

# School Experience sharing on Whole- school Curriculum Planning

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Effective Curriculum Leadership –  
From Optimizing the Four Senior  
Secondary Core Subjects  
to Enriching Students' Learning  
Experiences

Mr. Tong Wun Sing (Principal)

Mr. Steve Leung (Vice-Principal)

Mr. Abraham Ng

Mr. Eric Kuk



4/2021



Optimizing four core subjects to create space for diversified learning experience by

- putting our students' interests at the forefront
- understanding our students' learning characteristics and needs

4/2021



# EDB Top priority values and attitudes (7 → 9 → 10)



4/2021



## School Vision

- To inspire all stakeholders are to embrace the Lasallian core values of faith, service and community
- To aim for all round excellence
- Patron Saints of All Teachers:  
*"Touching hearts, changing minds, transforming lives"*





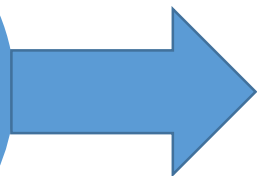
School Vision and Mission

Curriculum  
Requirements

Students' Interest



(E)



Students' attributes

2016 - 2020:

Top 5 VIA Character strengths

- Gratitude
- Humor
- Love of learning
- Creativity
- Love

Bottom 5 VIA Character strengths

- Self-regulation
- Leadership
- Spirituality
- Prudence
- Humility

P

I

E





(E)

Students' needs

## Data Driven

EdUHK (2019) Research findings

「德育與靈性發展」計劃

1. Quite stressful in their academic performance
2. Poor resilience, low perseverance
3. Not showing care for others significantly
4. Low awareness on social issues

## Observations

Frontline teachers

1. Students strongly believed that academic results are far more important
2. Our school **does not have a strong atmosphere of serving others in the community**



(E)

Discrepancy between  
expected outcomes  
and actual outcomes

P

知、明、喜、行、慣

Awareness

Comprehension

Liking

Action

Habit





## The online experience

- The COVID-19 pandemic
  - Availability of old iPads and Zoom Technology
- Pilot in 2020-2021→
  - Encouraging results →
  - Adoption in 2021-2022

# Ng, A., Yuen, M. & De La Torre, J. (July 2022). Service learning online: Evaluation of a programme delivered during the Covid-19 pandemic in Hong Kong. Pastoral Care in Education

PASTORAL CARE IN EDUCATION  
<https://doi.org/10.1080/02643944.2022.2099004>

 **Routledge**  
Taylor & Francis Group

 Check for updates

## Service learning online: evaluation of a programme delivered during the COVID-19 pandemic in Hong Kong

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### ABSTRACT

The COVID-19 global pandemic continues, and in Hong Kong numerous measures have been put in place to contain the spread of the coronavirus. One of the many facets of life that is being affected is education, with many face-to-face classes suspended and students having to go online for lessons. The virus continues to be active in the city, so our usual way of assisting secondary school students' character-building through visitation to elderly homes is restricted. Now we can only provide such service-learning in online mode. This paper explores how an online project helped adolescents in a boys' secondary school apply and adapt principles taught previously in their course dealing with positive character strengths such as kindness, love, social intelligence, gratitude, teamwork, and perseverance.

### ARTICLE HISTORY

Received 21 November 2021  
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### KEYWORDS

Character strengths; COVID-19; hong kong; online learning; positive education

# What values have our students learned?

## STUDENT REFLECTIONS

- Kindness
- Perseverance
- Self-regulation
- Love
- Leadership
- Gratitude



2017



External organisation (Lasallian Education Council)  
Viability and vitality reviewing on the long-term  
development of our school

- ***SWOT analysis to examine current positioning***
- ***Vision and positioning in the next 10-15 years***



Priority planning for the next 10-15 years

- Establishing a strong culture of Lasallian service
- Equipping LSC graduates with modern day skill sets



## Educational trends

“Service-Learning” has been prevalent in high schools in Europe and the USA. It provides not only meaningful service but also puts emphasis on rigorous academic content and deep post-activity reflection. Its experience includes planning, preparation, execution and reflection.



12/2020



## Initial planning

- International schools practice  
(required by IB – Creativity Action Service [non-academic])
- Embedding service into the regular timetable, afternoon-off - let our students initiate their own service projects

- Discuss with senior management

NO

4/2021

# A better proposal:



## Value Education & Service-Learning

Care for  
Others

Empathy

Respect  
for  
Others

Respon-  
sibility

Commit-  
ment

Service

Empathy

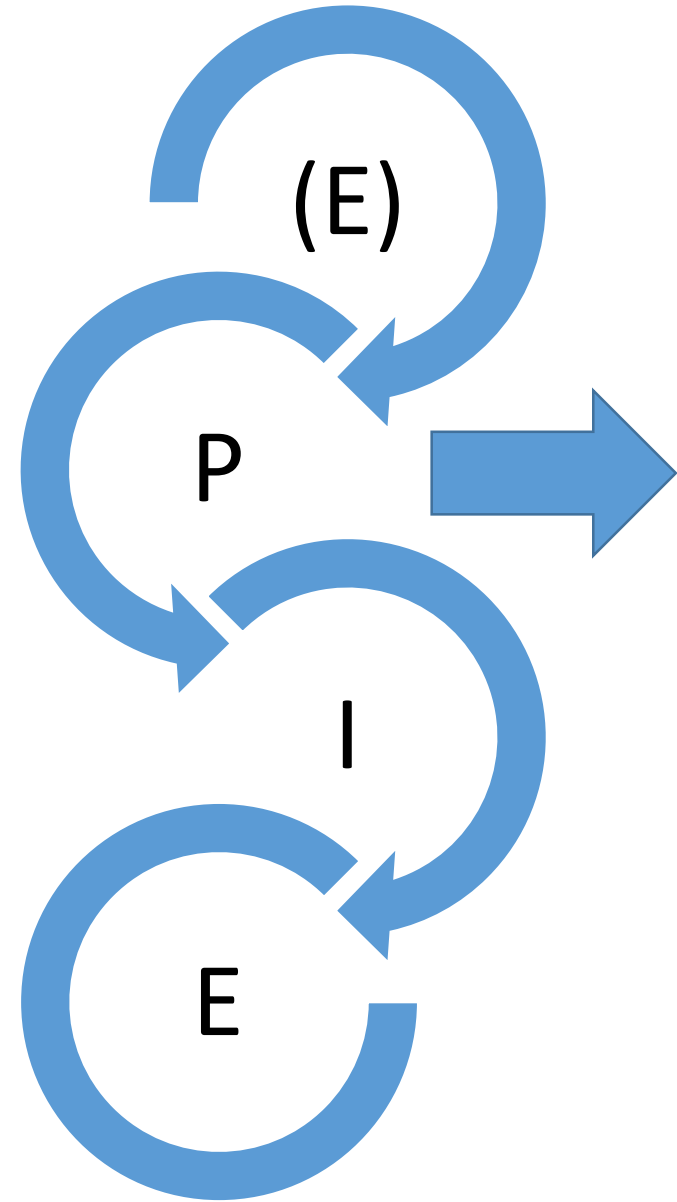
Diversity

Civic  
Responsibility

Life-long Civic  
Engagement

**Optimising  
the Four Senior  
Secondary Core  
Subjects**

**YES**



5 months left!



**5/2021**

IMC : Compulsory F.4 Service-Learning subjects  
(Starting Sept 2021)

**5-6/2021**

Form Task force  
Reflection and assessment on previous service experience

**6-7/2021**

Seek for professional advices  
Forming Service-Learning panel core group  
Recruiting S-L teachers  
PD for S-L teachers

**7/2021**

Firming up S-L programme objectives  
Set-up Curriculum & Assessment & Pedagogy framework

**7-8/2021**

Pilot scheme

**9/2021**

Curriculum Implementation

5/2021

IMC : Compulsory F.4 Service-  
Learning subjects  
(Starting Sept 2021)

# Vision & Implementation



- **Mandatory** Community Service
- Care for others: each project addresses a **Community Need**
- Applying **Academic Content** to the service project
- **Zeal** for service: Serving with heart, action and compassion
- Learning the importance of **Soft Skills**: communication, problem solving...

**5-6/2021**

Form Task force  
Reflection and assessment on  
previous service experience

## Task force & Reflection



Mr. Steve Leung (VP)	Administration
Mr. Abraham Ng (SSW)	Value education researcher
Mrs. Hesione Leung (Experienced Teacher)	Service
Mr. Eric Kuk (Frontline Teacher)	Implementation



**5-6/2021**

Form Task force  
Reflection and assessment on  
previous service experience

## Task force & Reflection



LSC has quite a number  
of service programmes

They are done  
individually by various  
teams, not whole-  
school approach.

Does not have a  
strong  
atmosphere of  
serving others in  
the community

Pastoral team looking after service - selling flags  
Uniform groups - crowd control, supervised by  
that organisation

RE panel - visit to elderly homes

Catholic society, Legion of Mary - tuition class

5-6/2021

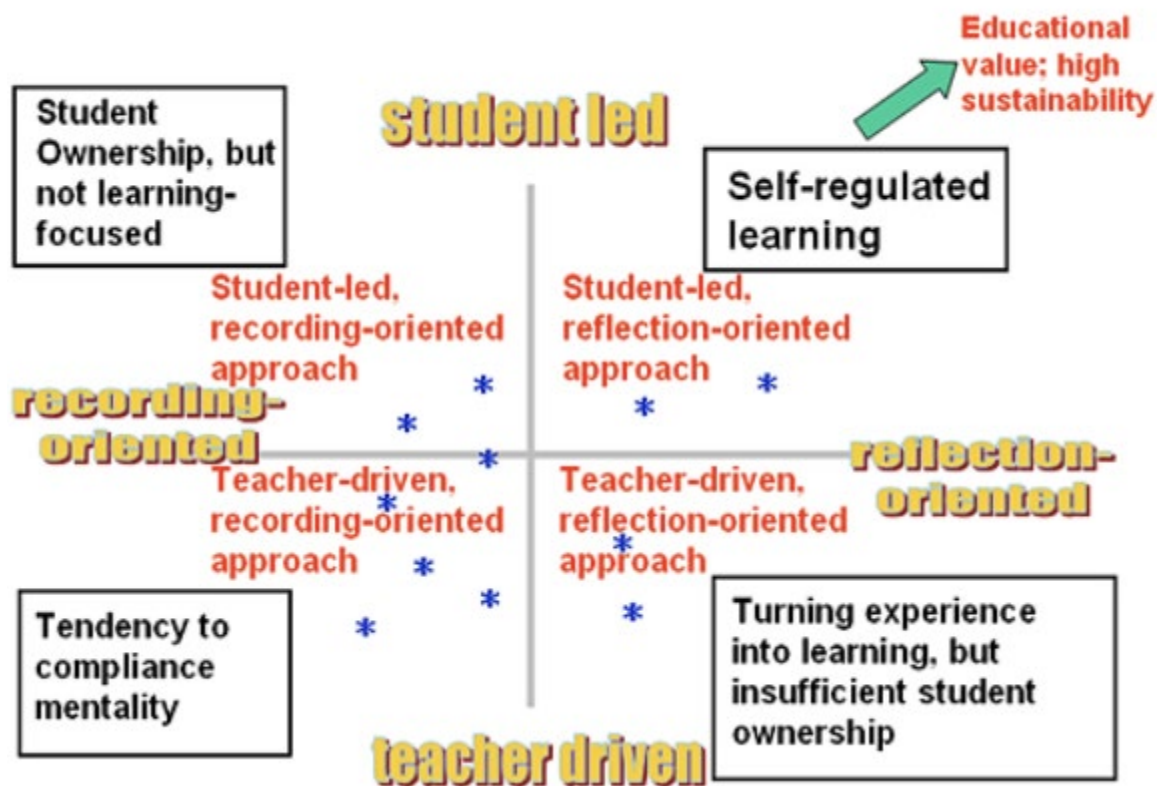
Form Task force  
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previous service experience

## Options and impacts

- Teacher-driven approach
- Student-led approach

## Difference between Service Programmes & Service-Learning Programme

# Implementation



Extracted from: [https://www.edb.gov.hk/en/curriculum-development/curriculum-area/life-wide-learning/slp/implementation\\_of\\_School\\_based\\_SLP.html](https://www.edb.gov.hk/en/curriculum-development/curriculum-area/life-wide-learning/slp/implementation_of_School_based_SLP.html)

6-7/2021

Seek for professional advices  
Forming Service-Learning panel  
core group  
Recruiting S-L teachers  
PD for S-L teachers



## Professional Advices

### Advices:

- Don't initiate by students
- **Teachers** are the keys
- **Teachers-led (but not driven)** programmes
- NGOs connection and support
- Link up academic knowledge to service
- **Co-teaching** in each programme
- PolyU Service-Learning examples for reference
- Teacher initial training programmes

Visit Service-Learning Leadership Office, PolyU  
Dr. Grace Ngai and Dr. Stephen Chan

**6-7/2021**

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## **Forming Service- Learning panel core group**



<b>Name</b>	<b>Role(s)</b>
Eric	Panel coordinator, recruitment of teachers, intended learning outcomes
Steve	VP, negotiation between IMC and panel, curriculum framework
Jacky	SAMS coordinator, S-L timetabling
Cleo	Programme leader, design of S-L programme details
Catherine	Programme leader, S-L NGOs connection
Patrice	Programme leader, S-L curriculum promotion, teaching material design

6-7/2021

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## Recruiting S-L teachers



### Teachers are the keys!!!

- approaching individual teachers, explaining the rationale
- 4 more teachers joined

Teacher	Expertise (Academic)	Past experience	Interest / hobby
Kennard	STEM / Science	STEM competition	Aviation
Teresa	LS / CSD	Experienced volunteer	Animal lover
Joseph	RS	Experienced volunteer	PE

**6-7/2021**

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# **Professional Development for 10 teachers**

MOOC course (10 hours), Online workshops (10 hours),  
Practical learning (20 hours)



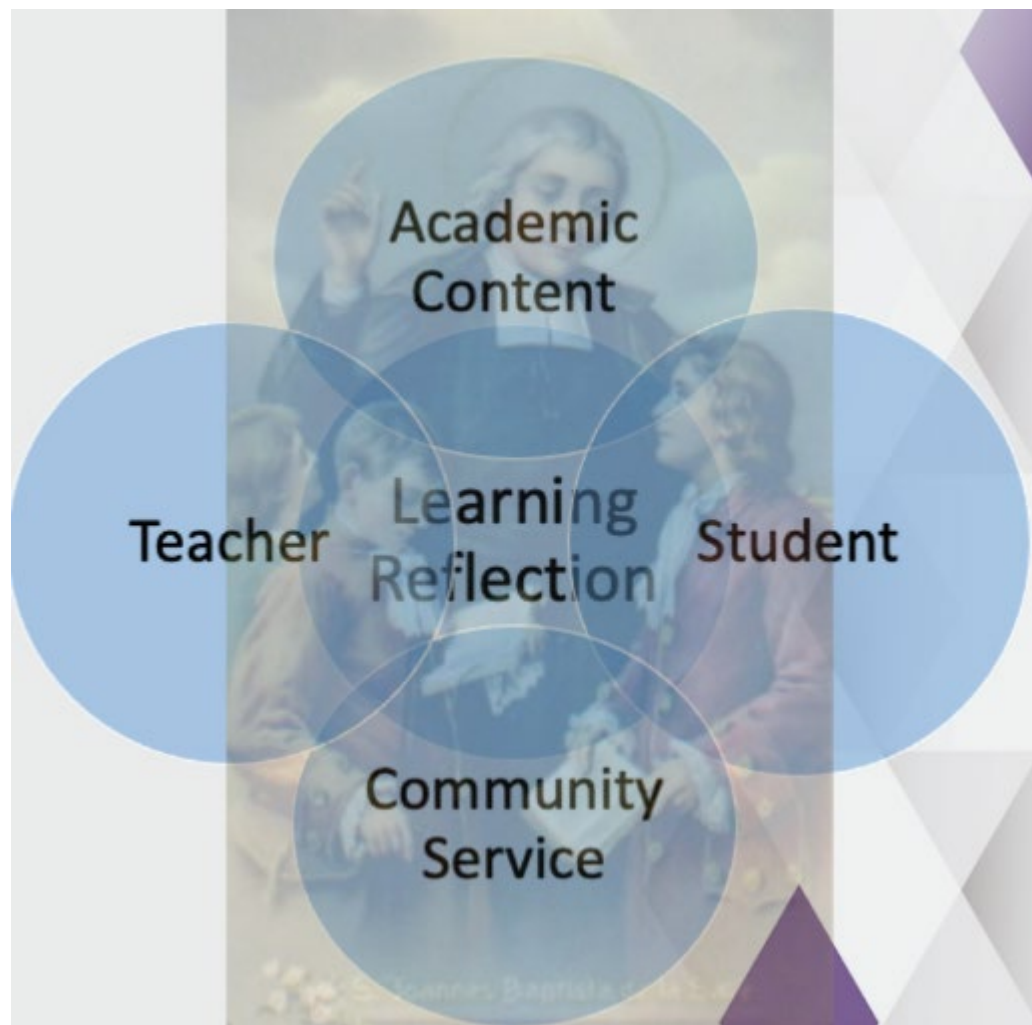
7/2021

Firming up S-L programme objectives  
Set-up Curriculum & Assessment  
& Pedagogy framework



# Firming up S-L Programme Objectives

- To acquire understanding of the diverse needs in society
- To understand their social responsibility towards others in the community and strengthen their commitment to community service
- To apply academic concepts in service learning
- To enhance self-understanding and ability to collaborate with others



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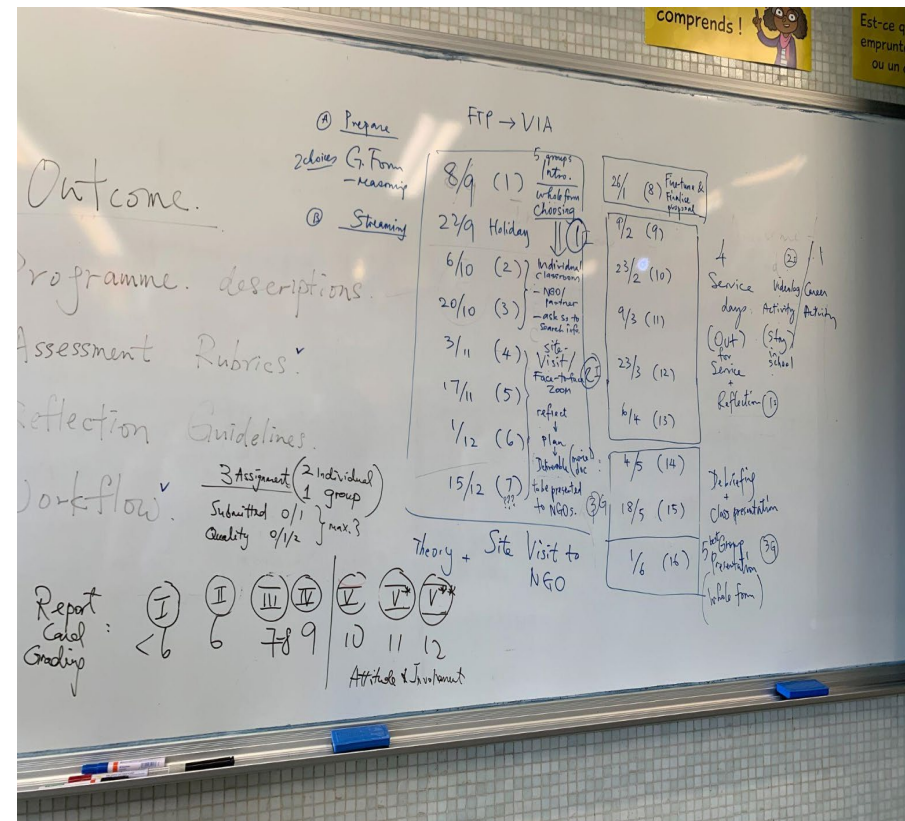
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## Curriculum & Assessment & Pedagogy



- S-L Course framework and design (with Intended learning outcomes)
- Teacher deployment (2 teachers co-teaching to look after 1 S-L programme)
- Resources (Budget, NGOs connection)
- Ongoing monitoring and evaluation
- Assessment (SLA1-3, SLA4-6) in term report cards
- \*\*\*Timetabling (Wednesday afternoon, biweekly)
  - Minimizing disruption to normal lessons
  - Flexibility in arranging outbound activities

All 10 S-L teachers lock-up ourselves in the room for 3 days



7/2021

Firming up S-L programme objectives  
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## S-L Curriculum Design

Month	Stages
Sep	Programme choices → based on students' interests & character strengths
Oct	Introduction to SL → Understanding key concepts : Academic link to Service
Nov	Initial contact with service targets / beneficiaries
Dec	Identifying needs and planning
Feb - Apr	Actual service periods
May	Reflection + Debriefing
Jun	Final presentation

SLA1

SLA2

SLA3

SLA4

SLA5

SLA6

7/2021

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# Assessment

		Specific assessment methods/tasks	Assessment mode	
Term 1	SLA	Attitude and Involvement	Individual	20%
		1. VIA survey / Programme choice	Individual	20%
		2. Site visit (reflection 1)	Individual	20%
		3. Service Proposal	Group	40%
Term 2	SLA	Attitude and Involvement	Individual	20%
		4. In Service assessment (reflection 2)	Individual	20%
		5. Doc/Video Log (final reflection)	Individual	20%
		6. Year-End Group presentation	Group	40%

7/2021

Firming up S-L programme  
objectives  
Set-up Curriculum & Assessment  
& Pedagogy framework

Pedagogy



# Experiential learning & Presentation

7-8/2021

Pilot scheme



# Homelessness Stories Pilot



9/2021

Curriculum Implementation



**Streaming 220 F.4 students  
into 5 groups**

9/2021

Curriculum Implementation

## Discover students' own VIA Character Strengths



### Matching (signature/developing) strengths with S-L projects

S-L Programme	Related VIA Character Strengths
Homelessness Stories	Care for others
Animal Rights	Love
More than maids	Gratitude
UNESCO Peace Schools	Perspective
Talent Academy	Creativity

Developing a stronger culture of Lasallian services

LSC: LEARNING.....SERVING.....CARING

MY HEAD.....MY HANDS.....MY HEART





## Achievement of objectives

**220+**

**Student and  
Teacher  
Volunteers**

**8+**

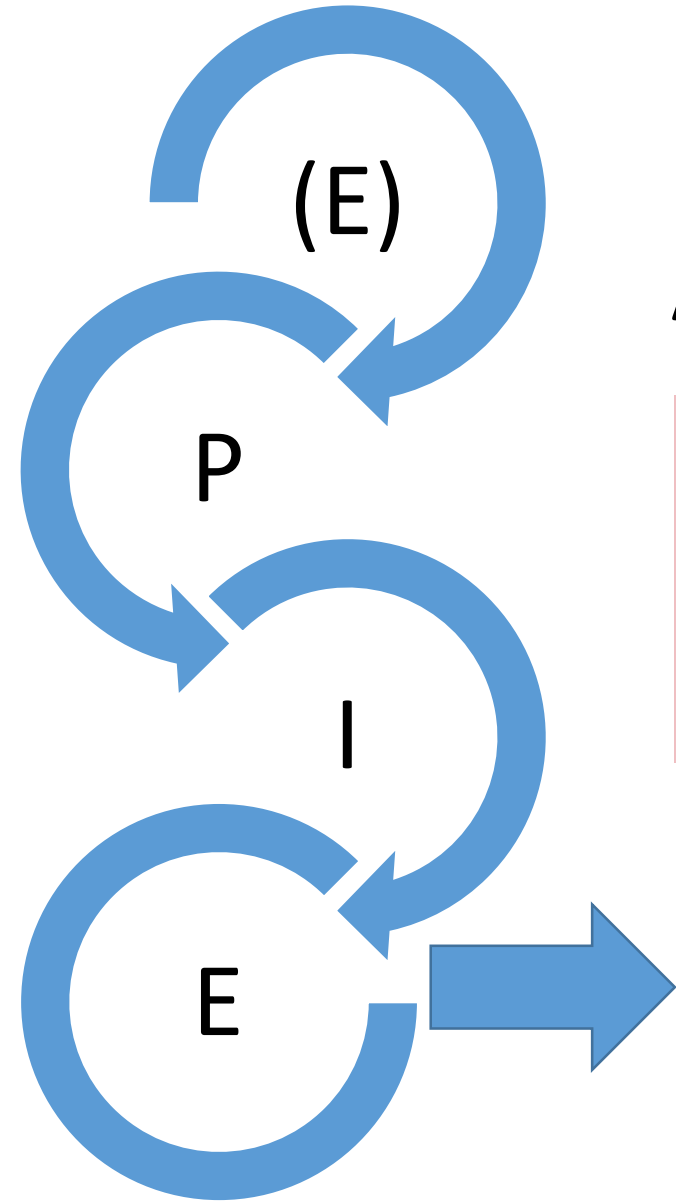
**Affiliated  
organisations**

**500+**

**Service targets**

Nurture Value- Reflection & New Thoughts

Nurture Softskills Development  
(Leadership, Collaboration, Problem-solving,  
Communication...)



# Nurture Value - Reflection & New Thoughts



我開始鼓起勇氣，邁進一步，嘗試接近他。  
我把手上的飯盒遞给了他，看到了他一臉滿足，我不禁笑了一下。他帶我參觀他住的地方。

其實，人人皆有愛心，只是它被那些不自在、抗拒的感覺埋藏起來，一直把有愛心的一面隱藏在我們內心的深深處，等待發掘。  
故此，應鼓起勇氣突破自己的心理關口，不要拒絕嘗試，只要打破了那道牆，你便會發現一個前所未有的自己，已不再是因此成為了一個充滿愛心的我。

→ 宜多描述！

# **Nurture soft skills development**

(Leadership, Collaboration, Problem-solving, Communication...)



Obstacles:



Teachers

School  
NGOs  
Students



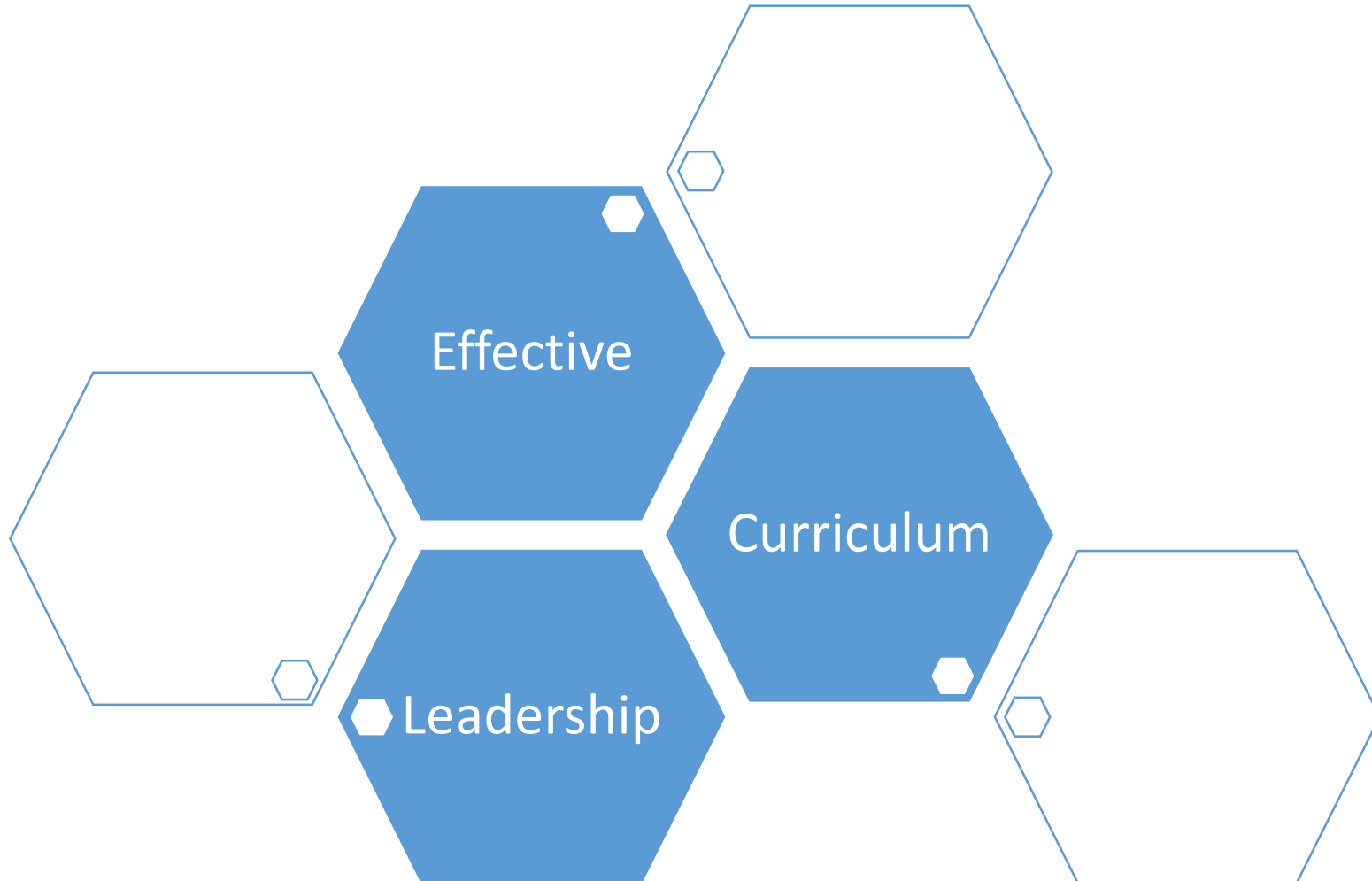
# For S-L Teachers



Expected Obstacles	Unexpected obstacles
Workload	Colleague resignation
Challenges(uncertainty)	Programme Execution
New Blood	Students performance [Student-led → students abilities]
NGO connections	.....



# Success factors



# Curriculum

- Can it fit in your school context?



- Professional advice and support?
- Teacher initial training?
- Can students adapt to it?



A blue hexagon with the word "Leadership" written inside in white text.

# Leadership

- Leader's qualities
  - Resilience
  - Open-minded
  - Enthusiastic
- Crafting technique:
  - Relationship crafting
  - Task crafting
  - Cognitive crafting



# Way Forward

- Fine-tuning
  - S-L projects more challenging, more tertiary institutions involvement
  - S-L projects with medical experience
- Sustainability
  - Staff – whole school-approach
  - Manpower - Lasallian volunteers / parent / alumni
  - Learning Community among schools
  - S-L programme extension - international outreach (Lasallian worldwide community)