

# Organizing School-based Life-wide Learning: A Package for Self-improvement

Life-wide Learning Network 2002 - 04

Self-evaluation Pilot Scheme

Trial Version

# Contents

## A. Preface

## B. Introduction

## C. School-based Life-wide Learning (LWL) Models

1. Whole-school thematic approach
2. Project-based model
3. Co-curricular /Extra-curricular activities-based model
4. Curriculum integration model
5. Event-based model
6. Session-based model

## D. Organizing School-based Life-wide Learning: A Quality Framework

1. Areas related to organizing LWL
2. The three models of practices: emerged, established, advanced
3. Quality statements in all areas

## E. Understand the Package and Know How to Use it

1. The aims of the package
2. The contents of the package
3. Possible benefits of the package
4. How to use it
5. Remarks

## F. The Outline of the Self-evaluation Tool

## Annex : The Self-evaluation Tool

## A. Preface

**Life-wide Learning** (LWL) is a strategy that aims to move student learning beyond the classroom into other learning contexts. It requires teachers to make good use of resources and setting available at their schools and in the communities, in order to create suitable learning contexts (combinations of time, place and people) for particular educational purposes. Such experiential learning enables students to achieve certain learning goals that are difficult to attain through classroom learning. It is an over-arching term and embraces a wide range of school-organized learning activities, such as co- / extra-curricular activities, curriculum extension activities, educational trips, community service, work-related experience, etc. These learning opportunities are being offered to *extend* and *enrich* our student experience for whole-person development, and to *enable* them to be effective life-long learners.

In the Education and Curriculum Reform, the emphasis of LWL is primarily on promoting student effective learning through various learning experiences. It strongly links with the core curriculum and complements learning in Key Learning Areas (KLAs). The three fundamental functions of it in the school curriculum are *extending*, *enriching* and *enabling* (See fig.1).

1. **Extending**: The extension activities aim to extend classroom learning in KLAs through careful teacher planning. They could deepen student learning in terms of knowledge, skills and values, which are difficult to attain through classroom learning alone. Typical examples are museum visits, history trips and Geography field study.
2. **Enriching**: The enrichment activities aim to offer a wider curriculum, that traditionally seldom fall into the formal curriculum. They could not only develop students' multiple potentials, but also broaden student perspectives. Examples include co- / extra-curricular activities, interest clubs and community services.
3. **Enabling**: These activities aim to enable students to acquire key skills and to enhance students' personal capacities for raising achievement and whole-person development. They could nurture students to gain skills that are normally required in classroom learning and in their everyday lives. Examples include thinking skills courses, communication skills training and leadership training camps.

This package aims to help schools to self-evaluate their own Life-wide Learning provisions (including extra-curricular activities and cross-curricular activities that happen beyond the classrooms), with reference to the current quality assurance system. It is to provide a **critical overview** of the life-wide learning opportunities happening in their schools, with the inclusion of sound theoretical and practical basis. The self-evaluation tool consists of three parts: "Questions to ask", "Evidences to show"

and “Evidences to test”. They are designed to allow a co-ordinator or a review body of teachers to go through each quality theme, in the presence of a critical friend (outsider). Undoubtedly, the process is as important as the summative outcome of the self-evaluation.

The Functions of LWL in the School Curriculum

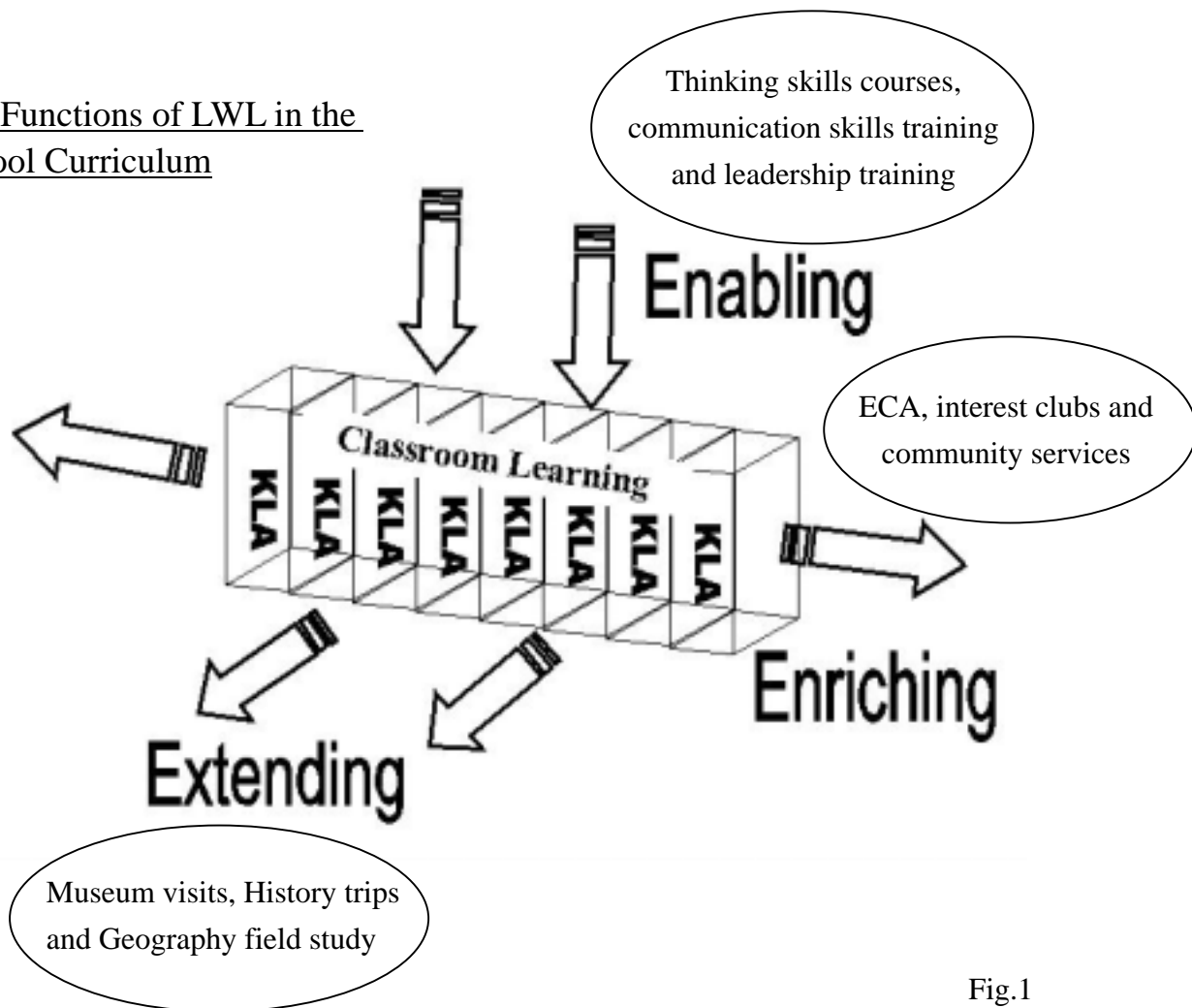


Fig.1

## B. Introduction

Self-evaluation is probably the most important step/process for schools to develop successful LWL programs in the school curriculum. Reflective questions such as, “*How are we doing?*” “*What works well? What’s not?*” “*How can we improve?*”, are being proved to be of un-replaceable value to the self-improvement cycle (see fig. 2) in running quality LWL. Ironically, it also proves to be problematic in terms of *what to evaluate & how to evaluate*, when it is put into daily school practice. There are simply not enough research, models and guidance to help schools to look at their LWL programs holistically, as integral part of the whole school self-evaluation mechanism.

The “Organizing School-based Life-wide Learning: A Quality Framework” is therefore drafted by the LWL section in the CDI (together with LWL network schools) to help schools to self-evaluate their own LWL provisions (including extra-curricular activities and cross-curricular activities that happen beyond the classrooms), with reference to the current quality assurance system for self-improvement. The aim is to provide a *critical and holistic* overview (see fig. 2) of the life-wide learning opportunities happening in their schools, with the inclusion of sound theoretical and practical basis. As a result, schools could organize their school-based LWL in a more systematic and directional approach. The package consists of two parts: The self-evaluation tool and the quality framework itself. They are designed to be *flexible* and *comprehensive*, in providing rich descriptions of multiple dimensions of organizing quality Life-wide Learning. Schools could decide to either use the entire tool or to extract relevant parts in the framework for conducting evaluation.

Leader of the pilot scheme: Mr. Stephen YW, Yip ( Chief Curriculum Development Officer --- Life-wide Learning )

Critical friends in the scheme: Mr. YB Chung ( Senior Curriculum Development Officer ---- Life-wide Learning )

Mr. KT Kwan ( Senior Curriculum Development Officer ---- Life-wide Learning )

### **Acknowledgement**

The three pilot schools that were involved in the pilot scheme and also helped to compile this package:

Hon Wah Middle School

Baptist Rainbow Primary School (A.M.)

Kwong Ming School (P.M.)

LWL Network Schools (02 – 04)

Canossa Primary School (A.M.)  
Lok Sin Tong Yu Kan Hing School  
Baptist Rainbow Primary School (A.M.)  
Fortress Hill Methodist School  
HKCWC Fung Yiu King Memorial Secondary School  
Carmel Bunnan Tong Memorial Secondary School  
Hon Wah Middle School  
Kwong Ming School (P.M.)  
F.D.B.W.A. Mrs. Fung Ping Shan School  
Y.C.H.Chan Iu Seng Primary School  
P.L.K. Luk Hing Too Primary School  
Tsuen Wan Chiu Chow Public School (A.M.)

LWL Network Schools (03 – 04)

Tai Kok Tsui Catholic Primary School (Hoi Fan Road)  
S.A. Ann Wyllie Memorial School (P.M.)  
L.S.T. Leung Kau Kui Primary School (A.M.)  
L.S.T. Leung Kau Kui Primary School (P.M.)  
Kowloon City District Kai Fong Welfare Association School  
Creative Primary School  
T.W.G.Hs. Wong See Sum Primary School (P.M.)  
Wai Chow Public School (Sheung Shui)(P.M.)  
Buddhist Wing Yan School (P.M.)  
Christian Alliance H.C. Chan Primary School (P.M.)  
Po Leung Kuk Grandmont Primary School[WD]  
Wanchai Church Kei To School (A.M.)  
Sik Sik Yuen Ho Lap Primary School  
S.A. Tin Ka Ping Primary School  
S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School  
Y.L. Long Ping Estate Tung Koon Primary School (P.M.)  
Po Kok Secondary School  
Sir Ellis Kadoorie Sec School (Shatin)  
T.W.G.HS. Lui Yun Choy Memorial College  
Caritas Lok Yi School

Others associated schools

Sung Tak Wong Kin Sheung Memorial School (A.M.)  
Ng Wah Catholic Primary School  
Buddhist Ho Nam Kam College

Queen Elizabeth School Old Students' Association Secondary School  
Ling Liang Church M H Lau Secondary School

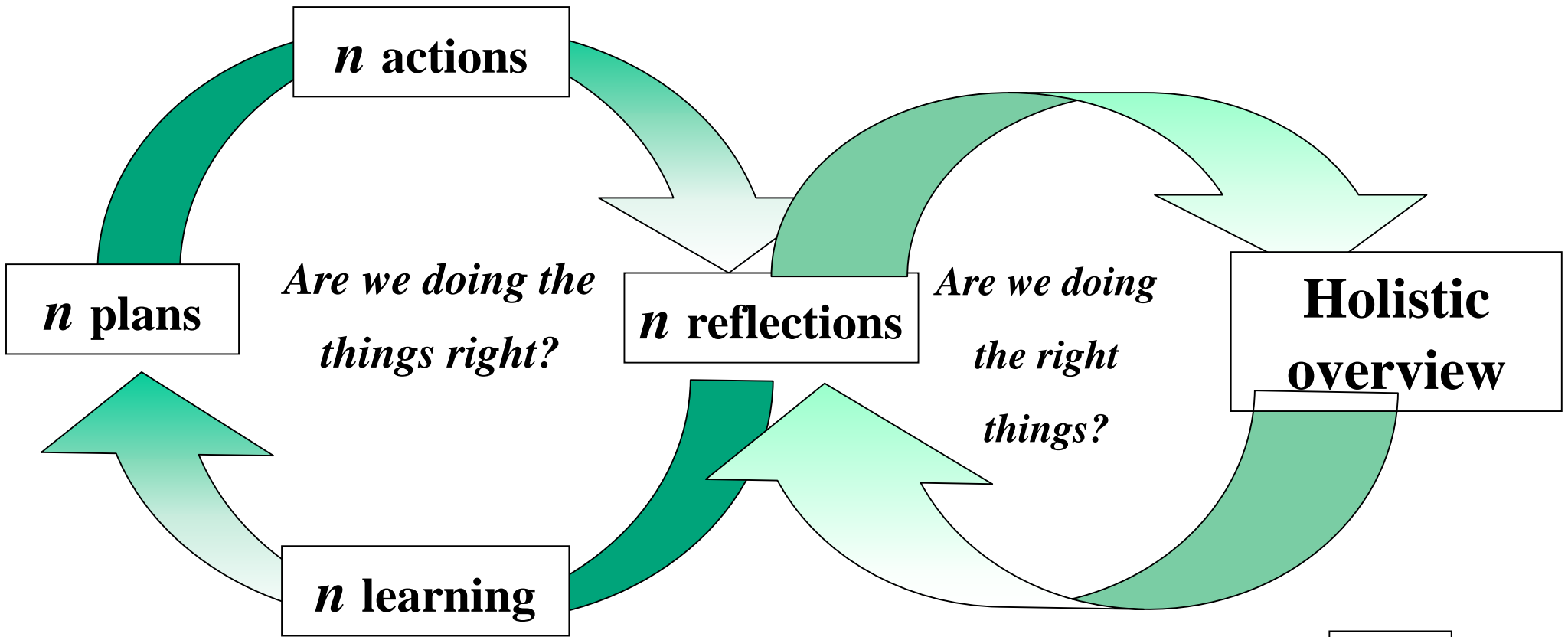


Fig.2

The double loop learning for self-improvement  
when organizing LWL

## C. School-based Life-wide Learning Models: Practices, Advantages and Reflections

This chapter attempts to illustrate the categorizing of different implementation models of LWL among our network schools (see school list, p.4). It aims to help teachers / organizers to briefly examine different practices and to discern their strengths and weaknesses (or issues).

Generally speaking, in order to broaden the spaces for student learning to achieve the goals of learning to learn and whole person development, schools would take their own culture, organization styles and directions into consideration to organize Life-wide learning by adopting different models or approaches. Strategically, the following models or concepts (SPACES) could be a starting point when a school is going to develop school-based policy for organizing Life-wide learning:

<b>“School”</b>	<b>Whole-school thematic approach</b>
<b>“Project”</b>	<b>Project-based model</b>
<b>“Activity”</b>	<b>Co-curricular /Extra-curricular activities-based model</b>
<b>“Curriculum”</b>	<b>Curriculum integration model</b>
<b>“Event”</b>	<b>Event-based model</b>
<b>“Session”</b>	<b>Session-based model</b>

According to the above framework, brief descriptions with regard to each model including its advantages and some reflections of issues are listed as follows. It should be aware that the models are not mutually exclusive.

## 1. Whole-school thematic approach

**Good practice 1:** Baptist Rainbow Primary School (A.M.) chose “Environmental Protect” as its school theme. The theme is incorporated into the different aspects in the school, such as curriculum, school development, co-/extra-curricula activities and project learning.

**Good practice 2:** The yearly school theme in Kwong Ming School (P.M.), with the support from parents, helped students to develop various generic skills and nurture positive attitudes through joining different theme-based activities throughout a year.

**Good practice 3:** Sung Tak Wong Kin Sheung Memorial School (A.M.) and Tuen Mun Tsung Tsin College adopted the “Health promoting school” concept proposed by the HK Chinese University and chose “Health” being their school theme. They helped the students understand the importance of “Health lives” and “civic responsibilities” by incorporating the theme into the school environment, curriculum and activities.

### **Advantages:**

- This model gives stakeholders (teachers, parents, students) and even funders a clear sense of direction. It benefits to create a school being a learning organization /community;
- It helps schools to build up “sustainable” characteristics;
- To emphasize culture and ethos rather than focus on learning opportunities; At the same time, it could also enhance the interactive relationship between school culture and individual activities;
- Easily to perform holistic overview and control as well as self-evaluation.

### **Reflections:**

- It needs high competence with senior management support;
- Manpower, financial, and time implication should be under careful consideration;
- It should be a progressive development and could not be achieved by one step. By experience, it takes normally four years to have harvest.

## 2. Project-based model

**Good practice 1:** HKCWC Fung Yiu King Memorial Secondary School conducted a series of project learning with diversified contents in the school year of 2002-03. Students could design their own study topics and the concept of LWL was incorporated into the learning process.

**Good practice 2:** YCH Chan Iu Seng Primary School and Tsuen Wan Chiu Chow Public School (A.M.) designed different cross-curricular topics for each level yearly. They implemented LWL through Project learning.

### **Advantages:**

- To fully utilize the advantages of project learning and to encourage self-regulated learning;
- Learning motivation could be enhanced by providing more students' choices;
- Easily link with and interpenetrate different subjects;
- Flexible implementation and the scope could be adjusted to fit different needs;
- Could match the formal curriculum

### **Reflections:**

- Teacher should avoid students from unnecessary “copy and paste” task. Creativity and student voices are encouraged;
- Be aware of the students' and teachers' workload. “Quality rather than quantity”;
- Learning happens in the process but not on the outcomes (e.g. the report);
- To avoid repeating experiences;
- To monitor by effective holistic control and joined-up thinking.

### 3. Co-curricular activities-based model

**Good practice 1:** Building on its own successful extra-curricular activities tradition, Buddhist Ho Nam Kam College developed LWL according to the demands from teachers and students as well as the school direction. The adjustment of the LWL scope size depended on regular reviews and monitoring.

**Good practice 2:** According to the different functions onto the core curriculum, Lok Sin Tong Yu Kan Hing School audited the current extra-curricula activities and put them into the three categories: (1) Extending, (2) Enriching and (3) Enabling. It will help teachers to understand the meanings of those activities behind with relation to the core curriculum.

#### **Advantages:**

- Build on the own strengths and traditions and concentrate on enhancing impacts of the co-/extra-curricular activities;
- Highlight benefits from matching those diversified and creative co-/extra-curricular activities to complement the core curriculum and classroom learning. It focuses on building student self-confidence;
- Celebrate and reward students' progressive development and students' sense of belongings;
- Build coherent programme within the general school-based management structure.

#### **Reflections:**

- Insufficient linkage with core curriculum, especially in learning content;
- Lack of emphasis on learning in ECAs and their 'wash-back' effect on classroom learning;
- Low student participation rate might be a crisis, (may refer to different external factors, such as family issues to discourage the students' participation in school) and therefore students' entitlement of LWL could not be always guaranteed;
- Only a small part of students could be actively involved and a large population would be ignored.

## 4. Curriculum integration model

**Good practice 1:** Canossa Primary School (San Po Kong) used “My community” as a “blue print” to develop a cross-curricular project allowing students to extend their learning to the local community. It did not only broaden the learning spaces and goals, but also helped students to develop generic skills and positive attitudes within the formal curriculum

**Good practice 2:** Hon Wah Middle School incorporated the concept of LWL into the formal curriculum to deepen the student learning. They also matched it up with the diversified extra-curricula activities to foster whole person development and life-long learning capacities for students.

**Good practice 3:** The primary schools under Tung Wah Groups Hospital joined the Life-wide Learning Project, which emphasized the elements of curriculum integration and cross-curricula approach.

### Advantages:

- Life-wide learning activities could incorporate into the formal curriculum and have a strong link with classroom learning;
- It happens within the fixed timetable and the activities could have more recognition;
- It emphasizes all students LWL entitlements and promotes equal opportunities.

### Reflections:

- Heavy workload especially on organizing activities, it needs a great deal of energy to break the boundaries between subjects;
- The model needs to “add” new components but also consider to “delete” the “old”;
- It inclines towards “teacher-oriented”, including the assessment strategy;
- Still unable to “move” beyond the “formal curriculum” and classroom mindset. Under this paradigm, teachers would find difficulties in making student learning more independent and informal;
- It might limit the learning content and it will not become “life-wide” / multi-perspective. Teachers should make use of the activities beyond the timetable in order to enrich student learning. The more diversified, advanced and voluntary participation are encouraged to complement this approach in order to allow independent learning.

## 5. Event-based model

(e.g. LWL week, days or camps)

**Good practice 1:** Carmel Bunnan Tong Memorial Secondary School conducted LWL residential camp for their F.1 – F.3 students. Other than learning through linking different subjects, it also helped to enrich student perspectives and enable their living skills.

**Good practice 2:** Fortress Hill Methodist School conducted a four-day and three-night camp with a specific topic. It made use of the environment outside school to prop up the topic. Students were encouraged to explore and apply knowledge by exchange and collaboration opportunities so that their skills of cooperation and problem solving could be enhanced.

**Other good practices:** The “Chinese Culture week” and the “Lunar year flower market booth” organized by the Ng Wah Catholic Primary School and the Ling Liang Church M H Lau Secondary School respectively.

### Advantages:

- Simple planning and operation strategy could minimize the manpower and time input;
- Individual sections could contribute independently or cooperatively;
- More focused for teachers and students to implement LWL;
- More flexible in “time planning” and it could satisfy schools with tight lesson timetable schedule.

### Reflections:

- The learning experience in the event is segregated from classroom learning. The learning could not be easily transferable;
- After the event, the attitude change in its learning impact might not be sustainable.

## 6. Session-based model

**Good practice 1:** Besides implementing LWL through extra-curricular activities, Lok Sin Tong Yu Kan Hing School also set up LWL sessions on every Wednesday afternoon in the formal lesson timetable to ensure students could acquire learning experiences in wider scope.

**Good practice 2:** Queen Elizabeth School Old Students' Association Secondary School treated LWL activities as part of classroom learning and put it inside the school calendar. It helped teachers and students to understand the importance of LWL activities to enhance students' learning capacities and it is also an undivided part inside the school curriculum.

### **Advantages:**

- It recognizes the importance of LWL by putting LWL activities into the timetable deliberately;
- To have a strong linkage with school formal curriculum timetable, therefore high stake;
- Easy in providing equal opportunities, in terms of student learning entitlements.

### **Reflections:**

- Most schools would find difficulties to put "LWL session" into a tight scheduled timetable without removing other sessions;
- It inclines to 'teacher-led' approach in the overall design of activities;
- It would need sufficient time for central planning and coordination due to less flexibility being offered (e.g. certain bookings do not fit with Wednesday afternoon sessions).

## D. Organizing School-based LWL: A Quality Framework

### 1. Area related to organizing LWL (Details in p.19)

- a. Planning and administration
- b. Leadership
- c. Human resource management
- d. Resources & Accommodation
- e. Self-evaluation

### 2. The three models of practices: emerged, established, advanced

The Quality framework has three models of good practice for schools to evaluate their Life-wide Learning initiatives. **They are ALL good and excellent practices** but differ in terms of its scope and the intactness of the initiative within the school organization. Usually, models of schools' LWL practice are affected by the following factors:

- History of developing life-wide learning
- Overall school aims and development plan
- Cultures, traditions and ethos
- School organizational/ leadership structures
- Nature of programmes/ activities organized
- Age groups (primary, junior secondary, senior secondary)
- Constraints of resources and time

*Different models of good practice tell different emphasis:*

***Emerging Model*** signifies how schools implement LWL in an *efficient* and *effective* manner. The quality lies on operational details and staff are usually good at meeting pre-set targets and objectives. The school organizational structure provides support to teachers and to the LWL leadership. Schools offer a wide range of LWL opportunities to their students and able to *see* the links between LWL and classroom learning. There are reliable systems that record activities and student participation. LWL programmes in schools with emerging model are mostly characterized by strong teacher-directedness, being less concerned with student choice and voice, and parental involvement.

***Established Model*** signifies how schools implement LWL in its *holistic, systematic* approach, disregarding the size of their LWL programmes. Management pays reasonable attention on linking up existing structures and make decisions to augment and/or trim certain areas of work. Schools also provide systems to support professional development among teachers. Overall, schools with established model generally move beyond just meeting targets and pre-set objectives. Most of them are characterized by its variety of programmes, emphasis on building outside partnerships, devising systems to develop LWL within school, no matter it is a single whole school initiative or a spectrum of LWL initiatives.

***Advanced Model*** signifies how schools implement LWL in a *reflective, sustainable* approach. It is the in-built culture that runs LWL, not its managerial systems. Teachers and students know and learn the importance of LWL. The schools would probably have desire to share and to help other schools and their communities through informal or professional networks, in terms of developing LWL. It certainly moves beyond setting control systems but operate in continuous self-improvement mindsets. Self-evaluation is no longer ‘events’ or ‘add-on measures’ but really a corporate ‘mindset’ among stakeholders. LWL becomes a commodity in the school cultures and has gained immense support from parents and the local neighborhood/ community. Generally, schools with advanced model are characterized with strong student involvement, parental support, clear self-evaluative/ organizational learning culture and fostering effective partnership for learning.

***Does it mean that a school with emerging model needs to proceed to higher models (e.g. Established model) for self-improvement?***

No, it is not necessary. Schools could achieve excellent standard even *remaining* in the Emerging model. The Quality Framework aims to promote a systematic mindset about quality in LWL among teachers and other stakeholders. Using the framework as tool for evaluation, schools could achieve the self-improvement purposes through asking themselves the following questions (See fig. 3):

- (1) *How well did we do under the framework?*
- (2) *Are there any alternative approaches?*
- (3) *What are the perceivable outcomes and costs/ effort incurred in these alternatives?*
- (4) *Could my school adopt similar approach in this particular area? Why?*

In other words, even if a school underwent the above reflective process among colleagues and concluded that they were to stick to their old plan in the coming period, they have already gone through *a learning process* of

- (a) acquiring knowledge about the alternatives;

- (b) assessing the feasibility of the alternatives and finally
- (c) the strengths and critical success conditions of their present practice. It is sometimes called 'Double-loop Learning'.

**The reflective flow in self-evaluation**

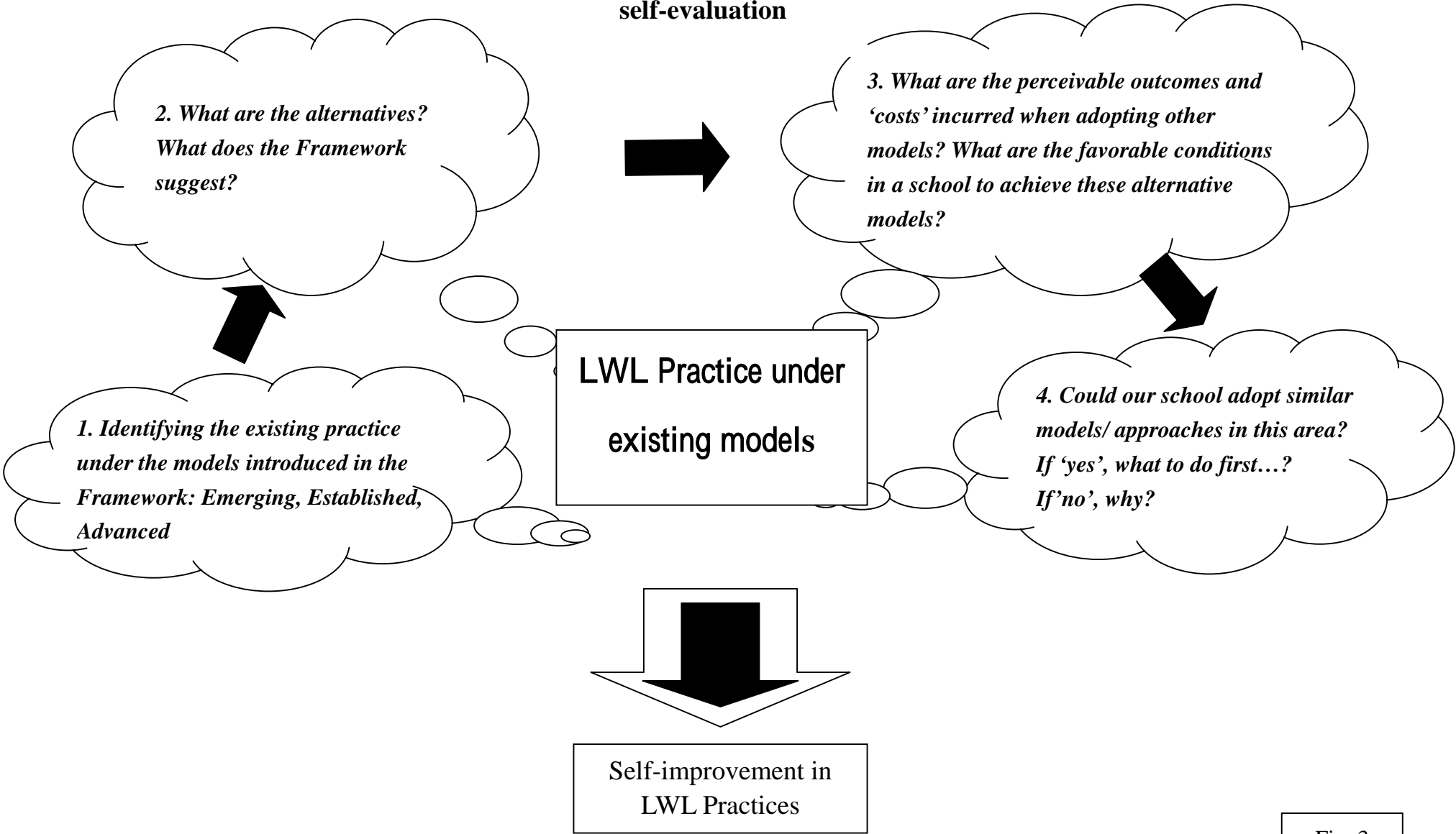


Fig. 3

### 3. Quality statements in all areas

#### a) Planning and administration

##### 1. Having a purpose

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Responding to needs and clarifying purposes.	Communicating policy through development planning.	Keeping purposes and practice under critical review.

##### 2. Finding what is needed

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
More than intuition and guesswork.	Continuous consultation and review.	Needs analysis built in to the culture.

#### b) Leadership

##### 3. Curriculum links

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Curriculum links identified in individual activities.	Systematic approach to align individual activities under a framework.	Flexible approach to cater for change via continuous review.

##### 4. Choice/ widening participation

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Recording systems in different areas of LWL (e.g. ECA, KLA, MCE, other initiatives) about student participation.	Holistic system to record students' participation/ choice in LWL.	A continuous review system to ensure balanced opportunities for all students to nurture the development of MI

##### 5. Developing programmes

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Reviewing provision to meet student needs.	Developing academic, social and emotional intelligence.	Evolving new approaches to learning, tutoring and mentoring.

## 6. Information strategy

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
A sense of information and audience.	An agreed information strategy.	Information dissemination on its own as a learning experience.

### c) Human resource management

## 7. Teacher engagement

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Attending to professional needs of teachers.	A structured approach to build into the school-based professional development programme.	Creating and extending development networks.

## 8. Involving students and others

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Progression and growth in student involvement.	Beyond involvement to ownership.	A systematic approach to skills for life-long learning.
Agreed strategies to involve parents in LWL.	Clarity of criteria for involving parents and volunteers.	A diversity of roles for a diversity of purpose.

### d) Resources & Accommodation

## 9. Getting the best from resources

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Better use of existing resources.	A planned and measured approach to resource provision and use.	A creative response to changing circumstances.

## 10. Getting the best from Partnerships

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Exploring potential of partnership.	Realizing the benefits of working together.	Extending learning networks within the community.

### e) Self-evaluation

## 11. Getting results

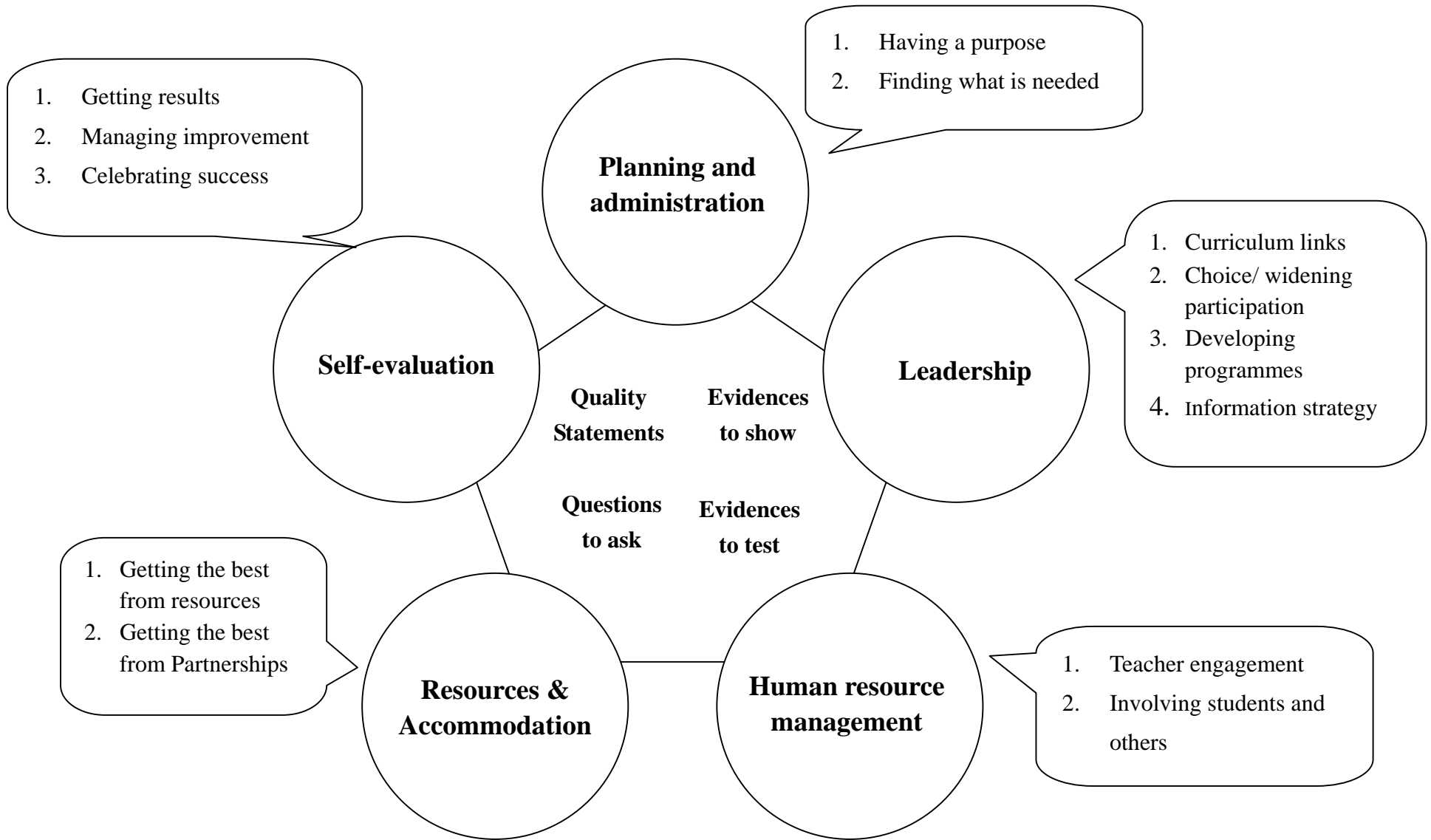
<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Demonstrable gains in learning.	Monitoring, rewarding and certificating achievement and participation.	Broadening the options for achievement.

## 12. Managing improvement

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Structure, with support.	Shared responsibility and collective accountability.	A culture for managing continuous change.

## 13. Celebrating success

<b>Emerging</b>	<b>Established</b>	<b>Advanced</b>
Monitoring real and hidden costs and effectiveness; Reactive, or rather passive in letting people know about the success.	Criteria for matching costs and effectiveness/ benefits; Active and opportunistic in publicity/ sharing the success.	A culture of celebrating success; Creating a stakeholder community of shared interests.



***Organizing School-based LWL: A Quality Framework***

Fig.4

## E. Understand the Package and Know How to Use it

### 1. The aims of the package:

This package does not only help schools to conduct a LWL self-evaluation for *self-improvement* purposes, it also

- Promotes on-going self-evaluative culture in implementing Life-wide Learning at schools;
- Enables teachers and other stakeholders to be reflective practitioners in organizing LWL activities;
- Enhance teachers' understanding of related quality concepts in implementing LWL – '*Promoting quality mindsets*'.

Primarily, the package is **NOT** designed:

- To help schools fulfilling the mandatory requirements of School Self-evaluation (SSE) under the School Development & Accountability Framework (SDA);
- To serve as materials for publicity;
- To facilitate one-off self-evaluation event for mere accountability needs;
- To evaluate individual LWL activity but for reviewing overall LWL development at a school.

However, it is found that the self-evaluation package could help schools:

- To be more confident to conduct self-evaluation in a larger scale and in other school aspects;
- To learn about the process of self-evaluation;
- To be well informed of the development of LWL under a whole school SSE mechanism;
- To illustrate its self-evaluation culture and ability in developing LWL (Performance Indicator 1.9)

### 2. The contents of the package

There are two components in the package. They are the quality framework and the self-evaluation tool. There are five related areas in organizing LWL and each area contains different quality statements (totally 13 statements). Referring to each area, schools could also design extra statements according to their own cultures or characteristics. The self-evaluation tool consists of three main parts: (1) Questions to Ask; (2) Evidences to

show and (3) Evidences to test.

*Questions to ask:* Its ultimate aim is to stimulate discussion among colleagues. The core team needs to be both *critical & positive* enough to investigate into the quality of LWL implementation in general. The leader needs to steer the discussion skillfully so that there are balance between comments that are based on *evidence* and *intuition/ 'gut feeling'*. Besides the pre-set questions, members in the team could also initiate questions with relation to the statement for further discussion.

*Evidences to show:* It is very easy to interpret evidence as 'empirical evidence'. However, in the contexts, the notion here should be perceived in a much wider sense. For instance, it could be qualitative or quantitative, anecdotal or systematic. The source of evidence could be student quotes, meeting minutes, development plans, student works, photos, etc. (see suggestions in the package)

*Evidences to test:* Strictly speaking, it is not a question for the evaluation team to complete. It is a self-examining question that stir up our 'skeptical nerve' by creating an imaginary situation: What if a visitor... Team member should share briefly about their feeling upon the following:

*'Do I feel comfortable when the school come across this test, in terms of LWL development? What makes me comfortable/ uncomfortable, related to the claims of the evaluation? Could the school take the risk to allow such situation really happened? If no, I need to re-visit the previous assessment. If yes, move on & look up!'*

The Team also needs to identify different models of good practice in the Framework, *emerging, established & advanced*. (For details, please see Models of Good Practice)

### **3. Possible benefits of the package**

#### **Teacher level:**

- More confident to tell their success stories.
- Chance to reflect systematically and deeply.
- Chance to listen to other people's opinion and insights (including colleagues, students, experts and other schools)
- To be proud of what they did and celebrate them in a professional way!
- Peer scrutiny – improve the rigor of the evaluation
- Learn skills to ask critical questions upon own practice.
- Enhance understanding and ability to improve LWL and to do Self-evaluation.

### **School level:**

- Help school to connect better through the evaluation event.
- Assessing strengths and weaknesses in developing LWL
- Create a medium/ platform to discuss LWL issues among teachers and hence promoting professional learning culture.
- Develop channels to give and take opinions among stakeholders and network schools.
- Help schools to draw up future development plan systematically, in terms of LWL development.
- Enhance the role of ‘critical friend’ in improving LWL.

## **4. How to use it**

### a) Getting the best out of the self-evaluation package:

In order to getting the best out of the package for evaluating the implementation of LWL, the following points should be considered:

- (1) *Critical Friends* – Successful self-evaluation needs the support from a critical friend throughout the process. They could be colleagues outside the LWL team, professional from university or a teacher outside school. This arrangement proves to be effective in offering a ‘fresh’ way of seeing things.
- (2) *Setting boundaries* – LWL could be vast and schools need to set boundaries for the evaluation team to look into the development in a manageable size. The package is flexible enough to cater for different sizes of development.
- (3) *Setting up a core team* – It is advisable to set up a core team for evaluation. Who should be included? The general rule is the one who take up the *leadership* role in implementing LWL. Some schools invite particular parents to attend and some included student leaders concerned. In some schools, they preferred all teachers involved in delivering LWL programmes. Indeed, it depends on how the concept of *leadership* is defined or perceived in a particular school.
- (4) *Team leader* – The whole evaluation should normally lead by a person who ultimately responsible for the development of LWL or related issues. It is suggested that the person should be a member of the senior management. [*Touching the ‘Central Nervous System’*]
- (5) *Peer Scrutiny* – It is advisable to invite teachers from other schools to scrutinize the

end- product of the evaluation in latter phase. Their role would be asking critical questions and give opinions. It is entirely up to the school to invite particular person to be peer scrutinizers. Usually, schools would invite people whom they could trust or close members from own networks (both social or formal one).

(6) *Encourage more observers* – Observers should be encouraged to be presented in meetings as professional development. It proves to be an effective mean to enable other staff to learn about Life-wide Learning and the process of self-evaluation.

b) Schools are invited to conduct the evaluation, when the following selection criteria are met.

- Membership in the LWL network preferred;
- Having experiences in developing school-based LWL;
- Clarity of responsibilities among staff in LWL delivery;
- Systems of record keeping exist (in whatever form), e.g. track record of good practice;
- Senior management support to participating in this pilot;
- Recognition the importance of self-evaluation in the in-school LWL development
- Conducting self-evaluate their LWL provisions holistically/ as a whole or partly in their own existing schedule/ mechanism (if any);
- Calling relevant meetings with staff concerned
- Using the draft document, “Organizing School-based Life-wide Learning: A Quality Framework” as a blueprint to conduct the self-evaluation;
- Collecting evidence and supporting materials when needed;
- Meeting LWL section, CDI as critical friends in self-evaluation process (2 meetings at least);
- Willing to contribute opinions of the framework / package during the process;
- Willing to share with the LWL network schools about the process and the outcomes of the self-evaluation.

The LWL Section in CDI will give assistance by:

- As critical friends, providing professional advice and guidance to the pilot schools;
- Providing brief training to related staff when needed (usually in the first meeting);

c) The three meetings throughout the process of self-evaluation

The first meeting: Self-evaluation and Life-wide Learning

Targets: The LWL co-ordinator, teachers who are involved in conducting LWL, LWL and self-evaluation experts

Activity: Discussion and talk:

- 1) What is self-evaluation, anyway? (e.g. our understanding, our mis-understanding...)  
Well, can we evaluate ourselves?
- 2) Why self-evaluation in LWL development?
- 3) Quality Framework: What is good and what is not so good? What do we value when organizing LWL for our schools?
- 4) How to self-evaluate your own LWL programme? How to use the tool? What is in it?
- 5) How does it relate to current QA development such as SSE & ESR?
- 6) Who can help in the process?
- 7) Planning the self-evaluation process/ schedule.

#### The second meeting: Quality in LWL at the organizational level

Targets: Teachers who are involved in conducting LWL (With or without the presence of critical friends)

Activity:

- 1) Going through the framework bits by bits;
  - 2) Suggesting sources of evidence;
  - 3) Discussing areas of improvement and strengths among colleagues;
  - 4) Using 'testing the evidence' column to reflect.
- (More sessions may be necessary and it depends on the scope of the self-evaluation)

#### The third meeting: Scrutinizing the evidence and identifying areas of improvement

Targets: Related teachers, critical friends, scrutinizers from the network schools, LWL stakeholders (e.g. students and parents.....)

Activity: (Scrutinizers are given time to look into the evidence (exemplars) normally before the meeting)

1. LWL co-ordinator shares the review concisely to a group/ panel of scrutinizers;
2. Scrutinizers will discuss the issues, which were related to the review document (Teachers are requested to be temporary absent from the meeting);
3. Scrutinizers will raise questions to test the findings of the self-evaluation;
4. Teachers of the school give response;
5. Scrutinizers and teachers involved are asked to write feedbacks about the process of evaluation;
6. To indicate whether the schools needs to have more time to prepare the portfolio/ report/ review.

## **5. Remarks**

Sustaining improvement using the pasckage: *From an event to culture*

To some teachers, the notion of ‘continuous improvement’ is too far to reach and too ideological in real life contexts. Like student personal development, it is no way near to a linear pattern (Van Valzen, 1985) – it could have hiccups, set back, trivialization, personnel change... etc. It is not difficult to see such self-evaluation event could not be sustain in school organization due to a mosaic of factors, such as:

- Too much repetition; teachers get bored with the same procedures.
- Lack of ownership of the process
- Too much external motivation to do self-evaluation (e.g. meeting SDA requirements)
- Too dependent on the tool

However, In order to counteract the above drawbacks, schools need to be aware when aiming to build a self-evaluative culture in the organization.

- ***Leaving space for professional judgment*** – The purpose of the self-evaluation package is to empower teachers in knowing how to self-evaluate. In a long run, teachers should shift their focus from tool-using to tool-making; from ownership to authorship. Schools could start to encouraged to leave space to ask an extra question in each quality issue, on top of the pre-set questions after the first evaluation event.
- ***Gradually phasing out Critical Friend support*** – Effective self-evaluation promotes gradual independence in terms of LWL development. Hence, the support from a critical friend would be lowered when time pass. For example, the original role of the critical friend may be more like a expert consultant but after the self-evaluation was introduced, the role may be shifted to a professional friend that give occasional comments upon the quality of LWL offered.
- ***Network Learning*** – Schools benefit a lot from professional networks. Especially in LWL, as a relatively new educational area, schools need to exchange ideas and share good practices in a deeper sense – beyond mere dissemination but try to analysis how these knowledge could be transferable.
- ***Allowing gaps for rest*** – It is important to allow gap time (e.g. year, month) in the development plan. According to research, improvement does not follow a linear pattern and it would certainly head to disaster when the school leadership view this evaluation in a technological, rational mindset. Teachers need to enjoy the outcome of the development and it is not wise to throw the self-evaluation task to the staff too regularly. Irregularity generates motivational energy – the feeling of ‘feeling special’.

*“Self-evaluation not as a regular and onerous event but built into school’s way of thinking , infusing the day-to-day life of school, classroom and administrative office.”* (John MacBeath , *Who’s Top In the World Class?* 2000)



## F. The Outline of the Self-evaluation Tool

### 1. Areas related to organizing LWL

- Planning and administration
- Leadership
- Human resource management
- Resources & Accommodation
- Self-evaluation

### 2. Quality statements

#### 1) Having a purpose (Planning and administration)

##### Questions to ask

- λ Why has LWL been introduced?
- λ Where can people find out about the purposes and potential benefits?

##### Evidences to show (examples.....)

- λ Vision statement
- λ Policy
- λ Posters
- λ School development plan
- λ Newsletters
- λ School annual reports

##### Evidences to test

A visitor speaks to a teacher in a LWL activity: *Show me how these purposes work out in practice.*

#### 2) Finding what is needed (Planning and administration)

##### Questions to ask

- λ How well do the forms of LWL provision meet the learning needs of students?
- λ How well have we consulted our students about their own needs, interests and expectations? How about teachers and parents?

##### Evidences to show (examples.....)

- λ Surveys of students
- λ Audit of current provision showing types and level of uptakes
- λ Letters to parents about needs and expectations...

##### Evidences to test

A visitor speaks to a random sample of students: What do they think about LWL activities (ECAs...) and what more (sometime less) the school could do to improve.

### **3) Curriculum links (Leadership)**

#### **Questions to ask**

- λ How do the LWL activities link up with what our students learned in the classroom?
- λ Can our students easily apply what they learned from LWL experience (e.g. knowledge, skills, strategies, attitudes & values) in classroom?

#### **Evidences to show (examples.....)**

- λ LWL activity plan with learning objectives: skills, values acquired
- λ Student interview data
- λ Class teacher comments.....

#### **Evidences to test**

A student tells a visitor how these activities help them achieve in school curriculum and in their daily life.

### **4) Choice/ widening participation (Leadership)**

#### **Questions to ask**

- λ Who are the groups among our students we ignored when planning programmes?
- λ How to make our student benefit more from these experiences?

#### **Evidences to show (examples.....)**

- λ System of recording student participation
- λ Reports address issues of student choice
- λ Student application forms...

#### **Evidences to test**

A visitor speaks to students do not attend LWL when choice is given: *What kind of things might entice you to attend or enjoy the activities?*

## 5) Developing programmes (Leadership)

### Questions to ask

- λ How do we know our overall LWL programme have sufficient variety?
- λ What do we do to ensure that key skills and attitudes/ values are being monitored and reinforced continuously?

### Evidences to show (examples.....)

- λ Timetable of LWL (whole school)
- λ Student diaries
- λ Planners/ portfolios, student works/ products/ essays...

### Evidences to test

A visitor speaks to students and asks them to describe a typical week/period that filled with LWL activities. They are also encouraged to tell the visitor how different LWL activities are planned (at their best of knowledge).

## 6) Information strategy (Leadership)

### Questions to ask

- λ How well do we communicate to people while organizing LWL?  
Among colleagues, to students, parents and community groups?
- λ Is our information strategy effective and efficient?

### Evidences to show (examples.....)

- λ Posters, Web, E-mail, , School brochure,
- λ News coverage
- λ Inclusion in good practice guides/ publications by EMB, tertiary education
- λ An in-school information strategy document...

### Evidences to test

A visitor speaks to students: How much their parents and friends know about LWL or its-related activities (in whatever name).

## 7) **Teacher engagement (Human resource management)**

### **Questions to ask**

- λ How are the needs of teachers assessed when implementing LWL and what training is provided to meet these needs?
- λ How do we get more staff involve or engage in LWL work? Are there aspects of the organization and structure (or traditions) that deter some people from getting more engaged?

### **Evidences to show (examples.....)**

- λ Audit of needs identified by teachers
- λ Auditing teachers' expertise and interests
- λ Amount of whole school INSET/ training in LWL
- λ Minutes of meeting for planning LWL
- λ Evidence of teacher shadowing/ sharing...

### **Evidences to test**

A visitor speaks to a co-ordinator/ leader (e.g. ECA master): What proportion of school staff are directly involved in LWL? What do staff feel they get out of the training and how do you know? To what extent have the insights gained by staff in LWL activities informed the plan?

## 8) **Involving students and others (Human resource management)**

### **Questions to ask**

- λ Are students and/ or parents involved in planning, operational or administrative decisions in LWL?
- λ Are students and/ or parents see themselves as resource themselves, as contributors, peer mentors, or even tutors in LWL activities?

### **Evidences to show (examples.....)**

- λ Photos showing student involvement (parents also)
- λ Student-devised products
- λ Evidence of student voice
- λ Collaborate innovation, e.g. ambassadors scheme in specific realms (such as Health promotion)....

### **Evidences to test**

A visitor speaks to students and parents:

- λ Show me example of something in school that is a result of student ideas or influence through LWL activities.
- λ Give examples of something students (parents) have done that has benefited teachers in the school or the community.

## 9) Getting the best from resources (Resources & Accommodation)

### Questions to ask

- λ What resources (human and physical) do we have which can be made available within our reach (in schools and outside)?
- λ What further resources might be identified within schools, community agencies, workplaces, groups and individuals?

### Evidences to show (examples.....)

- λ Audit of resources available in schools
- λ Costing lists
- λ Evidence of collaboration with other people in terms of funding, sponsoring and expertise....

### Evidences to test

A visitor speaks to a co-ordinator: Show me some evidence of the pattern of use of different resources. How do you think your current use of resources could be made more effective? What changes will you make?

## 10) Getting the best from Partnerships (Resources & Accommodation)

### Questions to ask

- λ What partnerships already exist between schools and other community agencies?
- λ What have we learned from these partnership?
- λ How can we improve the current partnership strategy and direction?

### Evidences to show (examples.....)

- λ Development plans
- λ Partnership agreement/ letters...

### Evidences to test

A visitor speaks to co-ordinator: What is it that makes partnerships more and less effective? What value has been added to your work and to your students by your partners or collaborative groups?

## 11) Getting results (Self-evaluation)

### Questions to ask

- λ To what extent do we use student self-assessment and peer assessment to monitor achievement and progress?
- λ What efforts do we make to identify new ways of awarding and accrediting student participation, learning and achievement in LWL?
- λ What opportunities are there for students to take part in activities using a variety of external awarding bodies (e.g. Music & Speech Festival, universities, subject associations)?

### Evidences to show (examples.....)

- λ Reward system in LWL links with whole school systems of incentives/rewards
- λ Public examples of achievement – an achievement wall, certificates
- λ Evidence of progress publicly celebrated
- λ Examples of target-setting and progress record (e.g. portfolio/profiles)....

### Evidences to test

A visitor speaks to a co-ordinator:

- λ Show me evidence of learning gains/ student progress made as a result of involvement in LWL.
- λ What systems are in place to ensure that parents and other teachers are aware of achievements gained in LWL (both extension and enrichment activities)? What incentives and awards work best and which are least effective?

## 12) Managing improvement (Self-evaluation)

### Questions to ask

- λ Who co-ordinates LWL in our school? Who is/ are taking the leadership role and what criteria was that person/ team selected?
- λ Is there a person specification (in whatever form)? What incentives, and rewards does it carry? What procedures are there to deal with inadequate performance?
- λ What are the principles of management of LWL in the school? How transparent and open to discussion are they? How does LWL management respond to criticism, conflict, threat and change?
- λ To what extent is the management or leadership shared with others? Is there a common sense of purpose, values, understanding and direction?

### Evidences to show (examples.....)

- λ Documents such as statements
- λ Minutes of meetings

- λ Memos of commendation feedback/ evaluation sheets
- λ Self-evaluation reports
- λ Responses to complaints or crisis,
- λ Evidence of innovation and development over time....

### **Evidences to test**

A visitor speaks to the co-ordinator:

How would you deal with following:

- λ Dwindling attendance of students
- λ Increasing enthusiasm and demand which exceeds space or resources?
- λ Lack of funding?
- λ Request for evidence that LWL is beneficial to student development and learning.
- λ A feeling among teachers who shared very different views/ values?

## **13) Celebrating success (Self-evaluation)**

### **Questions to ask**

- λ How do we share evidence of success (e.g. audits, evidence and evaluations of benefits) with our students, teachers, parents, funders, other stakeholders and also to wider audience, such as government policy makers, other schools and media?
- λ What evidence do we have on the benefits of LWL? How valid or 'impressive' is that evidence of success?
- λ What is the real cost of LWL (both money, time and expertise)? What return do we expect from that investment? How do we re-invest for the future or for better return?

### **Evidences to show (examples.....)**

- λ Documents such as Business plans
- λ development plans of LWL
- λ Videos, photographs on LWL activities
- λ Celebration events and exhibitions
- λ Commendation letters....

### **Evidences to test**

A visitor speaks to co-ordinator:

- λ Show me your business/ development plan and explain to me how you fund LWL.
- λ Describe how you go about the process of fund-raising, sponsorship and /or public relation, with regards to LWL.
- λ What sort of ways for the school to tell their own success stories in LWL?
- λ Do all stakeholders enjoy & impress with the success of LWL?

## References

- 1) EMB, CDI, (2003) “Organizing School-based Life-wide Learning: A Quality Framework” (draft)
- 2) EMB, QAD, (2002) “Performance Indicators 2002”
- 3) EMB, QAD, (2003) “School Self-evaluation SSE”
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- 5) DfES (1997) Code of Practice: Study Support, London.
- 6) Bentley, Tom (1998) Learning Beyond Classroom, DEMOS: London.
- 7) Andrews, Kay (2001) Extra-Learning, TES: London.
- 8) MacBeath, J. (2003) Self-evaluation in the Global classroom, Routledge: London.

# **Annex**

## **The Self-evaluation Tool**

# **School-based LWL Self-evaluation**

**School Name :**

**Some background information** ( e.g.: School statements, visions, short-term / long-term goals..... )

**Life-wide Learning activities/ programs included in this self-evaluation:**

**(School may set the scope of LWL to be evaluated)**

# **LWL Self-evaluation Team**

**Staff in charge:**

**Staff involved:**

**Critical friends:**

**Parents and/ or students involved (if applicable):**

**Other personnel:**

**Partnership:**

# 1. Having a purpose

## Questions to Ask:

Why has LWL been introduced?

Where can people find out about the purposes and potential benefits?

Self-initiative questions:

**Evidences to Show:** (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

## Evidences to Test:

A visitor speaks to a teacher in a LWL activity: *Show me how these purposes work out in practice.*

## 2. Finding what is needed

### Questions to Ask:

How well do the forms of LWL provision meet the learning needs of students?

How well have we consulted our students about their own needs, interests and expectations? How about teachers and parents?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to a random sample of students: What do they think about LWL activities (ECAs...) and what more (sometime less) the school could do to improve?

### 3. Curriculum links

**Questions to Ask:**

How do the LWL activities link up with what our students learned in the classroom?

Can our students easily apply what they learned from LWL experience (e.g. knowledge, skills, strategies, attitudes & values) in classroom?

**Self-initiative questions:**

**Evidences to Show:** (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

**Evidences to Test:**

A student tells a visitor how these activities help them achieve in school curriculum and in their daily life.

## 4. Choice/ widening participation

### Questions to Ask:

Who are the groups among our students we ignored when planning programmes?

How to make our student benefit more from these experiences?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to students do not attend LWL when choice is given: *What kind of things might entice you to attend or enjoy the activities?*

## 5. Developing programmes

### Questions to Ask:

How do we know our overall LWL programme have sufficient variety?

What do we do to ensure that key skills and attitudes/ values are being monitored and reinforced continuously?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to students and asks them to describe a typical week that filled with LWL activities. They are also encouraged to tell the visitor how different LWL activities are planned (at their best of knowledge).

## 6. Information strategy

### Questions to Ask:

How well do we communicate to people while organizing LWL? Among colleagues, to students, parents and community groups?

Is our information strategy effective and efficient?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to students: How much their parents and friends know about LWL or its-related activities (in whatever name).

# 7. Teacher engagement

## Questions to Ask:

How are the needs of teachers assessed when implementing LWL and what training is provided to meet these needs?

How do we get more staff involve or engage in LWL work? Are there aspects of the organization and structure (or traditions) that deter some people from getting more engaged?

## Self-initiative questions:

## Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

## Evidences to Test:

A visitor speaks to a co-ordinator/ leader (e.g. ECA master): What proportion of school staff are directly involved in LWL? What do staff feel they get out of the training and how do you know? To what extent have the insights gained by staff in LWL activities informed the plan?

## 8. Involving students and others

### Questions to Ask:

Are students and/ or parents involved in planning, operational or administrative decisions in LWL?

Do students and/ or parents see themselves as resource themselves, as contributors, peer mentors, or even tutors in LWL activities?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
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Established		
Advanced		

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A visitor speaks to students and parents:

- Show me example of something in school that is a result of student ideas or influence through LWL activities.
- Give examples of something students (parents) have done that has benefited teachers in the school or the community.

## 9. Getting the best from resources

### Questions to Ask:

What resources (human and physical) do we have which can be made available within our reach (in schools and outside)?

What further resources might be identified within schools, community agencies, workplaces, groups and individuals?

### Self-initiative questions:

### Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to a co-ordinator: Show me some evidence of the pattern of use of different resources. How do you think your current use of resources could be made more effective? What changes will you make?

## 10. Getting the best from partnerships

### Questions to Ask:

What partnerships already exist between schools and other community agencies?

What have we learned from these partnerships?

How can we improve the current partnership strategy and direction?

Self-initiative questions:

**Evidences to Show:** (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

### Evidences to Test:

A visitor speaks to co-ordinator: What is it that makes partnerships more and less effective? What value has been added to your work and to your students by your partners or collaborative groups?

# 11. Getting results

## Questions to Ask:

To what extent do we use self-assessment and peer assessment to monitor achievement and progress?

What efforts do we make to identify new ways of awarding and accrediting student participation, learning and achievement in LWL?

What opportunities are there for students to take part in activities using a variety of external awarding bodies (e.g. Music & Speech Festival, universities, subject associations)?

Self-initiative questions:

**Evidences to Show:** (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

**Evidences to Test:**

A visitor speaks to a co-ordinator:

- Show me evidence of learning gains/ student progress made as a result of involvement in LWL.
- What systems are in place to ensure that parents and other teachers are aware of achievements gained in LWL (both extension and enrichment activities)? What incentives and awards work best and which are least effective?

## 12. Managing improvement

### Questions to Ask:

Who co-ordinates LWL in our school? Who is/ are taking the leadership role and what criteria was that person/ team selected?

Is there a person specification (in whatever form)? What incentives, and rewards does it carry? What procedures are there to deal with inadequate performance?

What are the principles of management of LWL in the school? How transparent and open to discussion are they? How does LWL management respond to criticism, conflict, threat and change?

To what extent is the management or leadership shared with others? Is there a common sense of purpose, values, understanding and direction?

Self-initiative questions:

**Evidences to Show:** (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		

Established		
Advanced		
<b>Evidences to Test:</b>		
<p>A visitor speaks to the co-ordinator:  How would you deal with following:</p> <ul style="list-style-type: none"> <li>● Dwindling attendance of students</li> <li>● Increasing enthusiasm and demand which exceeds space or resources?</li> <li>● Lack of funding?</li> <li>● Request for evidence that LWL is beneficial to student development and learning.</li> <li>● A feeling among teachers who shared very different views/ values?</li> </ul>		

# 13. Celebrating success

## Questions to Ask:

**How do we share evidence of success (e.g. audits, evidence and evaluations of benefits) with our students, teachers, parents, funders, other stakeholders and also to wider audience, such as government policy makers, other schools and media?**

**What evidence do we have on the benefits of LWL? How valid or ‘impressive’ is that evidence of success?**

**What is the real cost of LWL (both money, time and expertise)? What return do we expect from that investment? How do we re-invest for the future or for better return?**

**Self-initiative questions:**

## Evidences to Show: (please refer to p. 29 – 35)

( For filling the following table, please refer to P.18 – 20 )

Models of practices	Self-evaluation(✓)	Evaluated by Critical Friends (✓)
Emerging		
Established		
Advanced		

## Evidences to Test:

A visitor speaks to co-ordinator:

- Show me your business/ development plan and explain to me how you fund LWL.
- Describe how you go about the process of fund-raising, sponsorship and /or public relation, with regards to LWL.
- What sort of ways for the school to tell their own success stories in LWL?
- Do stakeholders (students, teachers , parents & funders) enjoy & impress with the success of LWL?

## **Summative Outcomes**

**Which parts are most satisfied?**

**Building on the strengths, how to develop those satisfied parts?**

**Which parts are least satisfied?**

**How to improve those unsatisfied parts?**

**In the whole process, what did your colleagues and you feel? And which parts are most difficult to handle?**

**Feedback after the LWL Self-evaluation** (filled by the staff involved)

Please indicate any positive aspects of this self-evaluation pilot:

Please indicate any negative aspects of this self-evaluation pilot:

What did you learn throughout the whole process of evaluation ?

Please make any suggestions to improve the self-evaluation (e.g. process, tool, document):

How would you apply those what you learned in the process of this evaluation onto your future work?

**Feedback after the LWL self-evaluation** (filled by the scrutinizers)

**Scrutinizing Meeting - \_\_\_\_\_ School**

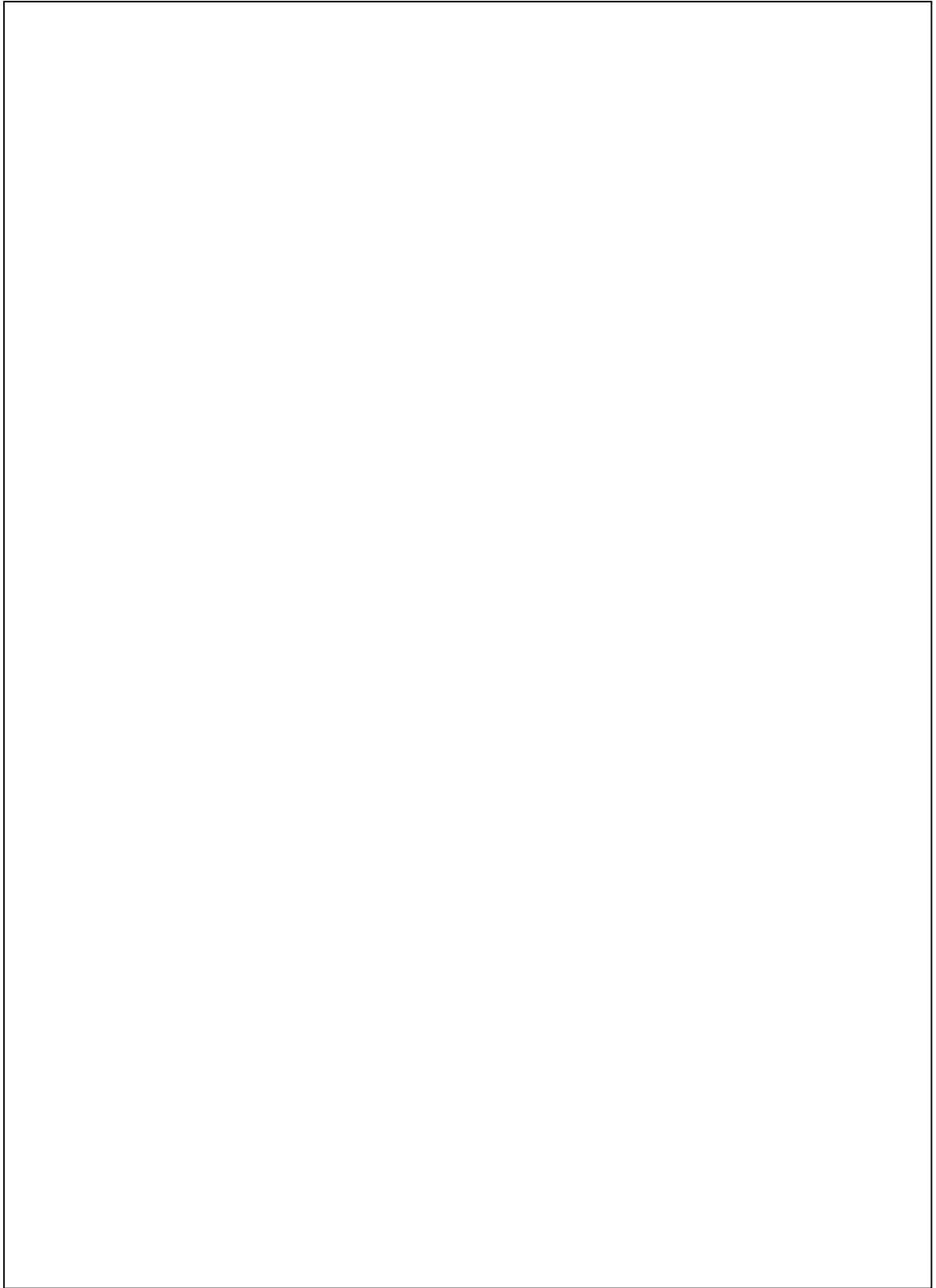
Name of the scrutinizer: \_\_\_\_\_

School/ Organization: \_\_\_\_\_

Scrutinizer's Comment:

(1) Please indicate both positive and negative features and give comments for improvement :

(2) Suggestions for future development:



Signed : \_\_\_\_\_ Date : \_\_\_\_\_