

### Primary Schools

#### Chinese Language Education

YAN OI TONG TIN KA PING PRIMARY SCHOOL

CCC KEI TSUN PRIMARY SCHOOL

NORTH POINT GOVERNMENT PRIMARY SCHOOL

W F JOSEPH LEE PRIMARY SCHOOL

HKUGA PRIMARY SCHOOL

CREATIVE PRIMARY SCHOOL

ALLIANCE PRIMARY SCHOOL KOWLOON TONG

CNEC TA TUNG SCHOOL

BUDDHIST CHUNG WAH KORNHILL PRI SCH

ST STEPHEN'S GIRLS' PRIMARY SCHOOL

CANOSSA SCHOOL (HONG KONG)

TIN SUM VALLEY PUBLIC SCHOOL

CHIU SHEUNG SCHOOL, HONG KONG

WONG TAI SIN CATHOLIC PRIMARY SCHOOL

#### English Language Education

SHAK CHUNG SHAN MEM CATHOLIC PRI SCH

HEEP YUNN PRIMARY SCHOOL

PUI LING SCHOOL OF THE PRECIOUS BLOOD

SHARON LUTHERAN SCHOOL

HOLY ANGELS CANOSSIAN SCHOOL

TWGH LEE CHI HUNG MEM PRI SCH (CHAI WAN)

POOI TO PRIMARY SCHOOL

TWS ST BONAVENTURE CATHOLIC PRIMARY SCH

KLN BAY ST JOHN THE BAPTIST CATH PRI SC

LEI MUK SHUE CATHOLIC PRIMARY SCHOOL

CCC MONG WONG FAR YOK MEMORIAL PRI SCH

ST ROSE OF LIMA'S SCHOOL

PO LEUNG KUK CASTAR PRIMARY SCHOOL

ALLIANCE PRIMARY SCHOOL, WHAMPOA

SKH LUI MING CHOI MEMORIAL PRI SCH

PRECIOUS BLOOD PRI SCH (WAH FU ESTATE)

#### Mathematics Education

TAI KOK TSUI CATHOLIC PRIMARY SCHOOL

STEWARDS POOI KEI PRIMARY SCHOOL

TACK CHING PRIMARY SCHOOL

ST STEPHEN'S COLLEGE PREPARATORY SCHOOL

SKH ALL SAINTS' PRIMARY SCHOOL

HKTA NG LAI WO MEMORIAL SCHOOL

SKH KEI YAN PRIMARY SCHOOL

KAU YAN SCHOOL

SA TIN KA PING PRIMARY SCHOOL

BUDDHIST WISDOM PRI SCH SPONS BY HHCKLA

YL PUB MID SCH ALUMNI ASSN PRI SCH

KA LING SCHOOL OF THE PRECIOUS BLOOD

SA ANN WYLLIE MEMORIAL PRIMARY SCHOOL (PM)

SA ANN WYLLIE MEMORIAL PRIMARY SCHOOL (AM)

CHINESE YMCA PRIMARY SCHOOL

KOWLOON TONG SCHOOL

TSUEN WAN CATHOLIC PRIMARY SCHOOL

NORTH POINT GOVERNMENT PRIMARY SCHOOL

## Statistical Analysis of Post-ESR Questionnaires on ESR

School Type	Number of Schools Inspected	Number of Questionnaires Issued	Number of Questionnaires Returned	Response Rate (%)
Primary	71	2743	2245	82
Secondary	60	3436	2465	72
Special	8	233	173	74
<b>Overall Response Rate :</b>				<b>76</b>

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing Data
1	I am clear about the objective of the ESR.	35.51%	54.87%	7.76%	1.56%	0.18%	0.12%
2	I am clear about the procedure of the ESR.	37.19%	52.57%	8.54%	1.41%	0.25%	0.04%
3	I am clear about the scope covered by the ESR.	29.55%	56.32%	11.84%	1.84%	0.29%	0.16%
4	The coverage in the performance indicators is	19.25%	55.92%	20.29%	3.17%	0.37%	1.00%
5(a)	The questionnaire in the stakeholders survey, in general, were clearly written,	22.45%	58.91%	15.61%	2.11%	0.31%	0.61%
5(b)	The questionnaire in the stakeholders survey, in general, could effectively collect stakeholders' views about the school.	18.55%	55.06%	21.09%	3.97%	0.61%	0.72%
6	The information provided by the Key Performance Measures (KPM) facilitates school self-evaluation.	17.53%	58.55%	19.23%	3.75%	0.49%	0.45%
7	I had adequate opportunity to take part in the write up of the self-assessment report.	27.50%	48.44%	18.06%	4.55%	1.00%	0.45%
8	The amount of documents and information requested by the ESR team is appropriate.	16.12%	51.71%	23.18%	6.78%	1.72%	0.49%
9	My school was well prepared for ESR.	34.45%	49.05%	12.57%	2.89%	0.59%	0.45%
10(a)	I think that the pre-ESR visit has increased my understanding of the ESR;	20.66%	57.39%	17.71%	3.44%	0.51%	0.29%
10(b)	I think that the pre-ESR visit has helped dispel my worries about the ESR.	12.37%	44.34%	30.74%	9.87%	2.38%	0.30%
11	The number and variety of activities observed by the ESR team was appropriate.	14.34%	50.71%	24.25%	8.46%	1.96%	0.28%
12	The external reviewers were professional in their work.	19.68%	53.64%	20.42%	4.44%	1.52%	0.30%

## Statistical Analysis of Post-ESR Questionnaires on ESR

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing Data
13	The attitudes of the external reviewers were sincere and friendly.	26.17%	51.10%	17.04%	4.28%	1.11%	0.30%
14	Participation of front-line educators as member of the ESR team enabled the school's performance to be assessed from different perspectives.	20.01%	57.87%	17.51%	3.26%	0.70%	0.65%
15	The external reviewers could objectively listen to the views expressed by school staff in interviews/meetings. (to be completed by school personnel who had participated in interviews/meetings	18.73%	56.23%	19.01%	4.41%	1.62%	--
16	Preliminary findings of the ESR team were clearly conveyed to the school personnel through the Oral Feedback session. (to be completed by school personnel who had participated in Oral Feedback	22.76%	53.27%	19.03%	3.97%	0.97%	--
17(a)	I think that the ESR has given an informed judgement on the effectiveness of our self-evaluation processes;	11.26%	55.99%	24.15%	6.41%	1.56%	0.63%
17(b)	I think that the ESR has made an accurate evaluation of the standard of school's performance;	10.59%	50.79%	26.46%	8.99%	2.52%	0.65%
17(c)	I think that the ESR has helped my school devise future goals and development plans.	17.67%	55.04%	20.03%	5.30%	1.33%	0.63%
18	The ESR has identified my school's strength.	19.58%	56.40%	17.45%	4.83%	0.86%	0.88%
19	I agree with the recommendations made in the ESR report.	12.86%	54.66%	24.60%	5.57%	1.15%	1.16%
20	There was adequate time for the school to prepare its written response to the draft ESR report.	11.71%	49.57%	30.35%	5.14%	1.43%	1.80%
21	Adequate discussion was made among school personnel before finalising the school's written response to the draft ESR report.	18.10%	50.28%	23.10%	5.45%	1.51%	1.56%
22	The ESR did not affect much of my daily duties.	3.97%	24.43%	27.31%	26.58%	17.14%	0.57%
23	ESR did not exert much pressure on me.	3.13%	18.64%	27.26%	31.50%	18.88%	0.59%
24	The entire ESR process was open and transparent.	9.58%	47.46%	31.25%	9.30%	1.82%	0.59%
25	On the whole, I'm satisfied with the ESR process.	8.07%	49.66%	30.41%	8.81%	2.58%	0.47%

## Sharing of School Practices

## A. Professional Leadership

School	Themes for sharing	Page
CLEMENTI SECONDARY SCHOOL	成功領導的背後	A-14
PLK FUNG CHING MEMORIAL PRIMARY SCHOOL	成果、調節、反思	A-19

## B. Curriculum

School	Themes for sharing	Page
HOMANTIN GOVERNMENT SECONDARY SCHOOL	發展「以生為本」課程的經驗	A-22
TAI PO OLD MARKET PUBLIC SCHOOL	學習支援----資優教育	A-27

## C. Teaching

School	Themes for sharing	Page
STFA LEE SHAU KEE COLLEGE	Mercy Killing	A-31
CHR & MISSIONARY ALLIANCE SUN KEI PRI SC	粉筆十八變合併畫	A-35

## D. Support for Student Development

School	Themes for sharing	Page
HKTA THE YUEN YUEN INT NO 3 SEC SCH	「創建和諧校園、增進師生關係」	A-37
PLK STANLEY HO SAU NAN PRIMARY SCHOOL	訓輔同心育幼苗	A-42

## 學校經驗分享：專業領導

主題：成功領導的背後  
學校名稱：金文泰中學  
校長姓名：鄧陳慧玲女士  
學校電郵地址：[css@emb.gov.hk](mailto:css@emb.gov.hk)

### 工作經驗分享

#### 回顧過去—在保守的氛圍中求突破

金文泰中學建校於 1926 年，有著優良的傳統。但長期以來，學校管理層較為安於現狀，教職員也樂意蕭規曹隨，跟從以往一貫做法，不大喜歡變革。在這樣的情況下，一些好的傳統雖然得以保留，然而，一些不合理的做法也得不到改變。比如，全校教師按性別，分四個教員室辦公；學校所有的行政文件均以中文書寫，由中文科老師負責；學校所有活動都由兩位主任老師負責統籌策劃，其他年資較淺的老師則無須肩負責任。學校的重要文件，包括校訓的意義也沒有人深究。

在這個穩定保守但不求改變的環境下，本人於 1996 年接任校長一職後，就力求改變上述的狀況。我參考在外地接受培訓的經驗，包括在英國劍橋大學教育研究院、美國哈佛大學教育研究院管理課程中所學到的知識及其他資料，很有耐心地聆聽各老師的意見；同時，亦身先士卒，積極參與家長教師會及校友會的活動，爭取他們對學校的認同和支持。結果，經過多年的努力，金文泰中學終於近年踏出成功的改革道路。

#### 加強團隊精神的方法

##### 1. 明確學校的辦學宗旨、校訓詮釋現代化

我邀請老師分組探討學校辦學宗旨及有關校訓詮釋的問題。在老師得出共識後，再徵求家長和校友的意見，同時參詳學校管理委員會的看法，經修訂後再向全校師生及教職員解釋，使傳統的校訓賦與現代化的詮釋，讓它更具認受性和活力。

##### 2. 制定清晰指引及政策

我認為學校全力推行集體領導模式，將決策權力下放，會更有利推行校政和改革。我把全校老師分成若干小組，鼓勵他們討論各項學校政策，然後歸納重點，再由專責老師撰寫有關的政策指引，經全體老師通過，然後推行。為使教師們暢所欲言，管理層不會出席這類的會議。以後，每年再檢訂政策成效，評估得失，進行修訂。由於指引內容由教師分組撰寫，所以他們樂於執行而不存在「由管理層指定」的問題，而這正是學校推行政策成敗關鍵之所在。

### 3. 積極參與校外計劃

我積極帶領學校開發資源，以推動學校發展。近十年來，學校成功申請語文基金的「小作家培訓計劃」及十多個優質教育基金計劃項目。每一個成功申請的計劃都能得到額外的撥款，學校利用這些款項用以增聘員工，減輕教師的工作量，或為教師提供培訓機會。最初，教師都面對極大困擾，無所適從，因為學校並沒有相關的文件可作撰寫計劃書的參考。但我及管理層老師給予全面協助，包括在財務分析，撰寫報告，人力資源分配等方面作出支援，減輕老師的負擔，使他們樂意一同探索研究，共同推展各項計劃。結果，全校老師都擴大了專業發展的空間，得到額外的培訓和到外地交流的機會。學校的教學質素亦藉此而得以提高。

### 4. 改善學校設備，提升教學條件

我深信邁向改革的第一步是打破傳統模式；因此，我重組教員室的分配，由四個合併為兩個，按老師任教科目安排座位，突破男女局限。另一方面，因應教師要求，我為各老師提供手提電腦，在全校安裝電腦上網設備和大量購置教學軟件。學校又聘請員工，減輕教師工作量。經過多年的經營，學校現在比正常編制多了一位文員、五位教學助理、四位兼職老師及多位資訊科技技術員。這些改善為教師「鬆綁」之餘，亦提升行政效率。

### 5. 鼓勵老師積極參與培訓，與時並進

本校參加不少先導計劃，故此，學校能給予教師較多培訓機會。本校教師通過參加培訓，學習了不少教導資優學生及融合學生的方法。這為老師照顧學習差異的需要做好準備。老師只要能夠安排調堂，不影響學生學習，學校就容許老師在正常上課日子裏參加進修課程。為方便老師，學校也有一套有系統的培訓計劃，如由校長或經驗豐富的主任老師為同事提供培訓課程或作經驗分享，例如：作為稱職的班主任的技巧、評核下屬的方法、撰寫考績報告、預備自評，以及資訊科技等各項培訓課程。這樣，同事們可以互相交流、互相學習，為學校推行協作教學等改革作好準備。教師這種與時並進的專業發展模式為學校成功推行各項教育改革的首要條件。

## 加強專業領導的方法

### 1. 遠見及使命感

學校管理層人員與所有教師經常開會檢討和分析學校的強弱機危，共同討論如何實現學校的遠景。金文泰中學的優勢是學生肯學受教，但較為被動。故此，學校與教師最後達成共識，以培訓學校發揮多元智能為目標，大量引入獎勵計劃，讓學生有更多機會在各活動方面發揮潛能，為校爭光。在得到全體教師的認同後，學校制定長期發展計劃，確立發展方向。然後，鼓勵各科組老師就有關的負責項目，考慮配合學校的發展方針及照顧學生的實際需要而撰寫工作計劃。學校亦十分著重培訓新老師，盡量邀請他們參與學校學與教的改革。由於重要政策得到全體教師的認同及通過，全體同事對學校的發

展均有明確的認識，他們自然能全情投入工作，為共同目標而奮鬥。

2. 加強溝通，建立互信

領導層利用各組別會議或非正式渠道，與同事建立開放和多向的溝通渠道，這是一切改革的基礎。管理層尊重員工，慎重考慮校內各成員的意見，協助他們對學校建立「擁有感」。學校舉辦很多福利活動，如聚餐、茶聚、教育考察等文娛活動，加強員工關係。多年前，學校已利用問卷調查，徵詢教師對學校各方面的意見，例如：調查他們對教師培訓的期望和意見，教育考察的地點及觀課的細節。學校具備足夠渠道讓員工反映意見，管理層亦耐心聆聽員工心聲。假如他們的意見不獲接納，我亦會在教職員會議上解釋原因。這種坦誠的雙向溝通模式促使管理層與同事建立互信關係，這對推動改革至為重要。

3. 共享資源，提升效率

我經常與教職員分享參與研討會的心得，如教導教師如何進行校內評核及撰寫考績報告的技巧，又鼓勵同事將有關進修課程的資料上載學校的內聯網，以便與同事分享資源或舉行校內的交流活動。學校鼓勵教師將有用的教學資料如教案、筆記、習作題目、測驗卷等上載於學校內聯網中各科組的文件夾內，共享資源。這對協助教齡尚淺的教師的專業發展，收效尤為顯著。

4. 加強校外聯繫，爭取支援

我認為領導層須與家長及校友建立密切的關係，因此學校積極與家長教師會及校友會合作，為實現共同目標而努力。早於二零零零年，我已將學校其中一個特別室改建為家長教師會室，稍後，再改建一個特別室為校史館及校友室，以加強溝通。近年，學校與家長共同推展「讀出豐盛人生計劃」，開發學生的閱讀興趣及提升他們的中、英文口語表達能力。學校積極聯絡校友會，校友會積極聯絡校友，捐贈多個獎助學金，分別鼓勵成績優異的同學及支援經濟有困難的同學。學校又成功邀請校友當義務教練或導師，到校培訓同學。我與教育界、社區及商界都保持聯繫，這樣對學校爭取資源十分有利。

5. 加強管理，全面提升員工質素

我十分樂於與教師分享權力，同時藉此提升他們的質素。我把教師分成各個工作小組，組長與校長聯繫緊密，共同協作，推展校務。學校因應人力資源情況、照顧公平分工的原則和教師意願，適當而合理地分配教學工作和非教學工作。這些對教學及非教學的工作分配大多跟隨教師在問卷調查及個別會談時所表示的意願而編排。學校又把教職員發展計劃撥入校務計劃書以內，撥出資源支援教師發展活動。除鼓勵教師進修，學校亦為老師提供完善而有系統的校本培訓課程。學校對教師有合理的期望，亦提供足夠的支援以供教師作專業的發展。

## 6. 資源策劃，增加理財透明度

學校努力創造一個充滿愛和關懷的學習環境，又提供完善的教學設備，讓老師愉快地教授知識，讓學生愉快學習。學校每年制定財政預算，充分利用經費，成功開發校外資源，更得到家長及校友贊助、社區及校外的支援，從而有效地提供充裕的財力與人力資源。要得到校外支援，我以身作則，先積極參與家長及校友會的活動，如歌唱活動、聚餐活動、球類活動，再積極鼓勵教師一同參與活動，建立友好關係。我通過傾談及參與活動，把握機會與家長校友們談論學校事務，爭取他們的捐助或提供義工服務，支援學校。這樣一來，就可為學校增添先進的設備，更新校舍，支援學與教的發展。校方訂立明確的理財守則，由學校及各科組按既定的程序管理賬目。此外，財務委員會定期監察及跟進有關財務事宜。校方亦提升自我問責程度，讓學校各持分者了解學校的財政運作情況，定期向學校管理委員會及家長匯報整體資源運用情況。

## 工作心得/反思

### 1. 開明開放，廣納各方意見，提升學生的學習能力

作為學校領導，必須具備積極進取的態度，領導教職員與時並進，提升學生的學習能力。領導層以身作則，積極進修，帶領同事、家長及學生接受新思維，探索教育改革的可行性。例如，學校於數年前鼓勵師生共同努力，報考英文科的「B」卷，又改動時間表，推行早讀課，加強培訓學生的語文能力及通識教育。同時，學校推動課改，合併中國歷史和世界歷史科，開設綜合人文科；引入多元化活動，帶領學生實地考察，進行全方位學習；提供拔尖拔補底課程，照顧學習差異；此外，學校投放大量資源，支援老師，為學生營造生活化的英語學習環境，提升學生的學習能力，務求每一位學生皆有所成長且能發揮所長。

### 2. 師徒制度，落實高效能管理

學校行政架構完善，利用師徒制度，成功培養接班人。學校除校長及兩位副校長外，下設教務主任和校務主任協助統籌教務和校務事宜，又在各主要學科及行政組織或學會設主任及副主任，而在各管理層階中，學校均安排主任老師帶領資歷較淺的老師共同協作，互相分享成功經驗。通過各種周年計劃的實踐，老師在過程中進行自我評估，對計劃的運作和成效作出檢討和修訂，總結經驗，再求進步，以臻完善。這種建基於夥伴關係的高效能團隊精神，自然得以延續，且能實現薪火相傳的理想。

### 3. 建立互信，發揮團隊精神

校長和教師間互相信任是非常重要的。最高領導層要信任中層管理，中層管理要信任教職員。我一方面致力於營造互信的氣氛，另一方面亦加強提點及監察，盡量更有效地發揮團隊精神。有了團隊精神，教師就會互助互諒，互愛互勉，互相支持，合作解決問題。例如：管理層希望各科組推行拔尖補



底課程，但也相信老師的專業判斷，由老師們自行決定課程的內容及級別，不作硬性規定。這種包容及互諒的態度，使老師對工作更為投入，更願意發揮無私奉獻的精神。此外，校方也非常信任校工，使他們在互信的環境下全力保持校園整潔。

#### 4. 關愛教師，給予全力支援

教師是學校最重要的資源，管理層應給予全力支援及關懷。因此，我願意投放資源，培訓人材，亦鼓勵管理層老師以同樣態度培訓下屬。很多時我將政策的樣本、評估的要求、撰寫報告的要求和參考標準及資料，上載內聯網，供老師參考；又聘請會計助理全面負責學校各類繁複的數據處理，以減輕教師的壓力，以及聘請大量合約員工，協助老師處理非教學的工作。此外，學校特意延長學校課後及假日的開放時間，方便師生。本人相信只要能夠了解老師的需要，再給予支援，老師一定可以發揮潛能，與管理層共同協作，協助學校追求卓越表現。

#### 5. 與時並進，開發活水源

近年，金文泰中學正朝向學習型的組織而發展。學校積極參與先導計劃或教育改革的新計劃，老師因而有機會提昇技能。我積極提名老師成為課程改革委員會小組成員，又鼓勵老師進修，自我增值。這種勇於嘗試、敢於創新的精神正是激發新思維的動力，同時亦使學校充滿新氣象，朝氣勃勃。學校容許教師調堂出席培訓課程，又安排教學助理代課，鼓勵教師進修。我更積極出席培訓課程，也接受教統局和友校多次的邀請，主持成功經驗分享會，與友校分享及交流經驗。要讓學校的發展有所進步，校長必需開發活水源頭，領導教師甘於冒險，樂於開墾，共同建設教學的桃花源。

#### 未來發展—百花齊放春滿園

金文泰中學是一所前進的學校。學校具有近八十年的歷史，校友人才輩出，各具成就和貢獻，但他們十分熱情，經常回饋母校，令學校發展更為順利。學校亦得到家長的信任和支持，在社區內已建立相當的聲譽。學校在這些堅實的基礎上，只要更為努力，再在多個領域，包括母語教學，資訊科技教學、語文教學等方面努力，其發展定能更百尺竿頭，更進一步。雖然，學校的發展得到各方面人士的認同、肯定和讚賞，但學校師生仍抱「追求卓越」、「精益求精」的態度，繼續前進。同時，金文泰中學亦樂於將本校的成功經驗與友校分享，目的是期希望藉著分享和交流，可作為自我提升的動力，同時可令整體的教育質素有所提升。

## 學校經驗分享：專業領導

主題： 成果、調節、反思  
學校名稱：保良局馮晴紀念小學  
校長姓名：林向成  
校長電郵：[lamheungsing@yahoo.com.hk](mailto:lamheungsing@yahoo.com.hk)

### 工作經驗分享：

自本校開校至今，教師發展是我們最重視的一環。我校的教師發展從以下三個層面去推行：

#### 1. 學校層面：

每年訂定需要而值得發展的項目。2004-2005 年度我們的關注項目是「在課堂上增強互動」。首先我們在校務會議上闡釋互動在教學上的重要，分析了互動的不同層面(教師與教師【在協作教學時】，教師與學生，學生與學生，學生與教材)，並提出建議實行的方法。跟著配合我們的教師觀課計劃(每年每名教師須觀課和被觀課 3 次)，利用特定的觀課紀錄表，以搜集資料分析，並作出回饋。我們還不定期在每星期的例會陳述觀課時的觀察，將好的做法傳播開去，並改善一些不太理想的做法。今年(2005-2006 年度)我們仍以此為關注項目，希望能將互動教學深化。

#### 2. 科組層面

學校層面的關注項目須要科組的配合才能產生成果。這主要透過集體備課去達至。每次集體備課均討論今年學校層面的關注項目，然後在教學計劃中寫下簡單的推行情況，再在下一次的集體備課檢討實施的情形，總結良好的經驗，改善不太理想的做法。同事亦透過觀課(主動邀請同事到課堂觀課)去完善這個計劃。科組亦有其自身的發展目標，這是透過教學分享達至。我們有一個雙贏的方案：每星期均安排一節「多元活動」課，強調「走出去，帶進來」(帶學生出外參觀學習，引進不同的專業人士為學生服務)，這樣學生能參加有益的多元活動，同事釋放了空間，讓教師能組織教學分享活動。分享會的次數及日期早在學年初已策劃妥當，以配合學生的多元活動。分享著重實際的教學，內容有教師分享教學心理，邀請講者到校演講或作示範教學，或出外探訪學校等。

#### 3. 個人層面

在個人層面我們給與同事自由，讓他們按著各自的需要去進修，學校做的只是配合的工作。例如學校將購回來的期刊，透過校務處的教學助理，用「Access」這軟件加以組織起來，教師可以透過「搜尋」，找到他們需要的資料，以自修的方式加強專業。例如：透過「識字教學」的搜尋，便可知道

校內的期刊中有多少文章與此項有關，分佈在哪些期刊，哪一頁，期刊現藏地點等。另外我們亦用「Access」將教育學院的「教育新知」(NEKAS)的中文文章加以組織起來，以方便教師參考。校內各種教學資源(教材套、光碟、教學手冊、錄像等)亦作如是處理。這樣一個較為系統的資料庫可成為教師專業發展的後盾。此外，我們自行設計了一個軟件，掛在學校的網頁上，教師可以將他們進修的資料紀錄在上面。透過分類，這些資料可令我們知道教師的進修大概，從而發掘可助學校發展、有特殊才能的教師；各科組的進修是否有所偏、是否須要調節；個別教師是否在進修上需要幫忙(這要結合觀課才能發揮效能)。Six Sigma 的理論教導我們要重視數據，教師的進修數據有助學校的發展。

### 工作心得/反思：

#### 1. 有成果才能延續

不知在哪本雜誌看過一張相片，一個教師從課室的狹縫往內看，圖片說明如下：我一直在觀察，看學校推動這個方法是否有用。要改革能真實地貫切入課堂，必須讓教師看到這些改革的成果，否則虛與委蛇，難有成效。在推行課堂互動的過程中，我們遇到很多問題，但學生的表現令人鼓舞。與老師觀課後商談中，我們得到一個印象：雖然方法還有待提煉，但原來我們認為學生做不到的事情，他們是做得到的，個別學生而且做得頗好。這種初步的成果為推進這個改革掃除了障礙，令教師自覺嘗試改進他們的教學，以便將這成果擴大。教師大都有理想，只要看見成果(那怕一點點)，他們都是樂意去實踐的一就是這點保證了改革的延續。

#### 2. 有調節才能有成果

我們當初從書本中，歸納出推行互動教學的方法，並在校務會議上推介這些方法。但從觀課所得，這些方法實在不太理想，假如我們死抱著當初的想法不放，鐵板一塊，不放下身段，不作任何調整，後果可想而見。幸好有些教師卻在實踐中摸索出一些較好的法，於是我們馬上向同事推介，並修訂我們之前提出的建議。沒有設計完美的計劃；計劃只要通過「正、反、合」的估量便可推行，當中要不斷修正以前的錯誤想法，不斷改善不良的做法，不斷鞏固優良的教法，才會有成果出現。「摸著石頭過河」的想法在改革中是重要的。

#### 3. 有反思才能調節

推行計劃要有監察，這是眾所周知的，但監察不是純粹看數字，還要介入其中，經常作出反思。推行計劃不久，我們便進入課室觀課，切身感受推行的情況。觀課後又與老師面談，了解他們的問題，明白他們的想法，提出改善的建議。經常觀課和不斷反思可保證計劃不蹈空，可及時作出調整，增大計劃成功的機會。

#### 4. 良性的互動循環

教師的專業發展與學生的教育有密切的關係：學生因優質輸入而提升了水平，教師便要相應提高水平以再提高學生水平，而當生水平提高後，教師又要作出提升準備，這是一個永遠循環，但是一個良性的循環，是一個有價值的循環(盧沛霖先生稱這為「追趕遊戲」，一個頗形像的說法。 )。

## 學校經驗分享：課程

主題：發展「以生為本」課程的經驗

學校名稱：何文田官立中學

教師姓名：周守安副校長、梁世祺老師、梁少卿老師、鄧啓澤老師、  
葉瑞昌老師、司徒炳權老師、鄭敏玲老師、吳惠賢老師

教師電郵：[lsheco@yahoo.com.hk](mailto:lsheco@yahoo.com.hk)

### 工作經驗分享

何文田官立中學於一九五九年創辦，一直秉持母語授課，並以承傳中國文化為己任，透過課程調適，推廣中國文化。四十五年來，學校貫徹全人教育的宗旨，一方面通過啟發潛能的教育理念，提高學生學習的主動性；另一方面，則致力發展「以生為本」的課程，讓不同能力的學生得到薰染和啟發，茁壯成長，回饋社會，結果為學校贏得不少讚譽。

課程發展的目標：以生為本

本校設有由副校長領導的課程發展組，恪守「以生為本」的原則，制定正規和非正規課程的發展策略，達致培育學生成才的目的。「以生為本」的課程發展理念是本校在規劃課程架構時，與校內其他功能組別，包括學業促進組、升學及就業輔導組和各科組主任等透過經常性的聯席會議，就學生升學就業的選科意願和需要、學業表現及課程改革的發展方向等資料，互相交換意見，進行深入的探討和分析而達成的共識。

### 實證經驗分享

在「以生為本」的課程發展目標下，本校在策劃正規和非正規課程的架構上，有以下幾項深獲外評人員肯定的成功經驗，可作分享。

1. 在規劃初中課程方面，我們選擇在中一和中二級發展「全方位學習科」（課程架構見資料一）以取代「經濟與公共事務科」，透過每循環周兩節的課堂學習、考察、訪問和參與義工服務等學習活動，拓展學生的視野，豐富其學習內容，並從中滲透國民教育。在檢討「全方位學習科」推行的成效時，任教老師和學生都給與非常正面的回饋，並不約而同地反映希望課程能滲入更多個人和社會的學習元素，例如人際關係、壓力和情緒處理、價值觀的建立等。因此，本校在考慮科任老師和同學的意見後，調整了「全方位學習科」的課題架構，加入人際篇、減壓篇和價值篇等課題，以配合學生的興趣和需要。在本年度我們把「全方位學習科」更名為「通識教育科」，以配合課程的改革和新高中課程的發展。

2. 在規劃高中課程時，我們致力維持課程架構靈活開放，能照顧學生的興趣和升學就業的需要。因此，學校每年都會利用問卷調查的方式，調查學生升學選科的意願，並同時配合學生繼續升學的需要，設計富彈性的中四和中六級課程。「文中有理、理中有文」的選科理念，可以說是本校在照顧學生的興趣和未來升學的需要，為他們提供多元化的學習活動的高中課程特色。

在貫徹「文中有理、理中有文」的選科理念上，本校中四、五級的理組學生可選修中國文學、地理、經濟或視覺藝術等科目；而文組學生則可選修生物科或電腦及資訊科技科。上述選修科目組合的設計有二個優點，一是增加了中五理組的學生在升讀中六時，因興趣的改變或升學的需要而轉讀文組的可行性；二是對文組學生而言，選修部分理科科目有助拓展學習經歷，並同時擴闊日後升學和擇業的選擇。此外，在預科課程的設計上，本校理組學生亦可選讀經濟和會計學原理等文商科目。

學校持分者問卷的調查結果顯示，本校學生歡迎學校這種靈活開放的課程架構，而近年來中六理科生選修文商科目的比例亦逐年增加，不少理科學生更在高考中的文商科目取得優異成績，順利地進入大學修讀工商管理或經濟學系等課程，而且發展理想。

3. 本校在中一及中二級增設「經典文學」，推廣中國文化。這項課程設計的理念實踐了本校承傳中國文化的理想，我們更刻意透過課程的設計（見資料二）誘發學生對中國文化的興趣，並培養學生善用中國傳統的道德觀念對現代生活進行反思。外評人員讚譽本校在德育及公民教育方面的工作表現出色，相信與本校透過課程設計，利用「經典文學」滲透德育及公民教育有莫大的關係。
4. 本校在推動專題研習，發展學生的共通能力方面的工作亦深受外評人員和教育界同工的肯定。本校發展專題研習的歷史頗長，特別是在推行跨科協作、建立學生自評及同儕互評的機制和策劃展示學生的研習成果等方面的工作都累積了一定的經驗。例如，在中一、二級，我們利用圖書館課或全方位學習科的部分課節，培訓學生掌握專題研習的技巧，繼而在中三至中四級則推動跨科或校本的專題研習，並由校方協調跨科協作研習事宜和調適每級學生每年需要參與的研習數量和繳交日期，避免學生的研習負擔過重。至於中六級的學生，我們則鼓勵他們自選科目和課題進行研習，藉以發展他們探究新事物的興趣和訓練批判性思維能力。

我們又特別安排「學生專題研習展」、「優質課業匯文田」等大型的開放日活動，邀請嘉賓、教育界同工和友校師生齊來參觀，分享同學的研習成果。學生可以在活動中從不同的嘉賓獲取回饋，提升其研習的品質。此外，我們又安排學生以分組形式在學校早會時段與全校同學共同分享研習心得。

我校學生歡迎學校為他們安排展示研習成果的活動，而嘉賓的回饋確能優化他們進行專題研習的技巧，同學在校外的比賽屢獲獎項，包括 2005 機械奧運會澳門埠際賽三項冠軍、兩項亞軍、一項殿軍、第三及第四屆綠色學校獎，

朗文出版社舉辦的專題研習比賽冠軍、消費者委員會舉辦的消費考察文化報告獎初級組季軍和教統局舉辦的統計習作比賽入圍獎等。

5. 善用非正規課程，延展學習，包括舉辦不同學習領域的「學術月」活動，安排多元化的活動，提升學生的學習興趣；又利用「每週格言」的分享活動，讓學生領悟先哲的待人處世之道。

### 工作心得：愛協作、重溝通

「目標鮮明，政策清晰，適時檢討，嚴謹跟進」能總結本校在課程發展上的經驗。學校於二零零五年五月接受校外評核，本校就「課程發展」和策劃「學與教」的活動回應外評人員：我們會朝著「持續優化學生課業質素」的方向邁進，致力發展「優質課業設計計劃」。此外，我們相信鼓勵科組經常保持溝通與交流，透過合作設計教材和課業，與及互相觀摩教學等活動來強化協作文化，有助促進跨科合作和課程統整的發展。

因此，加強科組的協作與溝通，藉以拓闊課程發展的空間，是本校在課程規劃讓學生學得更靈活、更廣闊的工作經驗。

資料一

#### 全方位學習科課程設計 (2004-2005)

	中一	中二
1	課程介紹	課程介紹、分組及訂立目標
2	分組及訂立目標	義工服務介紹
3	義工服務介紹	參觀中央圖書館
4	參觀中央圖書館	舞蹈表演：舞蹈家
5	創意媒體活動	創意媒體活動
6	戲劇表演：將軍澳劇團	英文增潤課程
7	英文增潤課程	金紫荊廣場訪問活動(H)
8	九龍城區考察(M)：廟宇	金紫荊廣場訪問活動(M)
9	九龍城區考察(H)：街道	金紫荊廣場訪問活動(T)
10	九龍城區考察(T)：宗教及社會團體	金紫荊廣場訪問活動(S)
11	九龍城區考察(S)：寨主/宋王臺	歷史講座：新界大族考察追思
12	戲劇比賽：古希臘神話故事	美術活動
13	美術活動	小組報告：分享，總結及評估
14	小組報告：分享，總結及評估	

通識教育科課程設計(2005-2006)

	中一	中二
1	課程介紹	課程介紹、分組及訂立目標
2	專題研習：分組及訂立目標	義工服務介紹
3	義工服務介紹	健康篇
4	解難篇	聆聽篇
5	情感篇(一)	自尊篇
6	傷健共融：舞出生命	傷健共融：展藝耀姿采
7	情感篇(二)	欣賞篇
8	專題研習：思考方法	價值篇
9	參觀博物館	電影欣賞
10	減壓篇	堅定篇
11	人際篇	專題研習準備：資料 / 訪問稿
12	專題研習準備：資料 / 訪問稿	息怒篇
13	九龍城區考察	和解篇
14	專題研習：總結與評估	金紫荊廣場訪問活動 / 藥物資訊天地展覽館
15	傳媒教育活動：廣告一	金紫荊廣場訪問活動 / 懲教署博物館
16	傳媒教育活動：廣告二	專題研習：總結與評估
17	創意媒體活動	傳媒教育活動：報章
18	戲劇表演：將軍澳劇團	舞蹈表演：動藝
19	美術活動	美術活動
20	小組報告：分享，總結及評估	小組報告：分享，總結及評估



中一及中二經典文學課程

中一及中二的經典文學課程，每循環周均有一教節。中一級的課程內容包含「孝的故事」及「唐詩賞析」兩個單元。在教授「孝的故事」時，老師會派發一些我國古代賢人孝順父母、忠於國家等事蹟的資料給學生閱讀，然後着學生完成所附的工作紙，讓學生從中學習先賢重孝義的優良傳統。在「唐詩賞析」方面，老師會派發一些有關：詠物、征戰、愛情、離愁、勵志的唐詩給學生閱讀，然後着學生完成所附的工作紙，讓學生從中欣賞詩中的情趣及藝術技巧。

中二級經典文學主要教授中國經典文學作品，如《三字經》和宋詞，包括李白《菩薩蠻》、白居易《長相思》、范仲淹《蘇幕遮》、朱淑真《生查子 元夕》及蘇軾《江城子》等。此課程讓同學多接觸中國古典文學，培養欣賞文學的興趣和提高文學水平；另外，所選題材，如《三字經》，側重介紹中國倫理道德，望能對學生起潛移默化之效，勉勵他們進德修業。

課堂活動有朗誦、分析、欣賞和應用。教師鼓勵同學抒發意見，使課程能與生活結合，亦激發同學閱讀古典文學之興趣。

## 學校經驗分享：課程

主題：學習支援----資優教育  
學校名稱：大埔舊墟公立學校  
教師姓名：張麗珠校長、趙穎思副校長  
教師電郵：[tpomps@hotmail.com.hk](mailto:tpomps@hotmail.com.hk)

### 工作經驗分享

#### (一)學校課程組的發展

本校一向提供全人教育，發掘學生不同的潛能，讓學生有全面及具個性的發展。本校的課程爲了顧及學生的不同發展，提供優質的教材及課程，學校在課堂學習及課後學習兩者都十分關注，而兩者對學生能力的訓練，知識的學習和品德的培養都是相輔相承的。

學校早在一九九四年在教務組以外成立課程組，統籌全校課程發展，組織核心成員及基本架構，發展校本課程，訂立科、組、班在推展課程時的溝通及檢視機制，設立校本學業及非學業的獎勵計劃等等。

二零零零年課程組改組爲課程發展組，將資訊科技、圖書組納入課程發展組內，就發展全校課程重心：學會學習，精進四大學習關鍵的發展，作出有系統的組織、協調及分工。近年，本校更著重發展兩文三語，營造語文學習環境，創意思維訓練，調動全體老師發展多元的校本課程，與時並進；重視課堂效能，分組學習、課堂研究、學生備課學習等等的項目。

本校在課程發展組下設立不同的支項，包括專責負責課程、教學、學習支援、學習評估四方面，四支項既互相銜接、配合，而又各有發展。以下是本校學習支援組下的資優教育的簡單介紹。

#### (二) 學習支援小組成立目的

1. 提早識別有不同學習困難程度及在範疇中表現突出的學生，以便更早提供適切的關注和支援。
2. 建立全校學生學習支援總表，以使更適切提供支援。
3. 統籌爲學生提供學科及非學科的增益學習活動。
4. 爲成績有輕微學習困難及有顯著落後的學生提供更有效的學習支援。
5. 透過小組學習，照顧學生的個別差異，讓學生的潛能盡展。
6. 建立學生的自信心、領導能力及各項學習能力，讓學生更有興趣及延展學習。

### (三)校本資優教育課程

#### 1) 資優教育的原則

本校依據教統局「第四號報告書」所指，香港資優教育的目標是著力提高教育素質使資優教育普及化。在主流學校內，發展以學校為本位的課程。一方面，以照顧資優學生的需要，使資優學生在各方面都可以有適切的栽培；另一方面，是讓每個學生「有全面而具個性的發展」。

#### 2) 校本資優教育的推行模式

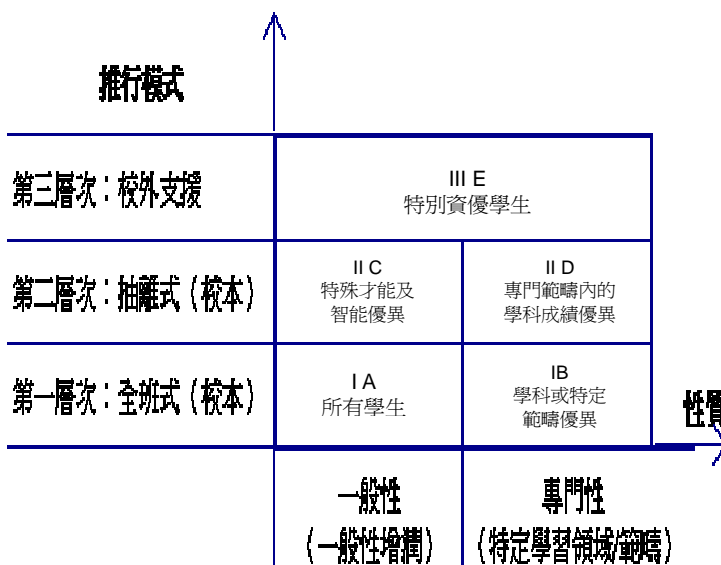
##### (I) 全班式（校本課程）

###### IA 層次：

- 校本課程有：
  1. 各級老師每隔星期進行集體備課，將資優教育三大元素（高層次思維能力、創造力和個人及社化能力），滲入課堂。
  2. 由本校老師及香港中文大學教育學院設計的工作卡及趣味卡，學生按自己的進度完成。

###### IB 層次：

- 校本課程有：
  1. 為照顧能力高的學生在正規課堂的需要，本校於各學習領域中提供增潤及延伸活動，包括擴闊涵蓋範圍及深化內容，採用不同的教學策略(如分組教學、專題研習等)，激發學生高層次思維技巧。
  2. 聯繫校外資源與大專院校及教育機構進行協作計劃，例如：以戲劇融入中文課堂學習及寫作、數學解難方法融入核心課程、透過 readers' theatre，讓學生掌握英語的說話及寫作能力。
  3. 本校各科老師自編教材作增潤課程及進行課程調適：閱讀延展篇、數學巧算、讀讀古詩文等等。
  4. 各科分時段進行專題研習，培養學生高層之思維能力及促進主動學習。推行中、英文廣泛閱讀計劃。



## (II) 校本抽離式課程

**IIC 層次**：為一般性增潤課程，例如研習技巧、高層次思維能力、創造力、社交技巧訓練等。

➤ 校本課程有：

### 1. 「優之良品」校本資優課程（分六個年級進行）

目的：為本校學業成績卓越、或在某一方面有特殊才能的學生，有系統地提供不同類型的認知能力培訓活動，藉此發展多元智能及興趣。

形式：以抽離方式在正規課堂以外進行一般性增潤課程，使能力相若的學生一同接受有系統的訓練。

課程內容：

➤ 每次活動只集中培訓某一範疇的認知能力(八項認知能力包括：語言智能、邏輯數學智能、空間智能、音樂智能、身體動覺智能、自省智能、人際關係智能、自然辨識智能)。

➤ 一至六年級每級一組，分別進行不同程度認知能力培訓活動

### 2. 小領袖訓練：訓練四至六年級風紀及各類服務生的領導及處理事情應變的才能，並加上香港中文大學 4C 領袖訓練課程，安排在五年級全體學生參加。

### 3. 歷奇活動：為本校四至六年級有特殊才能的學生，有系統地提供不同類型的歷奇活動，讓他們藉此發展多元智能及面對挑戰。

**IID層次**：為專門性或特定範疇的課程：全方位動腦、科學探究、中文創意寫作、奧林匹克數學、電腦學會、中西樂團、體操和其他為有特殊才能的學生而設的課外活動。

➤ 校本課程有：

### 1. 聯繫校外資源與大專院校及教育機構進行協作計劃

### 2. 本校老師帶領課後小組活動以提昇有特殊才能的學生的潛能共數十組。

## (III) 校外支援

**III E 層次**：教育統籌局成立專家小組，發展及推動專為培育特別資優學生而設的活動，去定立路向和方案。

➤ 校本課程有：

### 1. 本校透過通告查詢，收集已獲認可之機構或註冊專業心理學專家界定為「資優」的學生名單。

2. 為「資優」學生設立「個人發展記錄夾」記錄他們在校各年級的各項智力發展及其在校內、外之學習或活動表現作較長時間的持續觀察和評估。
3. 向「資優」學生提供校外資優課程的資料，並推薦學生參加有關課程。

#### 工作心得/反思：

1. 定位清晰：學習支援是全校老師的事，發掘學生潛能是每個老師的責任，亦是本校的辦學宗旨。學習支援組的同事負責統籌推展、協調的工作。
2. 對點支援：收集各方的資料，建立全校學生學習支援一覽表，以便調撥資源，全面推展。
3. 援引資源：教師支援學生的專業知識及能力需與時並進，學校可盡量援引大學、教統局、友校的資源協助。
4. 互相配合：學習支援需與全校課程發展、教學策略的範式轉移、多元學習評估、自評機制互相配合而行。一個資優學生也可能需要社交情意的支援；要評估學習的經歷，多元的評估方法，例如：非紙筆的評估、學習歷程檔案等。

#### 進一步完善的措施：

1. 提高學校持份者的專業知識及技能：教師的訓練，對資優教育涉獵的不多，要推展優質的資優教育，學校會進一步提高教師對有關課程管理，對資優學生學習過程中的啟發方法，課堂互動設計、評估課程成效等等的能力。有關家長亦需在家庭教育中互為配合。因此，家長教育亦是本校所關注的。
2. 引入高思維閱讀方法：閱讀是學生學會學習的關鍵項目。本校除了整合過去推展閱讀的經驗及教材外，會進一步引入高思維閱讀方法，讓長於不同領域的學生可以一邊閱讀，一邊思考，增進個人學習領域的知識及技能。

## Sharing of School Practices: Teaching

School name: STFA Lee Shau Kee College  
Teacher's name: Ms Wu Miu Hung Priscilla  
Teacher's email address: [priscilla@thomas-lee.com](mailto:priscilla@thomas-lee.com)  
Subject: English Language  
Topic: Mercy Killing  
Level of students: F.6

### Content

#### Objectives:

- To provide students with communication skills and oral fluency practice
- To encourage students to think critically
- To encourage students to have collaboration through interactive learning and peer evaluation
- To provide students with practice in expressing opinions, agreeing and disagreeing
- To give students practice in discursive writing

#### Time Allocation:

- A 35-minute lesson plan

Time	Stage	Activity	Type of Interaction
8 mins	Presentation	➤ Sets the scene	Teacher-centered
20 mins	Practice	➤ Provides language support ➤ Gets students to do group discussion	Student-centered
5 mins	Evaluation	➤ Allows time for peer evaluation	Student-centered
2 mins	Consolidation	➤ Assigns homework for consolidation	Student-centered

\* The teaching idea is adapted from Telenex - Teaching Ideas Databank\*

#### Strategies:

##### A) Pre-lesson Preparation

- ✧ Students were asked to do some research on the topic – “Mercy Killing”. By research, they were meant to collect and read related articles.
- ✧ Students were given the following articles to read a week before the lesson:
  - a philosophical article on ‘Euthanasia’
  - a newspaper article about Terri Schiavo, a brain-damaged woman whose husband requested the court to remove the life-supporting tube and let her die in peace
  - the story about Danny Chan, a Canton-pop singer, who attempted suicide and was in a coma for some time before he passed away
- ✧ The reading task promoted self-learning and exposed students to a variety of arguments which could then be used in their discussion and the follow-up writing task.

## B) Scene-setting Activities

- ✧ Authentic materials and PowerPoint were used as visual stimuli.
- ✧ Pictures of 'City Forum', Terri Schiavo and also an activist who was against the termination of Terri's life were shown to the students.

## C) Presentation

- ✧ presented to the students the motion "Terminally-ill patients should have the right to die" in large fonts on the screen.
- ✧ explained to the students that they were the speakers at City Forum where each of them had a different role to play.
- ✧ 5 roles :
  - a) Peter Chan, a chairman of the pro-suicide group "Dignity"
  - b) David Lam, a doctor who is against mercy killing
  - c) Alan Lo, a doctor who is for mercy killing
  - d) Joe Yeung, the son of a 78-year-old woman who is suffering from inoperable lung cancer
  - e) May Wong, a Catholic
- ✧ emphasized that the objective of the lesson was to create an environment for the students to think critically and try to see things from others' perspectives.

## D) Practice

- ✧ adopted group discussion as the activity to train students' critical thinking, to practise communication skills, oral fluency and useful target expressions.
- ✧ put students into groups of four at random and assigned a different role to each of the students in the group.
- ✧ gave clear instructions to students.
- ✧ gave each student a quick reference sheet on the useful target expressions.

### Before the discussion

- ✧ gave students 3 minutes to read their role-card.
- ✧ checked if everyone was clear about the role they were going to play.
- ✧ used questioning techniques to activate students' mind and elicit their previously acquired knowledge, e.g. some useful expressions, such as 'I agree with you/ I disagree with you' and 'I think' etc. These questions were the prelude to embarking on new knowledge.
- ✧ pointed out that a lack of variety in the language pattern used was undesirable and then highlighted some new expressions as language input for the group discussion.
- ✧ gave students a handout on the useful target expressions as a quick reference.
- ✧ played the role as a moderator, starting the debate by introducing each role so as to make the setting more authentic.

### During the discussion

- ✧ acted as a facilitator, walking around to check progress.
- ✧ tried not to interrupt students' discussion.
- ✧ tried not to correct students' mistakes because the objective of the lesson was to facilitate students' communication skills and oral fluency.
- ✧ encouraged individual students to take an active part in the discussion.

#### End of the discussion

- ✧ announced that it was time for a commercial break and said 'thank you' to all the 'speakers'.

#### Evaluation

- ✧ gave students time to do peer evaluation.
- ✧ gave students a chance to nominate the best speaker who had presented the most convincing argument in each of the groups.

#### Consolidation

- ✧ assigned the writing task 'Letters to the Editor' so that students could have a chance to share their own opinion about Mercy Killing after the different reading, listening and speaking tasks about the issue.
- ✧ required students to do some research again to gather more different views on the issue before producing their own piece of work.

#### Outcomes:

- Students had the chance of exercising their critical thinking in the group discussion and in the process of nominating the best speaker and choosing the best argument put forward in the lesson.
- Interactive learning was made possible as students had to express their ideas, listen to others' and give appropriate responses.
- Their communication skills were enhanced through the process of discussion.
- Students were able to revise the vocabulary related to "mercy killing".
- Students were able to practise using various expressions to give opinions, agree and disagree with one another, for example, 'As far as mercy killing is concerned, ...'
- Students were able to learn how to exchange opinion effectively, evaluate one's argument critically and presenting arguments in writing logically.
- With clear instructions, students performed very well. The general classroom atmosphere was good and all the students actively participated in their learning tasks.



## Reflection

Despite the fact that the lesson was quite successful, some improvements could be made in the following areas:

- Duration: I should arrange a double lesson for teaching this topic so that the best speaker of each group will have ample time to present his/her most convincing argument put forward during the discussion. And I could have time to give feedback on the arguments presented, highlighting what contributes to a strong argument.
- Guidance: I should give more help to the students playing the role as a Catholic as they are not familiar with this religion, especially on the issue whether Catholics support or counter “Mercy Killing”.
- Grouping: I should group students according to their ability so that the more able students could help with the weaker ones.

Teaching English to senior form students can be extremely demanding and exhausting as a lot of stress is put on exam-skill training. Doing those exam practices lesson by lesson is boring. My solution to this ‘dilemma’ is to try to adapt my lessons by making them highly related to their lives and society. In other words, the use of authentic materials is highly recommended. Only when the subject matter is authentic will students’ interest in learning English be aroused and enhanced. I tend to choose the hottest and most controversial issue as the discussion topic for the oral and writing lessons. As far as topics for oral lessons are concerned, it is better for teachers to choose current issues for their discussion topics.

Besides the subject matter, a teacher’s sense of humor can sometimes make a difference. As this is the case, I will grasp every chance to add spice to my lessons with a view to motivating my students to learn English in an interesting way. For example, in my oral lesson, I named one of the individual speakers as ‘*Joe Yeung*’, and this made my students laugh a bit. Throughout the lesson, I would make good use of my sense of humor to sustain my students’ interest in learning.

Also, students must be given enough background information so that they could come up with constructive ideas and thoughtful arguments. It is utterly impossible to ask students to create something out of nothing. Being well-prepared, students will be more confident in using a second language to express themselves.

## 學校經驗分享：教學

學校名稱：基督教宣道會宣基小學

教師姓名：黃志強

教師電郵：[wongckd\\_1127@yahoo.com](mailto:wongckd_1127@yahoo.com)

科目：視覺藝術科

課題：粉筆十八變合併畫

學生級別：六年級

### 課堂內容：

#### 教學目標：

- 用粉筆探索不同的繪畫和拭擦方法，發掘有趣的紋理和不同質感效果，並組合成富視覺效果的畫面。

#### 課時安排：

- 教節數目：兩教節
- 每節課時：35 分鐘

#### 教學策略：

- 讓學生先從評賞藝術家作品中認識不同的質感和紋理，然後提供適當物料(粉筆和小塊的黑畫紙)鼓勵學生大膽嘗試，並不時邀請創作富效果作品的學生示範其繪畫技巧，以激發其他學生的創造力及引導他們作反思。最後，讓學生有機會將作品即時組合成大張合作畫，使學生互評彼此的作品，以加強創作氣氛。

#### 教學過程：

- 學習活動：
  1. 引起動機：透過內聯網展示寶迦的兩件作品 (Four Dancers 和 The Star, Hilaire Germain)，用提問方式引導學生評賞畫中迴紋、交叉及平行線條等不同的紋理圖案和平滑與粗糙、軟和硬等質感效果，並重點提問學生畫家用甚麼物料繪畫、畫裡畫有甚麼和畫家如何運用粉彩畫出不同東西等，讓學生討論作者如何運用不同力度、筆的不同部分，以及以不同執筆角度變化繪畫方式。
  2. 練習與探索：引導學生嘗試用彩筆不同的繪畫方法，在小塊的黑畫紙上大膽地繪畫，以營造不同的視覺效果。
  3. 在欣賞中彼此學習：
    - a. 讓學生嘗試將學生習作，按不同質感和紋理分類，並討論特點及效果。

- b. 讓創作富效果作品的學生示範繪畫技巧，並引導學生互相觀摩和交流心得。老師藉提問引導學生思考不同的變化技巧及可能產生的效果，並引導學生探討將初次嘗試的質感效果作進一步變化的可能性。
- c. 老師引導部分學生將先前選取的小塊習作組併在大張黑畫紙上，透過實物投影器讓學生欣賞在發展中的畫面，然後鼓勵其餘學生運用想像力，在互動氣氛下，將自己的創作成果張貼在大張黑畫紙上剩餘的空間內，以組成大張合作畫。

### 教學成果：

1. 老師設計的活動能讓學生在彼此欣賞和分享創作心得的學習環境裡，愉快及積極地創作。
2. 學生能夠善用粉筆探索不同的繪畫和拭擦方法，發掘出有趣的紋理和不同效果的質感，並組合成富視覺效果的大畫作。

### 教學心得：

- 鼓勵大膽創作，激發主動學習

學生學習時常怕出錯，以致失去敢於嘗試的動力。因此，在學生進行初步嘗試後，常常問學生：「你再想想，你還可以用什麼別出心裁的方法增加變化。」以鼓勵學生多運用想像力、多嘗試和多探索。學生學習時需要獲得肯定和讚賞，所以在創作過程中，透過容讓學生可自由地欣賞彼此的創作成果，大大誘發學生學習的主動性。

- 鼓勵朋輩間勇於分享，彼此欣賞

透過分享學習心得，能引導分享者自信地表達及學習運用視覺語言來表達和溝通。學生在彼此欣賞和肯定的過程中，能營造出同學間互相積極學習的氣氛，並從而體會由欣賞導向創作的道理。

- 鼓勵集體創作，經驗共同協作的美善

最後作品是集體創作的成果，學生因而經歷彼此付出至合作完成作品的愉快過程，能增加班內團結和諧的氣氛。

### 學與教資源/附件：

- 參考網址：

1. <http://www.childrenpublications.com.tw/spotlight/art%5Fb3%5F1.html>  
《介紹寶迦生平》
2. [http://www.vintageartgallery.com/os.cfm?Product\\_ID=5994](http://www.vintageartgallery.com/os.cfm?Product_ID=5994)  
《欣賞 Four Dancers Edgar Degas (1834-1917)》
3. [http://www.theartifact.com/product\\_info.php?products\\_id=2535](http://www.theartifact.com/product_info.php?products_id=2535)  
《欣賞The Star, Hilaire Germain Edgar Degas as (1834-1917)》

## 學校經驗分享：學生成長的支援

主題：「創建和諧校園、增進師生關係」

學校名稱：香港道教聯合會圓玄學院第三中學

教師姓名：林瑞霖

教師電郵：[mail@hktayy3.edu.hk](mailto:mail@hktayy3.edu.hk)

### 工作經驗分享

對象：全校學生

目標：

- 創建關懷和諧的校園文化，營造互相接納、彼此關懷、共同欣賞的師生關係，令學生健康成長；
- 增進學生、家長及老師的溝通及聯繫，協助學生解決成長中遇到的困難；
- 協助學生發揮潛能，提升學生的自尊感和自信心。

推行計劃背景：

- 本校學生多來自雙職家長的家庭，家庭的關顧較為缺乏；此外，學校每年舉辦兩次家長日，通過班主任與家長的會晤、溝通，了解學生於做人處事方面極需師長關顧。
- 於 03 至 04 年度「香港中學生情意及社交範疇表現指標」中，「師生關係」一項比「香港常模數據」為低，所以，我們相信提升「師生關係」對改善學生的學習有積極作用。
- 從老師日常觀察反映，我校初中學生於處理人際關係方面的技巧較為缺乏，同學會因小事而產生磨擦，影響彼此之間的和諧關係。
- 有鑑於此，我校於 03 至 04 年度下學年舉行教職員發展日，收集全體老師意見，再經學校行政委員會討論、修訂，最後於教職員會議通過，確定以「創建和諧校園、增進師生關係」為 04 至 05 年度學生成長支援之方向，進一步針對學校三年發展計劃中關注事項一「提升學生的品德，尤其在自律、自尊、自重、及自信方面，並懂得尊敬別人」及關注事項三「提升學生對學校的歸屬感」，全面推行此項計劃。
- 由輔導組負責統籌是項計劃，於 04 至 05 年度新學年第一次教職員會議中向全體老師詳細介紹計劃的內容及推行方法，使老師充分了解當中細節，以助計劃的推行。

## 推行方法：

- 全面提升校園關懷和諧的風氣和文化  
爲了提升校園關懷和諧的風氣和文化，舉辦不同類型的全校性活動和比賽，包括「反暴力口號設計比賽」、「好人好事選舉」、「書簽設計比賽」、「午間愛心點唱站」及「專題講座」，宣揚關懷的訊息，營造和諧的氣氛。此等活動並非常規性活動或計劃，而是具針對性之全新措施。
- 推行「師生心連心」活動  
爲了讓學生得到最適切的關顧，於中一及中三級推行「師生心連心」活動，透過導師制進行定期的小組活動，增強師生的溝通及聯繫，建立師生間亦師亦友的融洽關係；讓小組成員在學習、做人、處事各方面得到更適切的關顧，建立積極、進取、樂觀的人生態度，健康成長。每一小組由一位老師及七至十位同學組成，中一和中三級同學於星期五放學後隔週進行活動，每次活動時間爲四十五分鐘；全年進行十一次校內聚會及一次校外活動。小組活動的內容環繞：「自我價值」、「積極思維」、「溝通」、「關懷」範圍，而活動會按照既定主題進行遊戲、分享交流等互動形式推行，小組導師與組員對全年活動作出討論、檢討，並對同學之正面行爲作出嘉許，鼓勵組員實踐所學。全年小組聚會完結後更進行「師生舞台」比賽，並邀請家長作爲評判，師生、家長共同參與，互相鼓勵，互相欣賞。
- 舉辦「小組導師培訓工作坊」  
爲使老師更有效發揮小組導師的角色，於學期初舉辦「小組導師培訓工作坊」，提供帶組技巧訓練，同時，亦製作教材套，方便老師進行活動。此外，每次活動均收集老師意見，並於學期中作中期檢討，對教材及活動形式作出修訂，以期收到最佳成效。
- 成立「師生調解小組」  
成立「師生調解小組」，成員包括副校長、社工、輔導組員及其他具經驗的老師共十一位，充當個別學生與老師發生嚴重衝突時之調解角色，並作支援，使師生間有一良好、和諧關係。此外，亦邀請城市大學「復和中心」講師到校爲老師舉辦「復和調解員老師訓練工作坊」，培訓老師進行學生復和調解的技巧，對建立和諧校園及預防學童欺凌有積極意義。
- 組織關懷大使、宣揚關愛文化  
由中二至中四級之中挑選二十位同學組成「關懷大使」，參加信義會主辦之「關懷大使訓練計劃」，同學於暑期接受訓練後，一方面參與社區活動和服務，宣揚關愛訊息，同時，在學校亦推動關愛文化，例如：進行「反欺凌、獻關愛」話劇演出，由社工帶領「關懷大使」共同籌劃，以「反欺凌、獻關愛」爲主題，參加由信義會主辦的聯校比賽，榮獲最佳表現獎，同學更於早會爲全體師生演出，宣揚有關訊息。此外，「關懷大使」於家長日進行「家長日表心思」月餅心意咭獻關懷活動，代表全校同學

向出席的家長獻上感謝和祝福；又向校內有需要同學、老師送慰問咭。最後，於五月中，選取「好人好事」選舉中十件最突出的事件，改編為短劇，在禮堂舉行週年表演，向同學宣揚那些好人好事，營造欣賞、關愛的和諧校園文化。

- 長假期致電聯繫家長  
為加強家校合作，全年除舉辦兩次家長日外，更會推行長假期班主任致電家長，了解同學假期生活，並藉此鼓勵家長督促子女善用餘暇。

計劃推行之成效：

- 提升學生對學校的歸屬感  
從 04 至 05 年度「香港中學生情意及社交範疇表現指標」所得，學生「整體滿足感」提升至「2.38」，超越「同類型學校」；「師生關係」提升至「2.74」，達至與「同類型學校」一致。從觀察所得，通過正面的競爭，各班的團結和凝聚力有所改善，學習的氣氛亦較為濃厚；透過不同的服務、表演和比賽，學生的自信心有明顯增加。綜合而言，學生對學校的歸屬感有明顯的提升，而且積極投入校園生活。
- 建立和諧校園氣氛  
老師與學生關係更加緊密，尤其是「師生心連心」活動中的「師父」與「徒弟」的關係更顯著。根據老師反映，該組「徒弟」在課堂的紀律改善及表現極為明顯，甚至主動要求其他同學在「師父」的課堂上守秩序，減少了師生磨擦的機會。此外，組員在學習和人際關係方面遇到困難，都會主動向導師傾訴，尋求幫助，大大舒緩了輔導組及社工的輔導工作。部分導師更會與組員參加校外活動，如參觀展覽、電影欣賞，甚至宴請組員吃自助餐（吃自助餐對他們來說極為難得），不但擴闊了同學的社交生活和眼界，也增添了師生情誼。從年終問卷調查顯示，大部分同學都認同是項計劃能改善他們與同學及老師的關係，校園變得更和諧。
- 取得教師的認同  
計劃推行的初期，教師對計劃的成效都持觀望的態度，尤其是「師生心連心」活動，除了帶組技巧困難外，還有在非班主任角色以外，建立另類較密切的師生關係。「徒弟」會視「師父」為兩星期聚會一次的看護者，有時會採取不合作態度。幸好，透過小組聚會、比賽及外出活動等，不但消除了大家的隔膜，最後還建立起朋友的關係，這是難能可貴的。
- 加強家校合作  
家長更積極參與學校活動，而且對子女在學校的學習生活有更多了解；同時，對班主任長假期致電聯繫家長的做法甚為欣賞，加強了家校的合作。

## 工作心得/反思

- 擁有共同信念  
計劃的主題為「互相關顧、彼此欣賞、共同支援」，所以，老師與學生建立緊密的關係至為重要。良好的關係使校園變得更和諧。
- 落實全校參與  
由於計劃涵蓋全校學生，並於全學年進行，故此，學校各行政組別都需要作出緊密的配合，計劃雖由輔導組統籌，但由於牽涉全校老師的人手分配，全校有 44 位為「師生心連心」活動的小組導師和活動時間的安排。所以，本組保持與副校長、活動組及總務組的溝通和協調極為重要。如將出任導師計算在教學工作量之中，讓老師感到更為公平；又將星期五放學後進行小組活動時段編為正規課堂，其他課外活動在星期二及四進行，並寫在學生手冊及家長手冊之中；活動組及總務組協助安排活動的課室、場地及活動物資等支援。故此，整個計劃的推行都必須作出通盤的統籌才能順利進行。
- 加強統籌機制  
輔導組負責統籌整個計劃的籌備、推行及評估，並與社工合辦部分活動，亦舉辦老師工作坊，提升老師的帶領小組的技巧。訓導組支援活動進行期間的秩序。家長教師會鼓勵家長參與講座及學生活動。由於「師生心連心」活動於放學後進行，其他班別於最後一節課後須立即離開課室，騰出活動地點，同時，上課老師亦須立即到所屬課室帶領組員進行活動，否則會容易出現「混亂」的情況，所以，需要安排專責老師協調，尤其在計劃的初期，更需訓導組的配合。
- 提供合適的教師培訓  
教師發展組舉辦以是項計劃為主題之教師發展日，讓全體老師對整個計劃的理念有清晰的了解，同時亦通過分組討論和匯報，對計劃作出調適，令每位老師都明白自己的角色和責任。計劃中的「師生心連心」活動需要較高的帶領小組活動的技巧，而老師之中只有少部分曾接受有關方面的訓練，所以都需要進一步發展和摸索，以提升效能。此外，老師的個人支援亦需關顧，如學校可為老師創造更多的空間，加強師生間的聯繫；鼓勵老師出席有關的研討會或工作坊，擴闊視野等，使計劃更具成效。
- 從多角度評估計劃的成效  
有效的評估，有助調適活動的方向，使計劃更具成效，同時作為未來發展的依據。我們的評估包括以下各方面：
  - 每項活動有獨立評估和檢討，包括學生問卷、老師問卷。輔導組會檢視所得結果，與全年計劃書所預期之成效進行比對，如未能達至既定的目標，會檢視當中的原因。

- 於隔週星期二早上進行的老師早晨例會和教職員會議中聽取老師的意見，對計劃作出檢討或調適，使計劃更趨完善。此外，亦會透過觀察同學的行為和表現，從觀感方面進行評估。
  - 完成「香港中學生情意及社交範疇表現指標」問卷，並以之作為客觀的依據。
  - 輔導組會將以上評估結果加以整理，於年終檢討時向校政委員會匯報，再經討論，寫成「成就與反思」，作為未來推行此類計劃的參考。
- 因應檢討結果修訂推行計劃  
輔導組於年中進行中期檢討，再對各項活動進行調適，如將「漫畫創作比賽」改為「書簽設計比賽」、修訂「師生心連心」活動的教材等，務使達至原訂目標。此外，輔導組於年終亦進行全年檢討，修訂計劃，作為未來推行此類計劃的藍本。「師生心連心」活動教材方面，老師認為較理論化，同時活動時要求運用簡報會造成不便，建議增加導師與同學分享、交流的時間。
  - 推動高年級學生的參與  
由於資源有限，本計劃的關顧面較針對初中學生的需要，而高中及預科同學的全面關顧及參與，相對有不足之處。故建議於未來繼續推行此類計劃時，可讓他們多參與，甚至將高中及預科學生化作關顧初中同學的動力，彼此關懷，互相扶持，相信關係更為密切。

## 最新發展

- 深化計劃成效  
透過以上計劃，過去一年，本校成功創建「互相接納、彼此關懷、共同欣賞」的和諧校園文化，學生、家長與老師建立了良好的關係和溝通橋樑，所以，05至06年度將在此基礎上推行「齊欣賞、獻關懷，愛心滿校園」計劃，繼續推行「師生心連心」活動，致力營造和諧溫馨、關愛欣賞的校園氣氛，使同學在「圓園」愉快學習、健康成展。為進一步推動全校參與，擴大計劃的涵蓋面，讓高年級同學有更多參加機會。
- 調整推行策略  
成立「師生心連心」活動教材編寫小組，簡化教材，使之更便於老師運用。又於學期新學年初舉辦老師工作坊，詳細向參與「師生心連心」活動的導師解釋教材設計的理念和有效使用教材的方法，同時邀請較有經驗的老師分享帶組心得，希望在新學年將計劃辦得更成功。



## 學校經驗分享：學生成長的支援

主題： 訓輔同心育幼苗

學校名稱：保良局何壽南小學

教師姓名：譚健雄主任、王寶音主任、陳建雄主任

學校電郵：[plkshsn@yahoo.com.hk](mailto:plkshsn@yahoo.com.hk)

### 工作經驗分享

對象：全校學生

信念、目標和政策的配合：

- 訓輔組秉承保良局「愛、敬、勤、誠」的校訓，認為教導學生要有「訓之以理、輔之以情」之訓輔合一精神，對學生循循善誘，才可建立一個健康的校園文化，學生在和諧守禮的氣氛下，才可以愉快成長，故此為學校發展計劃之關注事項—發展「健康校園」訂定長期及短期之計劃及政策。
- 在協助學生成長方面，本校制定「家校合作政策」，訂定各項學生支援服務的具體工作計劃和跨組別協作計劃，強調全校及家長參與的重要性。
- 在政策制定方面，分為預防性、發展性和補救性的策略，師生及家長共同參與，有系統地為學生安排全面而均衡的服務和活動。此外，亦適當地引入校外資源配合，為學生提供全面而均衡的服務和活動。

工作的組織、協調和監察：

- 學校設有「學校改善小組」，負責擬定學校三年發展計劃及每年關注事項，各科組（包括訓輔組）亦須配合學校的關注事項擬定本科的周年工作計劃，而科組的工作計劃及執行情況須受「學校改善小組」所監察。至於運作上的資源調配及協調工作亦會在行政會議中討論。
- 訓導及輔導組設有清晰的組織架構和協調機制，亦設有級訓導教師制度，能即時處理學生行為問題，發揮及早預防效能。本校聘用專業服務機構之駐校社工，加強學生輔導服務，協助教師培訓工作及提升成長課的質素。
- 訓輔兩組成員曾接受相關培訓，以發揮有效的領導職能，定期開會，檢討工作。而任何新計劃/新措施亦會在訓輔會向全體老師公佈，以取得共識，並會收集意見，以做到「上情下達，意見互通」的局面。
- 訓輔兩組亦會定期安排教研工作坊，提升教職員在輔導學生及與家長溝

通方面之技巧，如去年在教研時段為同工安排加強與家長溝通技巧及識別資優學童的工作坊，以加強同工在專業上的裝備。

## 計劃的實施：

### 訓輔工作

- 制訂「違規三級制」  
本校的校規及獎懲制度清晰、合理，學校會適時予以檢討和修訂，並編訂「訓導工作指引」，讓教職員作為執行訓導工作之參考。處理學生偏差行為方面，制訂「違規三級制」，分工及程序明確。第一級：班主任及科任處理；第二級：級訓導教師協助處理；第三級：訓導主任協助處理。體現全校參與訓輔的精神。
- 兼顧「法、理、情」  
我們在處理違規個案方面，會採用「法、理、情」兼顧的精神，對違規學生會考慮其年齡、動機及行為後果作出適當處理，並設立「緩刑」制度，讓行為偏差的學生可以積極改善。而在處理違規學生時均與家長一同商討協助學生改善的方法，如有需要會與社工及輔導組合作，作出跟進安排，引導學生改過向善。
- 推行「優良積點獎勵計劃」  
校方通過「優良積點獎勵計劃」及訓育活動，強化學生正面行為。獎勵計劃範圍全面，包括學業、行為及服務方面。在每學期獲積點獎、甲等操行獎、服務獎、學業成績進步獎之學生會獲發給嘉許獎狀，並將獲獎學生名單及有關照片上載於本校網頁，以示鼓勵，並作為同學模範。
- 實踐「健康校園」計劃  
本校在實踐「健康校園」計劃方面，對班級經營尤其注重，師生在學期初會通過協商訂立班規，除了在執行上著重常規的一致性外，亦鼓勵教師發揮個人風格，以營造班級的和諧氣氛，如有班主任為鼓勵學生達到自我完善，在課室中選舉每月「靚人榜」以該月最樂於助人及行為上有改善的學生為「靚人」，並可每月晉級，晉級者會在班上表揚，學生在整學年行為上皆有改善。
- 推行體驗式的輔導活動  
基於較多高年級的學生面對社交及情緒上的問題，本校在小四至小六推行一系列的體驗式的輔導活動：小四推行「成長的天空」計劃，以多元化體驗式的活動提升學生解難及控制情緒的能力；又在小五全級舉辦提升學生合作技巧的半天群育活動；訓導老師更會舉辦小六全級紀律訓練營，以提升學生的解難及與人合作的能力。這些體驗式的活動更有助學生深刻掌握各種生活技巧。

- 舉辦「生命重塑訓練日營」

本校投放資源提升學生的抗逆力及堅毅精神，去年在聖誕假期為六年級學生舉辦「生命重塑訓練日營」，聘請專業導師主理。除了訓導組成員參與外，本校安排教學助理協助，各班主任亦在假期內放棄私人時間積極參與，而班主任不遺餘力協助游說當初不肯參加的學生的家長參與此次日營。而本校在經費安排上不無困難，原本是兩日一夜的訓練營，最後因經費問題而改為兩天的日營。除了老師及導師協助外，家長亦在訓練營結束後協助檢討子女行為有沒有改善，體現家校合作的精神。

- 「一個也不放棄」的學生支援

少數有特殊教育需要之學生在學校很容易被忽略，故本校於去年成立學生支援小組，從學校層面定立支援政策，定期為有特殊教育需要之學生舉辦會議，商討課程及評估上調適，以支援有需要的學生；駐校教育心理學家為有需要的學生作評估，以及為本校建立有特殊教育需要之學生資料庫，以便跟進。此外，學校亦積極及有系統地開展「資優學生的培訓」，由駐校教育心理學家先作評估，匯成資料庫。再運用學校資源，包括學校發展津貼，由校本的課程發展小組或轉介校外專業機構跟進。

## 德育及公民教育

- 專責小組統籌

學校重視德育及公民教育，成立核心小組推展德育及公民教育課程，由各級老師代表組成的輔導組專責設計校本德育及公民教育課程，較容易帶動全校參與推行德育及公民教育課程，並且把課程內容組織得更有系統。輔導組成員均由老師組成，教師工作繁重，加上他們對課程設計方面的知識未能全面掌握，因此本校利用全方位學生輔導津貼，聘請駐校社工及與輔導機構合作，彌補了組員之不足，按著各級學生的能力設計一套啟發式的課程，又將過往前只分為初小及高小的課程內容編為各級一套的課程。

- 課程整合

學校將德育及公民課納入正規課程，每週一節，讓學校有一個特定的時空組織有系統的德育及公民教育課程。本校在推行正規德育及公民課時，根據教統局的相關指引及校本的需要，不斷整合及修改課程，務求課程符合教改五大核心價值。全方位學生輔導計劃，以學生成長各階段的需要而設計，圍繞四大範疇，包括個人、學業、群性及事業，並因應學生能力，並以互動形式及生活事件和學生生活經驗為切入點，其內容更因應社會發展。經過多年的磨合，本校課程已把各個課程共同之處加以整合，避免課程內容的支離破碎。

- 跨科組協作

課程推行上會與校內其他行政架構配合，令活動發揮更大的果效。例

如：與訓導組合作，推行「禮貌」及「自律」活動；與課程主任合作組織群育活動；與教師發展組合作舉辦教師培訓。此外，部份學科及活動小組配合課改，將德育及公民教育五項價值觀滲透於課程內容中。本校透過參觀、課堂教學、專題報告、講座、話劇等活動，以多元化的方式推行價值教育。學校亦會透過社會各機構或政府部門，協助推行各項價值教育課程或活動。

- 專業支援

在課程推行上，過往遇上最大的困難是老師未能掌握成長課內容及帶領活動技巧，故透過輔導組在教授課節前向各班主任講解課堂內容及解答老師的疑問，以協助教師推行德育及公民教育課程。此外，輔導組亦會以協作教學方式與教師共同教授成長課，以達致互相觀摩的果效。學校教師透過課堂觀察、成長課工作紙及活動後問卷，評估學生的進展情況，並給予合適的回饋。學校收集教師對每節成長課內容及形式的意見，專業社區機構會定期評估及匯報活動情況，以便校方制定來年計劃。社工透過學生小組評估問卷，評估學生的進展情況。

- 設計學生個人成長紀錄

爲了鼓勵學生積極參與德育及公民教育課程，本校已設計便於班主任記錄的學生個人成長咭，內容包括每課成長課的重點，學生自評及教師評估。學生如能在四節課中表現良好，就可以得到積點一個。個人成長紀錄的設計已由過往的禮物獎勵計劃發展到給予學生多方面的回饋，以便學生、老師及家長瞭解學生的學習進度。

## 工作成效

學校通過自我評核的工作，審時度勢，檢視現況(強與弱)，外在客觀因素(機與危)，制定學校發展計劃，定優先次序，確立學校發展的關注事項，各行政及科組作出配合，訂定發展目標和成功準則，釐定計劃，進行中期檢討，評估成效，作出相應調整，達至自我完善。訓輔組配合學校自評工作，有以下的成效：

### 對準目標，推行具體計劃

訓輔組配合學校發展計劃之關注事項，發展「健康校園」，計劃主題爲「鞏固師生情，建立真善美」。訓輔工作對應目標，推行具體計劃，關注學生全面身心健康，包括自我健康形象的建立、個人健康的情緒、和諧的人際關係、個人抗逆能力的提升、個人正確價值觀的建立、以及在校內營造溫馨和諧的校園環境，以促進學生健康的成長。

### 收集多方數據，客觀評估

訓輔組統籌及監察各計劃推展，並進行中期檢討，除根據教育統籌局所依據

的學校表現質素指標外，亦透過不同持分者問卷、情意及社交問卷、會議中收集意見、觀察及其他統計資料，收集數據，分析證據，在自評工作上進行全面性的檢視，讓評估更客觀和具透明度。

#### 檢視工作的成效

透過不同的評估方法，收集數據，參考學校關注事項所訂的成功準則比較，綜合評估計劃的推行成效。

- 通過「情意及社交問卷調查」本校學生在人際關係、社群關係、師生關係及對學校整體的滿足感，平均數均高於本港常模。
- 而在校本問卷調查中顯示：有九成的學生表現有禮貌，守規自律，尊敬教師，亦尊重他人。
- 在完成「生命重塑訓練日營」後，通過問卷調查，有十成的學生認同他們的行為有改善；而有九成的家長亦認同他們的子女在經過這次訓練營後，行為亦有顯著改善。
- 我們的學生有以下素質：學生愛護教師，學生待人友善，互助互愛，樂於服務，喜愛學習和享受校園生活，非常愛護學校，對學校有歸屬感。學生好學和進取，積極參與各項活動。學生普遍具正面的自我概念，認識自己的長處，情緒管理不錯。學生一般掌握社交技巧，懂得與別人相處及合作，互相幫助。

#### 工作心得/反思

學校經歷自評及外評的工作後，更加肯定學校已掌握的優勢，然而，我們尚有改善的地方。學校注重收集數據進行自評，透過不同的方法，例如教育統籌局的標準持分者問卷調查、校本問卷調查、觀察及會議等，收集不同持分者的意見，讓評估更客觀和具透明度，然而，學校宜調整收集校本調查數據的頻次，使自評工作更簡化和有效。學校能持續發展是建基於：

- 落實全校參與，凝聚力量  
校方為促進學校發展，成立學校改善小組，建立自評的機制及程序。在學校表現評核工作上，落實全校參與的理念，參加有關工作坊、分享會，善用富經驗的外界人士的意見，全校參與，凝聚力量，集體反思，綜合判斷，蒐集資料，數據導向、憑證為本，有充分準備的討論，有系統的步驟，全體同工確認推動學校發展的關鍵項目，同時對學校更有歸屬感。
- 建立自評文化，提升工作成效  
學校、科組一向重視自評工作，積極反思工作表現，並跟進建議策劃工作。學校無論在行政或科務上均配合學校的發展計劃及關注事項，定下周年工作計劃，有具體行動計劃、評估方法及成效指標；學校會在中期進行檢討，參考問卷調查結果及觀察所得，在「查找不足，精益求精」的原則下，調整推行策略，不斷改進，以追求更高的教育質素。