

## School cases of Other Learning Experiences for Whole Person Development

### School Case 04

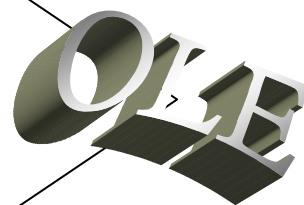


#### Building on existing strengths

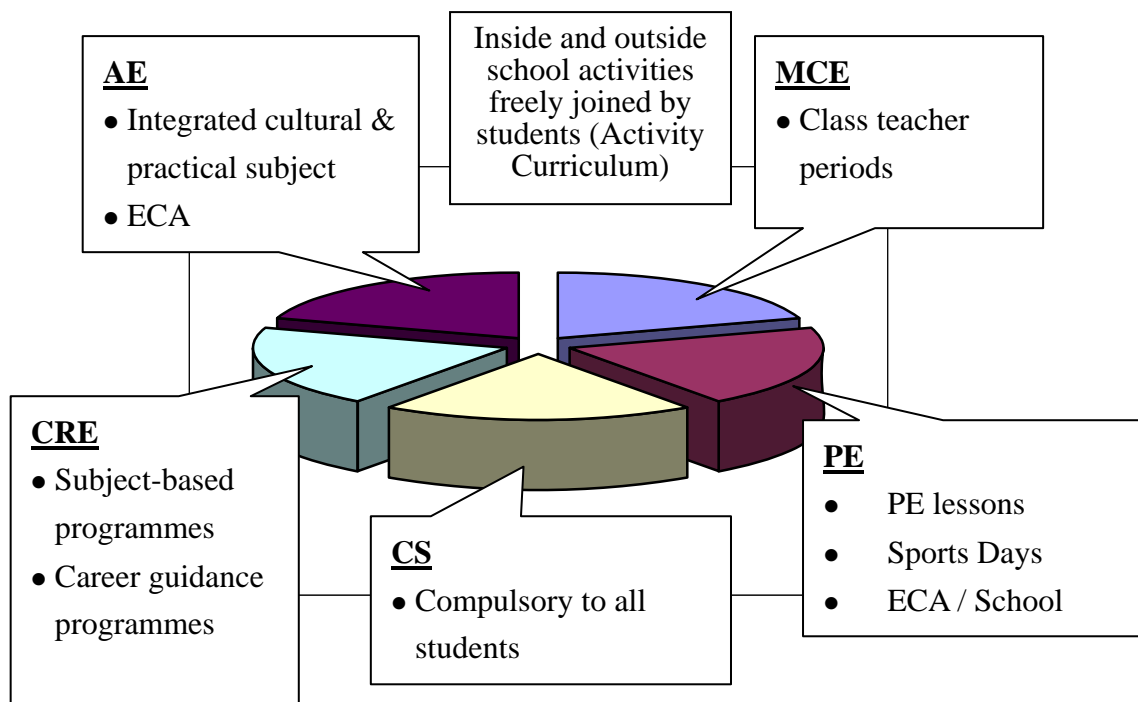
The school is a subsidized co-educational secondary school. The school has a strong foundation in providing a balanced curriculum to address individual student's learning needs. "Student-centred" is a central focus in the school. The school puts emphasis on both in and out of classroom learning opportunities initiated by teachers and students. Within school, these learning opportunities are usually offered through Extra-curricular Activities (ECA). To incorporate other learning opportunities outside school and those initiated by students, they implement various school policies to recognize and strengthen students' learning experience. In view of students' unbalanced participation in ECA activities and community services in the past, the school launched the "Activity Curriculum" in 1997 in order to maintain a balanced curriculum for all students.

#### **Entry Point:**

Restructure the **Activity Curriculum** with focus on Other Learning Experiences (OLE) components.



## What is the existing practice?



- Aims and Objectives of the Activity Curriculum
  - To offer a balanced curriculum; and
  - To confirm that ECA is part of whole school curriculum
  - Students could design a curriculum which fits their own needs;
  - Both the quality and quantity of activities attended by students are up to certain standards as set in the curriculum;
  - Students should have a balanced whole person development instead of a biased focus in certain aspects; and
  - Students could participate in inside or outside school activities.
- Domains (Annex)
  - Art
  - Interest
  - Sports
  - Leadership
  - Services
- Students have to complete one to two domains every year.
- Students have to complete one to four domains before graduation at S.5.
- Students have to complete all five domains before graduation at S.7.
- Quantity of activities: **not less than 8 hours every year.**



- Quality of activities: to be assessed by the school.
- Every year, students are required to propose a personal plan with goals setting, which is to be achieved in the activity curriculum.
- Every year, teachers would review on students' proposal and give suggestions accordingly so that students could achieve a balanced whole person development.

### **What are the features?**

- Students take the initiative to plan their own curriculum. This helps to strengthen their ability in life-long and life-wide learning.
- Students take the initiative to participate in activities according to their interest, including those activities arranged by outside school parties. This flexibility creates a pathway leading to life long learning.
- Teachers' intervention guarantees a balanced activity curriculum during implementation.
- The school has a manual system to record students' participation in outside school activities.



### **How does it work?**

- The school is in the frontline of the current Curriculum Reform. It has implemented project learning for several years. This strengthens students' ability in self-learning and generic skills.
- The school report, goal models of students and student profile properly document and reflect students' whole person development.
- The school activities are balanced with a good number of varieties for students to participate in.
- The number of students who completed the activity curriculum is increasing every year (from 59.6% in 97/98 to 93.4% in 03/04).

Our students have a strong sense of ownership on the activities they choose to fulfill the requirements of the Activity Curriculum.

*Teacher says...*





## Activity Curriculum

Annex

<i>Domains</i>	<i>Year</i>	<i>Grade</i>	<i>Particulars</i>	<i>Hours</i>
<i>Art</i>	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
<i>Interest</i>	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
<i>Sports</i>	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
<i>Leadership</i>	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
<i>Services</i>	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		
	/	<i>S</i>		