



OLE Learning Symposium 2010

Leadership of SLP for Whole-person Development

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Facing the trend and changing needs

- ***Education Reform*** – life long and life wide learning, ***whole person development***, ASK capacity, generic skills.....
- ***Economic and societal changes*** – looking for workers with good academic qualifications, multiple intelligence, good qualities, well-developed abilities, positive attitudes and good values.





Trend

- *skill-oriented* education (linguistic, analytic, social, affective,) / extended curriculum
- *cross-discipline* subjects / thematic projects
- *learning to learn* / learning for life
- *moral* education, *sex* education, *civic* education





Trend

Education Bureau

Generic Skills: collaboration skills, critical thinking skills, problem solving skills, communication skills, information technology skills, self-management skills, creativity, numeric skills, study skills

Performance Indicators for Measuring Primary and Secondary Students' Performance in Affective and Social Domains (APASO)





ILC Journey since 2000

- **Modular curriculum**

(Block Timetabling – to reduce subjects learned in each semester to avoid fragmentation and superficial learning)

- **Junior Form Liberal Studies**

(General Education)

(focusing on Thinking Skills /Generic Skills learning)

- ***Student Profile and Portfolio***

(Building a Learning School with a self reflection Culture)

- **Study Week**

(enhance life-wide learning)





We believe

- Students' development in school should encompass *academic* as well as *non-academic aspects* (*a well-rounded education / whole person education*).
- Students should be fostered in such *aspects which can prepare them well for future development* opportunities in study or career.





School's continuous development

Our history since 2000

Students' other development

+

Generic skills development



Skill based Assessment and Reporting

Student Profile _ Student Portfolio System

學習能力發展總覽_學生學習生活檔案



The development of student profile

Whole person development

Academic development
• Subject, project work skills

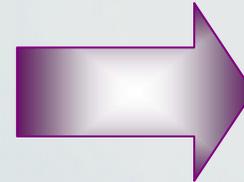
Conduct

Learning Attitude

Record of Awards, School arranged Service and Activities

Other development

• Generic skills



**Student
Portfolio**

NSS – Student Learning Profile, Other learning experience



What is a student portfolio in ILC ?

It is a **RE-COLLECTION** of learning tasks/activities and what students have learnt

A student portfolio is a self-composed, purposeful collection and record of student work that exhibits the student's efforts, progress, achievement and *self-reflection* in their learning inside and outside classroom throughout an academic year.



The purposes of the portfolio

1. It serves as a *record* of other development.
2. It is a form of *assessment* on skills-based learning.
3. It is a *tool* to practice the self-regulatory learning.
(Plan-Do-Check-Reflect)



The belief in learning

- We have **meaningful learning** only with **constructively reflection** (建設性的反思) of our learning tasks/activities
- We need a plan (計劃), continuous self-management (自我管理), and self-evaluation (自我評估) for **good progress**.



Students' learning will be
only temporarily /
minimally retained
unless they have ownership
of and a substantial degree of
organization on their learning.

Self Regulation



Self regulatory process towards goals

透過自我調節的過程
達成目標





Students' learning activities and experience in and outside school

- Extensive Reading
- Trips / Tours / Visit / Excursions
- Extra Curricular Activities / Competition and Award in School
- Outstanding performance in assignments / Project of the Year
- Post / Services (in / outside school)
- Other Valuable Learning Experience



Areas of Content

☀ Part I _ Personal Development Plan

Plan

☀ Part II _ Record of Work

Do

☀ Part III_ Selection and Explanation

Check

☀ Part IV_ Review and Self-reflection

Reflect

☀ Part V_ Feedback and Comments





Working System: What to assess ?

9 Areas of Competence

Independence 獨立能力

Self-Management Skills 自我管理能力

Analytic Power 分析能力

Creativity 創造力

Problem Solving Skills 解難能力

Competence in Activity Planning 策劃能力 / Leadership 領導才能

Social Skills 社交技巧

Emotional Competence 情緒處理

Competence in Introspection 自省能力



Working System: **How to assess?**

- **Who do the assessment ?**

Class Teachers

- **When to hand in the portfolio ?**

3 times a year : Oct, Feb and June





Working System: How to assess?

- **How to make the assessment ?**

**Based on daily observation AND
the student yearly portfolio**

- **What form will the assessment take?**

**The assessment will appear as PART 2
of the student annual report**

The assessment will be in the form of a range of 5 grades

A:	Excellent (極佳)	B:	Good (良好)
C:	Average (一般)	D:	Unsatisfactory (欠佳)
E:	Improvement Needed (急需改善)		



Adjustment / alteration and problems encountered in the developmental process





1. Content of the portfolio

- Before 2004 – Recollection of Activities and Reflection

- From 2004 - 2006 – Recollection of Activities and Reflection

+ *Plan* / Do/ Check /Evaluate





Content of the portfolio

From 2007 - 2009

- **Part I _ Personal Development Plan**
Plan (My goals, my reasons, my strategies, my action progress)
- **Part II Record of Work**
Do (Reading, Duty and Post, Extra Curricular Activity, Competition, and Award)
- **Part III Selection and Explanation**
Check (Valuable Experience in Skill Based Learning: Classroom Activities, Tours, Trips, Visits, Services.....)
- **Part IV Review and Self-Reflection**
Reflect (General and Target Skills)
- **Part V Feedback and Comments**
(Class and Supporting Teachers, 2 Significant Others)





Part I
Personal Development Plan
 (1-2 targeted skills)

Part II
Record of Work
 Leadership, Service,
 (each session on
 rd)

Selection
 (each session)

Alignment (Skills Learning)

Evaluation and Reflection
On targeted skill development

Part IV
 Session I
Evaluation and Reflection
On record of work

Part IV Session III *Overall Self-Evaluation*



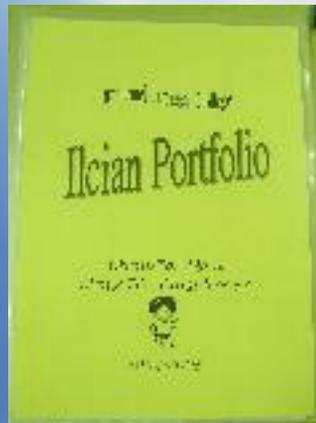
2. Submission Format

Before 2004

Free style, soft and hard copy

From 2004 - 2006

Official hard copy





2. Submission Format

From 07/09

➤ Download

Uniqueness ?

Structured ?

Convenience ?

continuous input /

giving feedback

Print

Place

close

Self-buy A4

Self-design cover

with name, class, class no. and

Year 2007 -2008

➤ Hand in hard copy



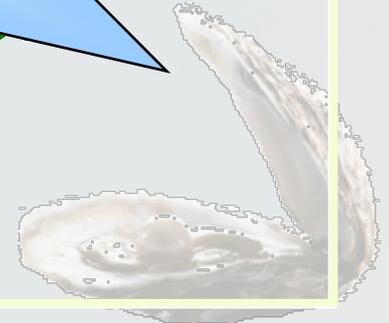
3. Language

- Be

Language Barrier

**Language Across
Curriculum (LAC)**

English





4. Leadership

- In forming the vision and mission :
Values / Goals

- In building

Assistant Principal

+

**Curriculum
Development
Committee**

and

rise

in system

assessment scheme





5. Students' Ownership

To motivate students

Face the reality

I don't care

(S.5 and S.7 students)

Self-evaluation in normal school life



6. Students' skills and capacity

High Expectation

m	ible ing	Goal Setting
Explanation	Systematic Organ	tion / n
Understand the		

Demanding



6. Students' skills and capacity

Explanation + Predictors

*Teach +
Feedback*

4F (Feedback, Examples, Encouragement, Praise)

Examples



7. Teachers' role

Pastoral Care

Heartware

Passion in students' growth and learning
(whole person)

(personal development + progress)





8. Teachers' workload

40 students' in class
Guidance + Marking

Class Teacher

(Half Class: 1st, 2nd and
Whole Class : final submission)

Supporting Teacher

(Half Class: 1st & 2nd submission)



9. Time and Space

- Mark the submission *date* on school calendar
- Using the morning reading *time* for personal interviews
- Arrange assemblies and class *periods* for skills learning and sharing of learning (good works)





10. Assessment

Teachers' *knowledge and skills* in
assessment for learning, in skill-

Staff Development Professional Dialogue

(Time and Space)

(objective vs subjective, quantities
vs qualities)

Parents' concern / *complaints*





The effectiveness

Result of Student Questionnaires and Survey

Overview of Evaluations (01-06)

1. Clarity of Portfolio Requirement – 79.7%
2. More Understanding of Self Abilities – 62.7%
3. Having Motivation to Improve – 55.7%
4. Having Plan to Improve - 52.2%
5. Most desired ability for improvement – Confidence, Self Management, Initiative, Problem solving
6. Perceived Objectives of Student Portfolio – Review own learning, Set goal for own learning, Organize own learning
- 7. Achieved Objectives of Student Portfolio –**
 - a. Review own learning 69.4%**
 - b. Organize own learning 67.7%**
 - c. Set goal for own learning 66.3%**
 - d. Let school understand own learning 66.2%**
 - e. Set plan for own learning 64.2%**



The effectiveness

Result of Student Questionnaires and Survey

2006 -2007

1. 你是否清楚「學習生活檔案」在你學習及成長上的重要性？ **61.3%**
2. 你是否清楚「學習生活檔案」在內容方面的要求？ **76%**
3. 你是否清楚「學習生活檔案」在格式方面的要求？ **76%**
4. 你認為「學習生活檔案」的目的應該是甚麼？你認為是否能達到？

* 檢視自己的學習情況	75.1 %	71.5 %
* 定立自己這年的學習目標	68.3 %	68.4 %
* 定立自己這年的學習計劃	61.2 %	65.1 %
* 推動自己有計劃地學習	46.6 %	54 %
* 整理自己的學習經驗及成果	71 %	71.1%
* 把自己的學習成果向別人展示	30.8%	51.8%
* 讓校方了解你的學習情況	65%	68.7%
5. 完成了「學習生活檔案」，你是否對自己所選的重點能力有較多的了解？ 有 **67%**
6. 完成了「學習生活檔案」，你是否對自己各方面的能力有較多的了解？ 有 **67 %**
7. 在編寫「學習生活檔案」上你遇到困難嗎？哪方面？

- 語文的運用	72.1 %	-訂定學習目標 71.7%
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8. 在編寫「學習生活檔案」上，你認為老師的幫助及意見是否重要？是 **64.8%**



The effectiveness

Result of Student Questionnaires and Survey

08-09

1. I understand the school requirement of the student portfolio. 85.3%
2. The skills manual clearly explains the school's expectation of skill learning 86.8%
3. Teachers gave sufficient supervision and feedback in the 1st and 2nd submission 86.8%
4. In compiling my portfolio, I learn about my personal qualities 82.4%
5. In compiling my portfolio, I learn to set goals/ plans for learning 75%
6. In compiling my portfolio, I was motivated to strive for improvement 76.4%
7. **In compiling my portfolio, I learned to review and reflect on my learning 76.5%**
8. What part of the student portfolio do you like most?
 - i. Feedback and Comments
 - ii. Record of work
9. What is the most difficult part for you?
 - i. Selection and Explanation
 - ii. Personal Development Plan
10. **What is the most useful part for your learning?**
 - i. **Personal Development Plan**
 - ii. **Review and Self-reflection**



The effectiveness

An Useful Tool

Skills in compiling
are enhanced

Reflective Culture Established
Plan – Record - Review



Heading for the next mile





Call for Change

Difficulties faced in skill based approach:

- A. Go beyond **students' ability** to set goals according to generic skills and evaluate the skill learning development.

- B. Go beyond teachers' ability to **standardize the assessment** in skill learning.





Call for Change

Deal with the difficulties encountered
in the student portfolio system

+

NSS – Other Learning Experience –
Student Learning Profile

S.1 – S.3 **S**tudent **L**earning **J**ournal

S.4 – S.6 **S**tudent **L**earning **P**rofile



Our Adjusted Direction

Student Learning Journal

Build on no
assessment consideration

- Build on our core values
- *Self-Regulatory Learning*
 - *Whole Person Development*

Build on our foundation/ our strengths
*Students and teachers are familiar with
portfolio system + reflective culture*

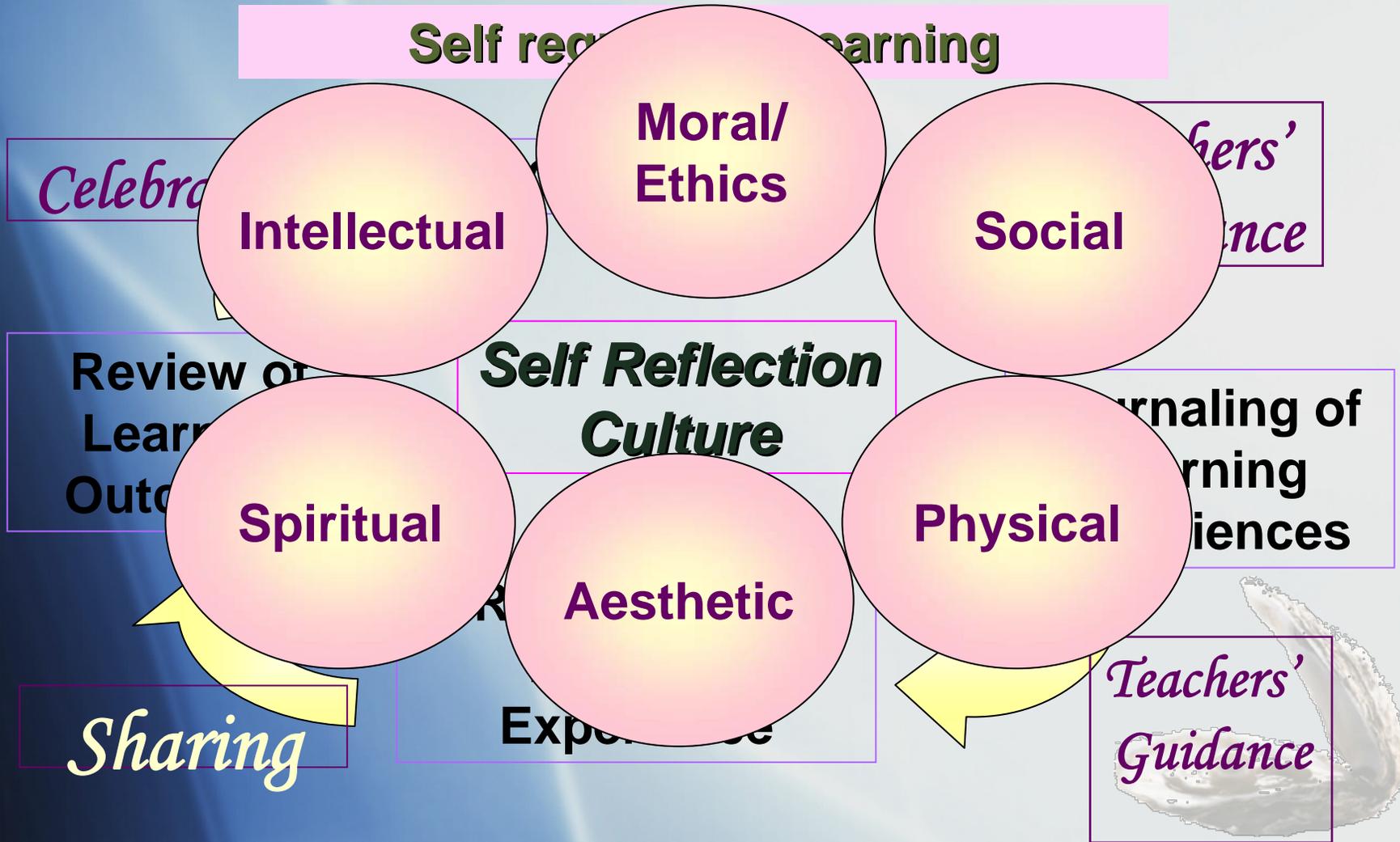


Our Expectations

- Motivate **S.1-3 / S.4 - 6** students to set goals on development of *six virtues* / *OLE* (all round / whole person development)
- *Experience* in tasks (events and activities) are easier to be reflected, shared and evaluated
- Enhance students' *ownership* in learning in a journalese format



Our expectations to student





The purposes of SLJ

- It serves as a ***record*** of student learning experiences in terms of whole-person development
- It is a ***tool*** to practice self-regulatory learning
- It is a ***channel*** to facilitate mutual sharing among teachers and students





Our expectations to teachers

- *Understand* our rationale in implementing the SLJ/ SLP
- *Own* the value and role in students' whole person development
- *Facilitate* the implementation





Intentionally conjoint effort in leading the new path

Principal

Determination
Meticulous Care
Time and
Long Lasting Effort

CDC *It is a Commitment* Teachers

L/T Support and sharing sessions
Professional development commitments and feedback
(consensus)



2009 – 2010 SLJ Pilot Scheme

- In S.1 and S.2
- Using 6 class periods
- Meeting with class teachers
- Providing teaching resources
- Collecting feedback and evaluation





南亞路德會沐恩中學
學生學習日誌 Student Learning Journal (SLJ)

	日期	主題	學習重點	工作紙
1	12/10	訂立目標	<ul style="list-style-type: none">●認識訂立目標及其方法●認識沐恩中學的全人發展：六育的要求●訂定六育發展目標及相關的行動計劃	1_工作紙_訂立目標 2_工作紙_六育_訂立目標及計劃
2	12/11	修訂目標	<ul style="list-style-type: none">●評估六育發展計劃●修訂新的六育發展計劃	3_工作紙_修訂目標 4_工作紙_活動記錄表
3	1/12	檢視行動計劃	<ul style="list-style-type: none">●認識SMART的六育發展行動計劃●運用4F 解說技巧：檢視行動計劃的成效●重新修訂行動計劃	5_工作紙_運用4F 檢視行動計劃
4	14/4	評估反思六育的發展	<ul style="list-style-type: none">●評估六育的整體發展●總結學習●應用學習●部署行動	6_工作紙_運用4F 評估六育的整體發展
5	6/5	分享經驗	<ul style="list-style-type: none">●整理SLJ的資料●分享六育發展的個人經驗	7_工作紙_反思一個六育發展的經驗
6	17/5	檢討整個計劃	<ul style="list-style-type: none">●檢討整個六育發展計劃的流程運作	8_工作紙_學生學習日誌整體檢討



2009 – 2010 SLP in S.4

- Set up a new system for recording of student data (Websams + Self-designed program)
- Both teachers and students have to get familiar in inputting data under the 5 OLE components
- Base on the record, set up 1011 plan

Students' End of Year Record and Reflection



Record and Reflection on Academic Result and Achievement

✦ Subjects –

Chinese, English, Mathematics, Liberal Studies, 3X

✦ Generic Skills –

- ***Self Management***
- ***Communication***
- ***Collaboration***
- ***Creativity***
- ***Critical thinking***
- ***Problem solving***
- ***Information Technology***
- ***Study skills***
- ***Leadership***

Record and Reflection on Academic Result and Achievement

- ✧ *My Strengths and Weaknesses Analysis*
- ✧ *My improvement plan to enhance the academic result in 2010-2011*

Dare to bear responsibility

Strive for improvement

Record of OLE

- ✦ List out the activity and programme you have participated according to the OLE categories
- ✦ State your role to play
- ✦ Evaluate the quantity of participation
- ✦ Give 1-2 reasons to support your rating
- ✦ Overall comments and findings

– self discovery

Reflection on OLE

- ✦ Choose 5 most important experience to explain your learning

What have your learnt?

Submission Date

1st Sept, 2010

To S.5 Class Teacher

*Make good use of
summer holiday*





Learning from experience

- 1. Having clear direction and expectation - whole person development, whole picture, operation system, work schedule**
- 2. Giving qualitative feedback to enhance assessment for learning – recognition of student effort (award) and celebration of success**



Learning from experience

3. Developing a school culture of self-regulatory learning

- whole school approach
- parents' education

4. Building teachers and students' skills and capacity

- give/take time and space
- support and professional development



Learning from experience



5. Building passionate relationship between teachers and students





An experimental journey



Soaring from Good to Great



Immanuel Lutheran College

Thank you



Immanuel Lutheran College