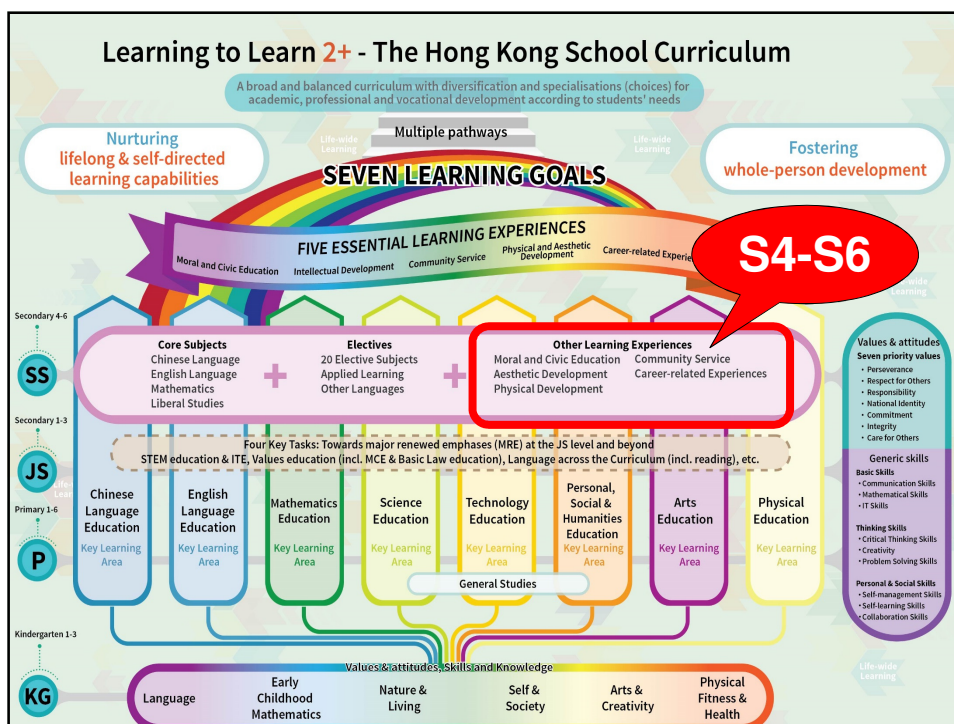
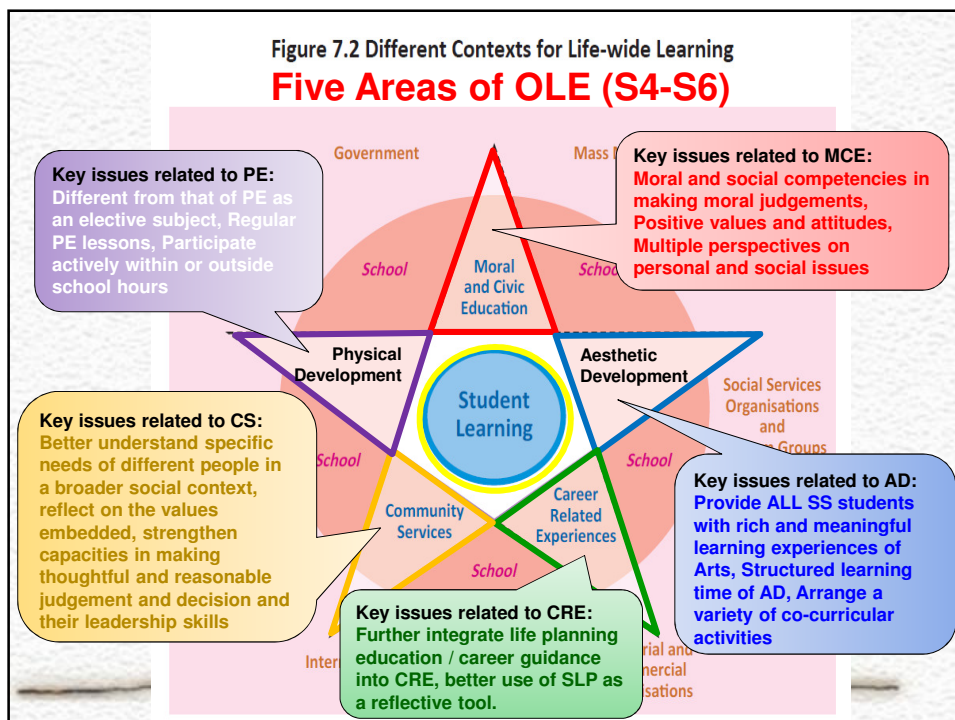
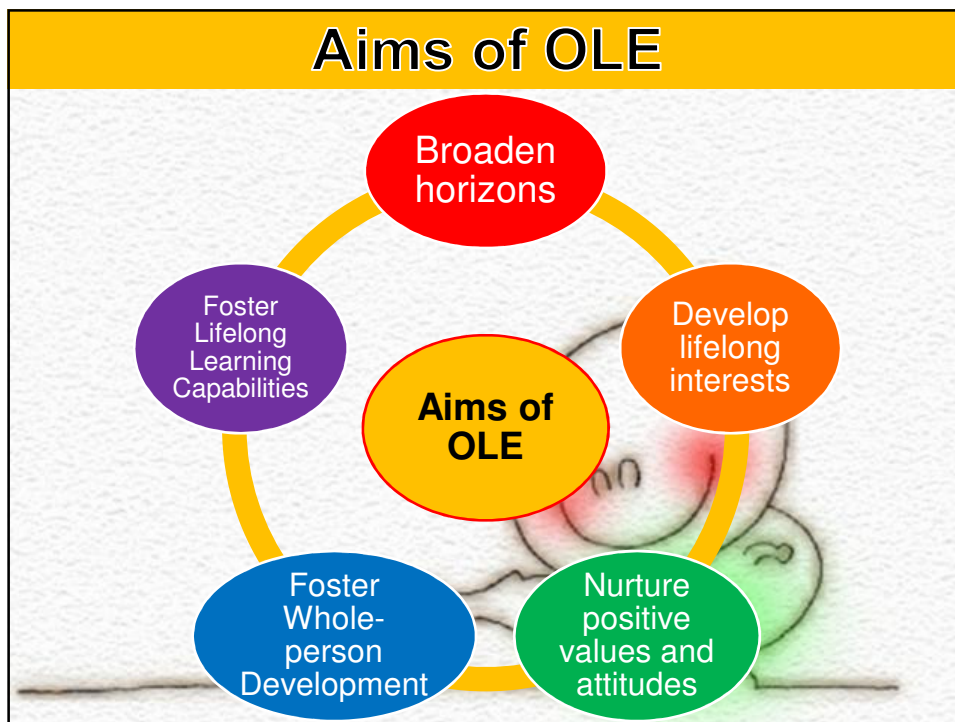


INDUCTION PROGRAMME FOR NEW OTHER LEARNING EXPERIENCES
(OLE) TEACHERS AND COORDINATORS (NEW) – PART I
10 October 2017

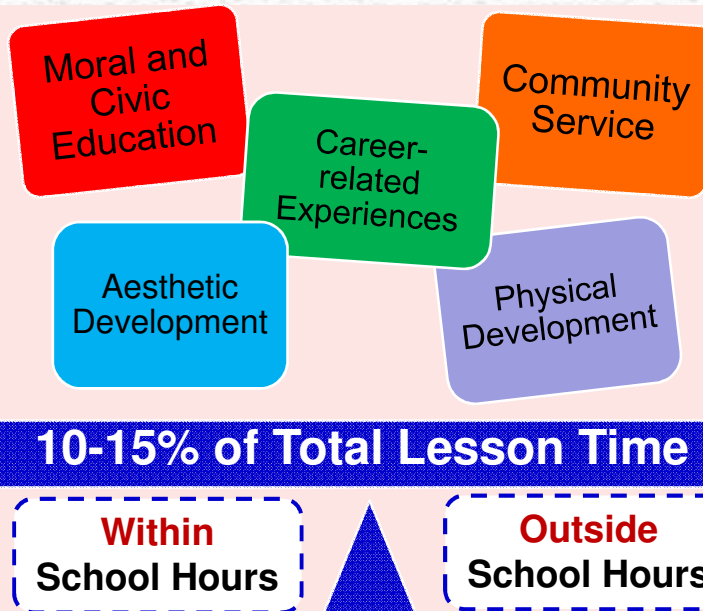
Introducing the Latest Development of
Other Learning Experiences (OLE) and the
“Student-LED” Approach

Susanna CHEUNG
Curriculum Development Officer,
Life-wide Learning, CDI





Time Arrangement of OLE



Time Arrangement of OLE

3-year Total Lesson Time

Before the Review: 2,700 Hours

(457 Days x 6 Hours)

After the Review: 2,400 Hours (+/- 200 Hours)

3-year OLE Time

Suggested: 10 – 15% of the Total Lesson Time

From 2,400 Hours x 10% = 240 Hours

To 2,400 Hours x 15% = 360 Hours

OLE Time for every year

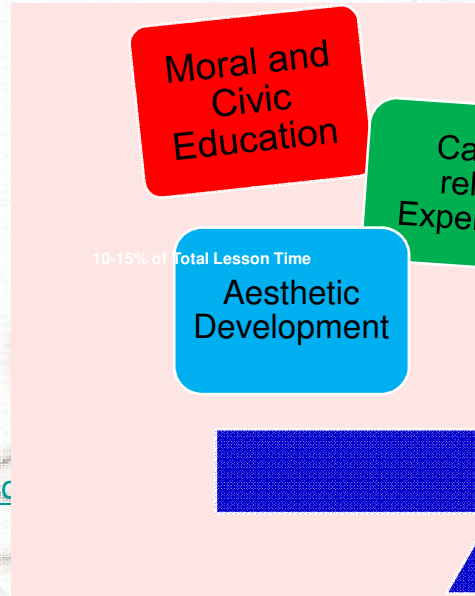
From 240 Hours / 3 = 80 Hours

To 360 Hours / 3 = 120 Hours

Time Arrangement Examples

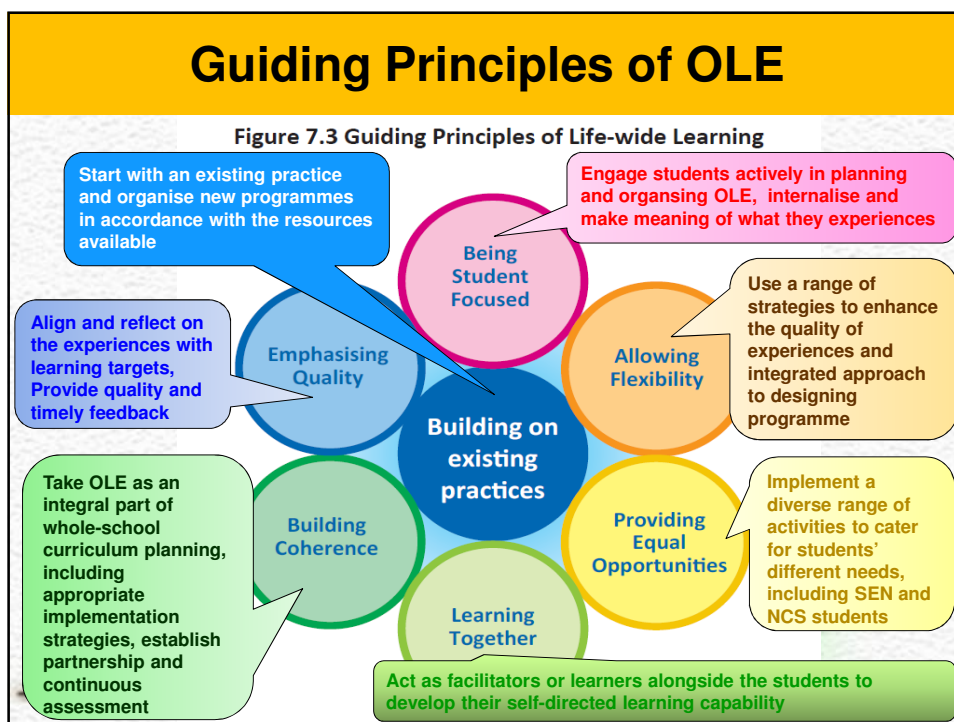
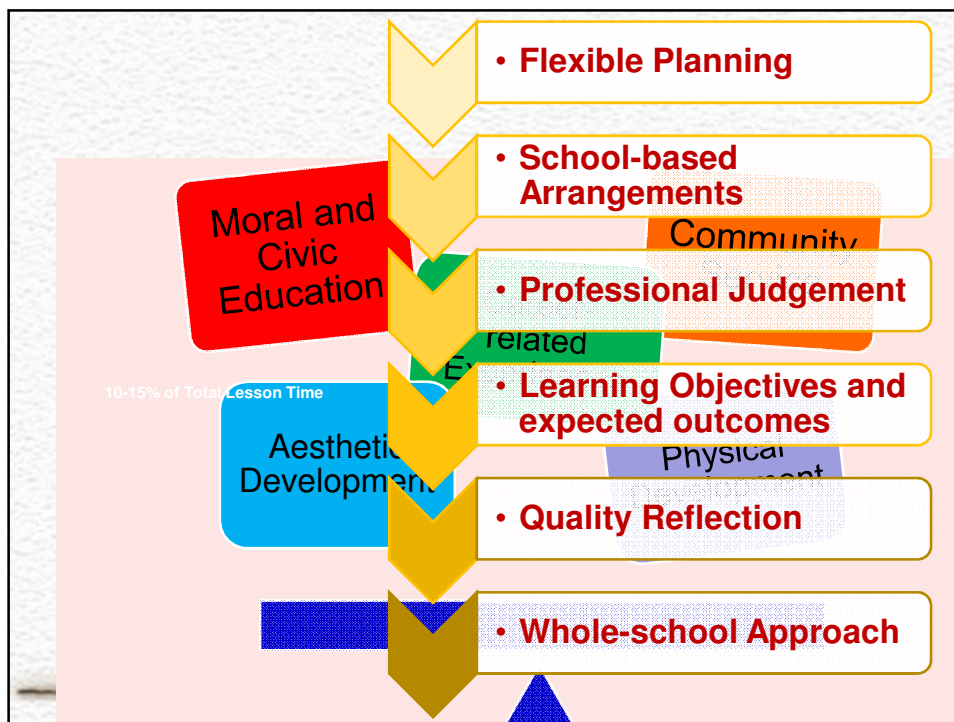
- 15%
- 13-15%
- 10%
- 15% above

<http://cd1.edb.hkedcity.net/cc>



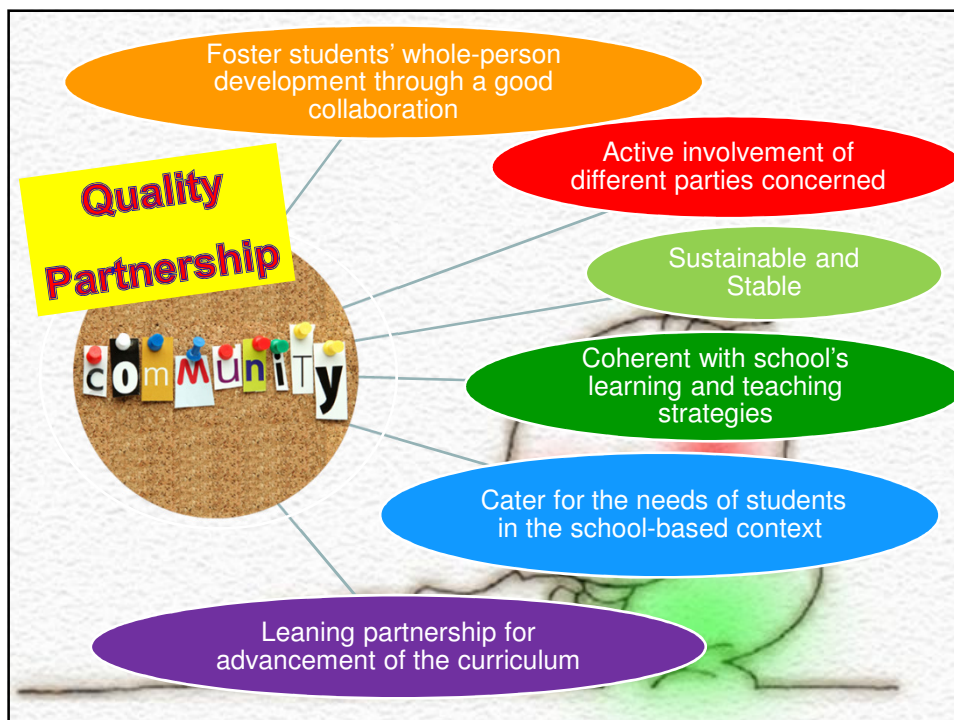
Example: Regular Review on OLE Time Arrangement

- A school **regularly reviewed** its existing strengths and policies to provide a good interface between junior and senior curricula, and developed a favourable school culture and environment for fostering students' whole-person development and self-directed learning capabilities.
- To maintain the balance between students' academic and personal development, the **five areas of OLE were allocated within and outside timetabled lessons flexibly**. OLE activities such as "One Life, One Sport, One Art, One Service" Scheme for every student, two Extra-Curricular Activities periods every week, Life Education Lessons, talks and workshops on Career-related Experiences and career planning session during class teacher periods were arranged. The average OLE time allocation was around 120 hours per year, which aligned with the new recommendation of 10% to 15% of the total curriculum time.
- To review the effectiveness of OLE time arrangement, the school held both **formal and informal meetings regularly to evaluate** whether the time was allocated appropriately for the provision of sufficient and quality learning opportunities to enrich student learning experiences.



Some **Key** Issues

- Whole-school Curriculum Planning
- Depth and effectiveness of activities
- Reflection in experiential learning
- Harnessing Community Resources



Good Practices in Applying the Guiding Principles

**Senior Secondary Curriculum
Guide (Draft – May 2017)**

**Booklet 7 Life-wide Learning and
Experiential Learning**

**Section 7.4 Other Learning
Experiences**

http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207_20170531.pdf

Secondary Education Curriculum Guide

Draft (May 2017)

Booklet 7

Life-wide Learning and
Experiential Learning

Prepared by
the Curriculum Development Council

Recommended for use in schools by
the Education Bureau
HKSARG
2017

Assessing Students' Performance in OLE

To facilitate student learning and development

To integrate the learning experiences with quality reflection to foster whole-person development

A range of formative assessment strategies, e.g. learning journals, poster presentations, reports... etc to consolidate what they have learnt

Effective use of informal feedback

Assessment for Learning – SLP as a reflective learning tool for ongoing assessments with regard to students' whole-person development

Roles of OLE Coordinators

Take the role as the leader and coordinator to **collaborate** with various KLAs/Committees, to set priorities in fostering whole-person development through OLE and to review the implementation of OLE

To formulate the **development plan** of OLE, including setting concrete learning objectives for **different levels of students** and review its implementation every year

To regularly **report the progress** of the implementation of OLE and discuss the proposal for advancement

To **explore** suitable and tap suitable **resources** to support and refine the development of OLE

To provide teachers with update **information and professional development programmes** for OLE and **share** among teachers to enhance professionalism

Five Areas of OLE

EDB Websites related to OLE

Curriculum Development

<http://www.edb.gov.hk/en/curriculum-development/index.html>

Life-wide Learning (LWL)

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/index.html>

Other Learning Experiences (OLE)

http://cd1.edb.hkedcity.net/cd/lwl/ole/01_intro_01.asp

New Academic Structure (NAS)

<http://334.edb.hkedcity.net/EN/curriculum.php>

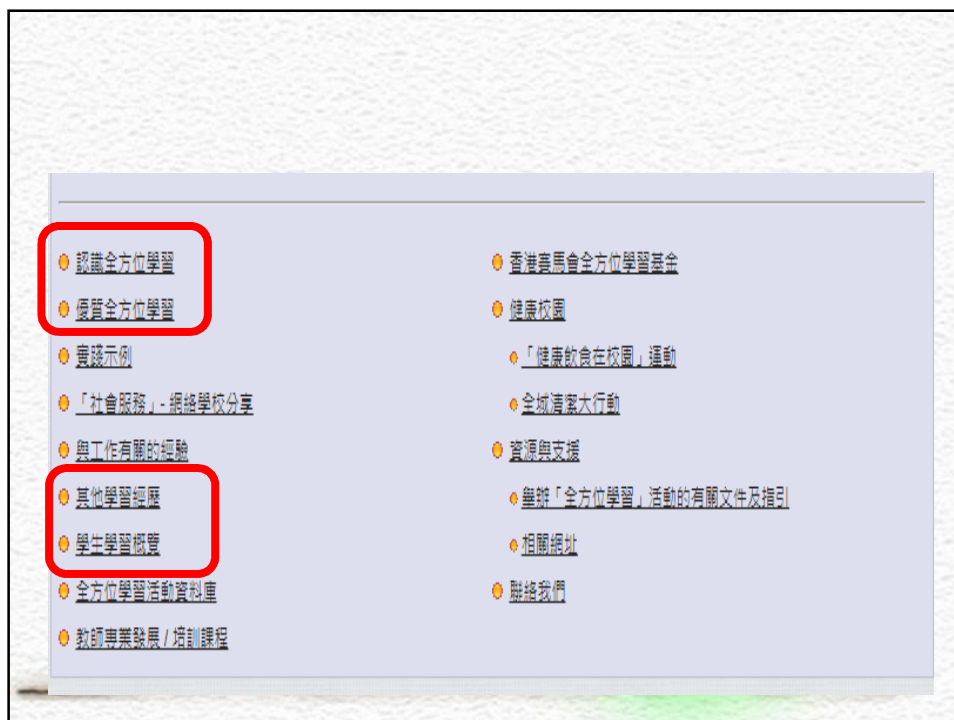
Curriculum Development

<http://www.edb.gov.hk/en/curriculum-development/index.html>



Life-wide Learning (LWL)

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/index.html>



Other Learning Experiences (OLE)

http://cd1.edb.hkedcity.net/cd/lwl/ole/01_intro_01.asp



教育局 課程發展處



介紹 Introduction

一條銜接高中課程，「其他學習經歷」是三個組成部分之一，與核心及進修科目(包括應用學習課程)相輔相成，讓學生達至全人發展。在基礎教育(小一至中三)的五種基本學習經歷所建立的基礎上，學校會為學生提供多種不同的「其他學習經歷」機會，鼓勵他們參與五個範疇的「其他學習經歷」，包括**德育及公民教育**、**社會服務**、**與工作有關的經驗**、**藝術發展**和**體育發展**。

最新修訂建議

隨著在2012年首個三年新高中課程的教學循環及首屆香港中學文憑考試順利完成後，教育局、課程發展議會及香港考試及評核局攜手合作，共同展開新學制檢討，旨在檢視政策的推行成果、找出優勝之處、成功例子及面前的挑戰，為未來優化課程及評估政策提出切實有效的建議。我們因應檢討結果，就著課程、評估及銜接升學及就業出路等主要議題，已於2013年4月公佈新高中課程及評估的最新修訂建議。有關詳情，可瀏覽《新學制檢討專頁》(<http://www.edb.gov.hk/naa/review>)。

為符合課程的學習目標，為學生提供寬廣而多元的課程以促進學生全人發展，並尊重大部分學校的現便及校本發展需要，新修訂建議「其他學習經歷」的分配課時為總課時的10至15%，讓學生在五個範疇(體育發展、藝術發展、德育及公民教育、社會服務、與工作有關的經驗)中，繼續獲得均衡發展。

「其他學習經歷」	新修訂建議的總課時百分比
德育及公民教育	10-15% (各範疇的課時比例， 由學校因應校本情況自行調適。)
社會服務	
與工作有關的經驗	
藝術發展	
體育發展	

在新修訂下，我們鼓勵學校靈活規畫三年高中的「其他學習經歷」(包括上課時間表以內及以外的學習時間)，專業自主、彈性處理。同時，「其他學習經歷」應一如以往，重質不重量及強調啟發、深化及鞏固學生所學，培養終身學習的能力，促進學生全人發展。在推行「其他學習經歷」時，學校不應只為滿足課時指引的要求，而應全面考慮及規畫有關學習經歷的學習目的及所期望的學習成果。

*建議最新修訂的「其他學習經歷」課時分配，請參考「[相關支援例子](#)」。

New Academic Structure (NAS)

<http://334.edb.hkedcity.net/EN/curriculum.php>

課程類別	新學制網上簡報 > 課程
課程	課程
評估	高中課程指引
學與教資源	<ul style="list-style-type: none"> 《中學教育課程指引》(2017年5月擬定稿) 最新 教育局通函第76/2017號 學校課程持續更新：《中學教育課程指引》 最新 <p>註：《中學教育課程指引》現取代課程發展議會分別於2002年及2009年編訂的《基礎教育課程指引（小一至中三）》和《高中課程指引（中四至中六）》。</p>
學校課程策劃	實施微調後的安排（自2013/14學年起生效）
分發給學校的通訊、刊物及多媒體資訊	<ul style="list-style-type: none"> 新高中課程及評估檢討的建議（教育局通函第48/2013號） 新高中科目課程及評估便覽（學生版）（供2013/14學年就讀中四、中五及中六的學生參考） 新學制中期檢討：更新的高中科目課程及評估指引（教育局通函第187/2015號）
高中畢業生多元出路	新學制中期檢討的建議（於2014/15學年或以後實施）
常見問題	<ul style="list-style-type: none"> 新學制中期檢討的首批建議（教育局通函第63/2014號） 推行高中及高等教育新學制（教育局通函第106/2015號）
相關活動--為學校及家長舉辦的活動和其他活動	課程及評估指引（中四至中六）—核心科目及選修科目（二零一五年十一月更新）
持份者專區	
家長專區	
校長及教師專區	

Online Resources for OLE

Curriculum Development

<http://www.edb.gov.hk/en/curriculum-development/index.html>

Life-wide Learning (LWL)

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/index.html>

Other Learning Experiences (OLE)

http://cd1.edb.hkedcity.net/cd/lwl/ole/01_intro_01.asp

New Academic Structure (NAS)

<http://334.edb.hkedcity.net/EN/curriculum.php>

Way Forward for OLE

Facilitating Self-directed learning capability through OLE

Students take a more active role in planning and organising their own OLE

“Students as Learning Experience Designers” (Student-LED) Approach

“Student as Learning Experience Designers” (“Student-LED”)
「讓學生成為學習經歷設計者」
http://cd1.edb.hkedcity.net/cd/twl/ole/07_LED_01.asp



其他學習經歷 Other Learning Experiences (OLE)

- 介紹 Introduction
- 時間安排例子 Time Arrangement Examples
- 「讓學生成為學習經歷設計者」網絡 **NEW** Student-LED Network
- 活動資料庫 Activity Data Bank
- 學校推行例子 School Examples
- 學習經歷資源角 Learning Experiences Resource Corner
- 學生學習概覽 Student Learning Profile
- 常見問題 Frequently Asked Questions

 參考資料 Reference
 家長專區 Parents Corner
 教師培訓資料 Teacher Professional Development Resources



其他學習經歷 Other Learning Experiences (OLE)

- 介紹 Introduction
- 時間安排例子 Time Arrangement Examples
- 「讓學生成為學習經歷設計者」網絡 Student-LED Network
- 活動資料庫 Activity Data Bank
- 學校推行例子 School Examples
- 學習經歷資源角 Learning Experiences Resource Corner
- 學生學習概覽 Student Learning Profile
- 常見問題 F.A.Q.

「讓學生成為學習經歷設計者」網絡 “Students as Learning Experience Designers” Network

[ENG](#)

(1) 背景

香港中學校長會、香港科技大學工程教育創新中心和教育局課程發展處於2010/11年至2012/13學年共同策劃及推行「讓學生成為學習經歷設計者」(“Student-LED”)計劃，參加者來自55所中學超過500名學生，他們為自己設計有意義的學習經歷，而且和其他同學及教師共同建立學習社群。該計劃凝聚了良好的實踐經驗，並且將詳情及成果詳載於以下網頁：
http://www.edb.gov.hk/ole/student_LED。

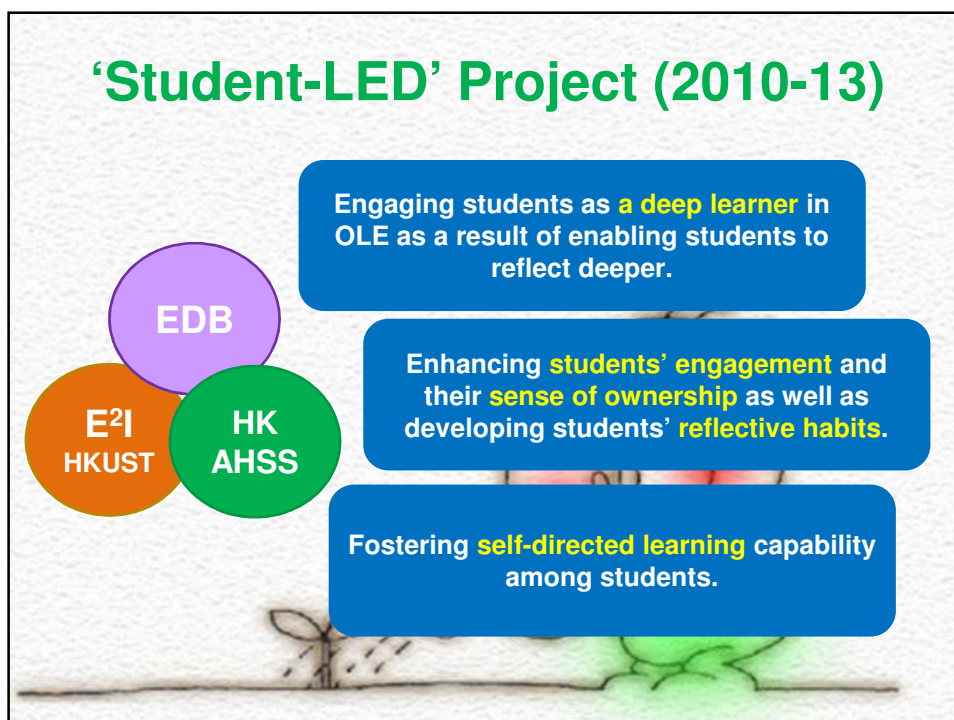
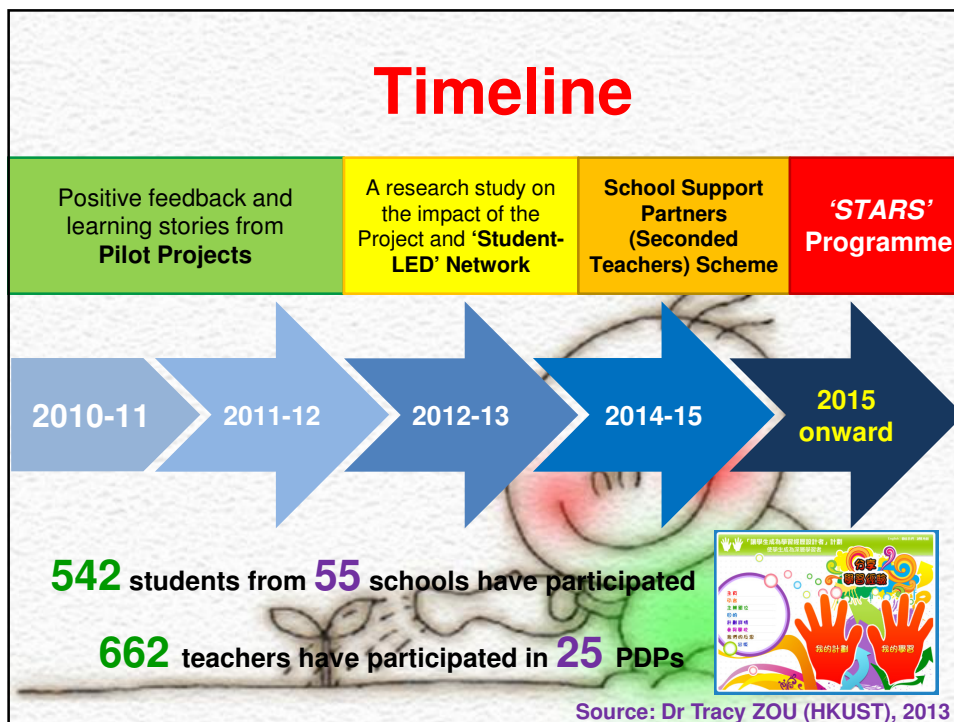
教育局於2013/14學年成立「讓學生成為學習經歷設計者」網絡，以延續學校在有關方面的專業交流，繼續推動學生自主學習，並且鼓勵學校從整體課程規劃、教學法及評估策略方面發展優質「其他學習經歷」及「學生學習概覽」。

(2) 「STARS」計劃：讓學生閃耀如星

為配合課程的持續更新，教育局於2015年九月開始，為「讓學生成為學習經歷設計者」網絡推行“STARS”計劃，進一步支援教師運用具體策略來規劃和推行「讓學生成為學習經歷設計者」(“Student-LED”)模式的「其他學習經歷」或「學生學習概覽」，以發展學生的自主學習能力，讓他們能在二十一世紀的學習中發揮潛能及優勢，茁壯成長，閃耀如星。

最新消息 **NEW**

- 「讓學生成為學習經歷設計者」教師工作坊將於2017年11月8日舉行，現正接受報名
- 「讓學生成為學習經歷設計者」學生工作坊將於2017年12月2日舉行，現正接受報名
- 「讓學生成為學習經歷設計者」學習研討會及海報分享日已於2017年7月8日於香港科技大學順利舉行



‘Student-LED’ Project (2010-13)

http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/cindex.html



Some Examples of ‘Student-LED’ Community Service Programme

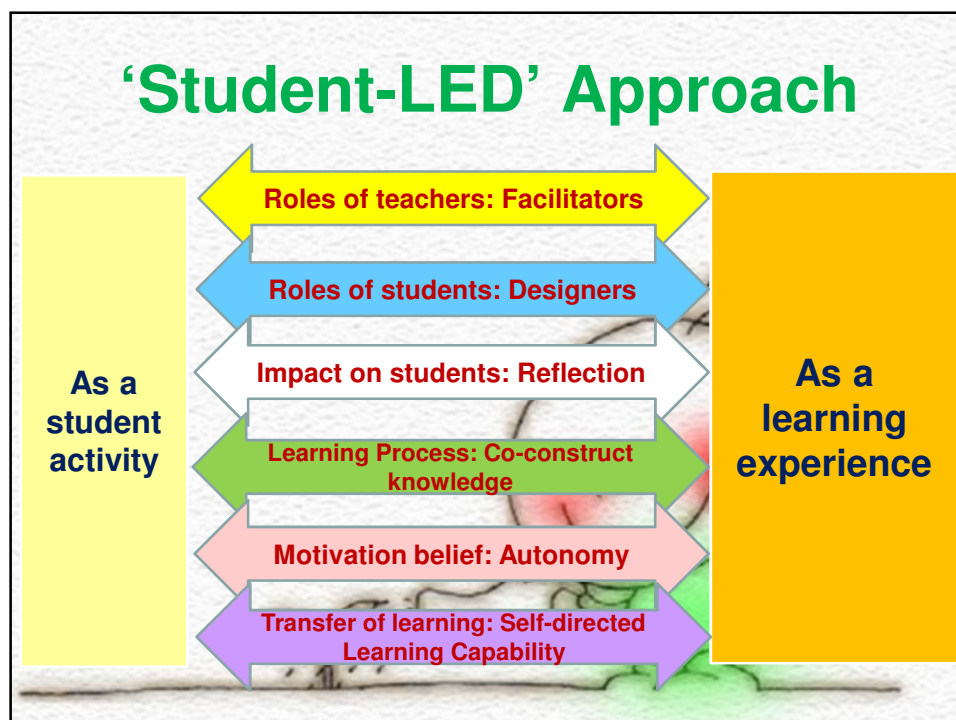
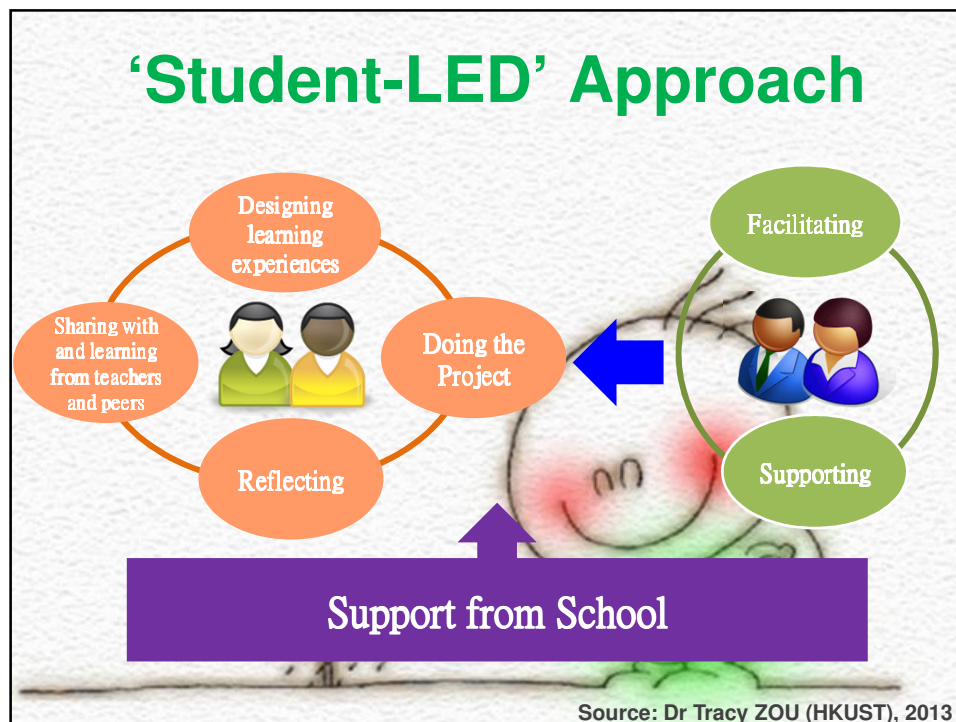


Recruiting and
Training peer
volunteers

Designing, running,
monitoring and
reviewing their
learning activities

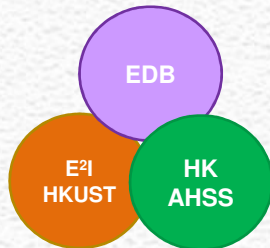






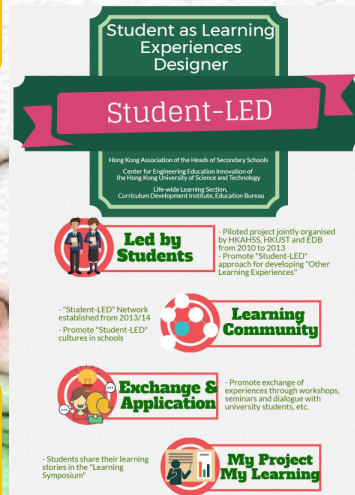
The 'Student-LED' Network 2013/14

To **share insightful practices** of the Student-LED approach adopted in schools in pursuit of the implementation of OLE/SLP



To develop **professional learning community** by the in-depth interaction in **sharing and exchange** of views and experiences

To share and disseminate **good practices** of the 'Student-LED' approach **with other schools** beyond the circle of the Network



'STARS' Programme

3-Tiers Framework of “Student-LED” Approach

School Level

1. Enhance reflective capacities among all teachers
2. Cultivate the school's LED culture and enhance students' capabilities to be effective LED via a whole school curriculum planning

Subject / Department Level

Foster self-directed learning capacities among students through coordination and collaboration among committees and KLAs

Student / Activity Level

1. Enable participants to reflect deeper
2. Strengthen deep learning as LED among the students

