

## Induction Programme For New Other Learning Experiences Teachers and Coordinators – Part II

23 October 2018

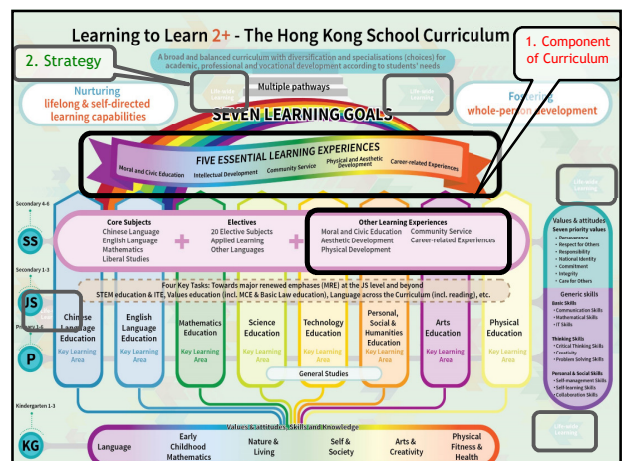
Susanna CHEUNG  
Curriculum Development Officer,  
Life-wide Learning Section, CDI

## Rundown

Time (pm)	Content
9:15 – 11:00	How to Design and Implement Quality Other Learning Experiences – “Student-LED” Approach and Quality Reflection
11:00 – 11:45	School’s Practice Sharing (Part III): DMHC Siu Ming Catholic Secondary School
11:45 – 12:00	Break
12:00 – 12:30	Support Measures of Life-wide
12:30 – 12:45	Q & A
12:45 – 2:00	Lunch Break

## Rundown

Time (pm)	Content
2:00 - 2:15	Registration
2:15 - 3:30	Telling One’s Own Story with Student Learning Profile (SLP): Strategy and Practice
3:30 - 4:15	School’s Practice Sharing (Part IV): Carmel Secondary School
4:15 - 4:30	Q & A
4:30 - 5:00	Concluding Remarks & Certificates Presentations



## Roles of OLE Coordinators/ Teachers

1. 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
2. To **formulate the development plan** of OLE, including setting concrete learning objectives for different levels of students and **review** its implementation every year
3. To regularly **report the progress** of the implementation of OLE and discuss the proposal for advancement
4. To **explore** suitable and **tap** suitable **resources** to support and refine the development of OLE
5. To **provide teachers** with update information and professional development programmes for OLE and **share** among teachers to enhance professionalism

## Five Areas of OLE

## How to Design and Implement Quality Other Learning Experiences – “Student-LED” Approach and Quality Reflection

### Content

1. “Student-LED” Approach
2. Organise “Student-LED” activities
3. Quality Reflection
4. Quality Other Learning Experiences

## Students as Learning Experience Designers

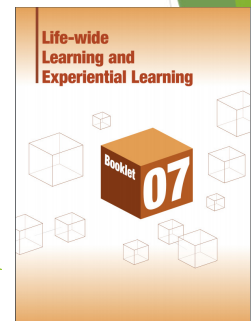
### 1. “Student-LED” Approach

## Senior Secondary Curriculum Guide (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](http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207_20170531.pdf)



## Some Key Issues

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



### 7.6 Way Forward for Life-wide Learning

#### 7.6.1 Strengthening Lifelong Learning Capabilities

- Under the ongoing renewal of the school curriculum, schools are recommended to further improve their whole-school curriculum to enhance students' lifelong learning capabilities for achieving whole-person development so as to meet the needs of a rapidly changing world in the 21st Century. In this connection, schools are encouraged to strengthen the significant role of LWL in developing students' holistic thinking, nurturing students' sense of ownership in taking part in LWL activities and fostering students' positive values and attitudes that are essential for them to face the challenges ahead.
- To achieve the above, in addition to providing students with a range of meaningful learning experiences, LWL should give students ample opportunities for peer learning to promote exchange of ideas as well as a high level of autonomy to enhance their sense of ownership and responsibility. More space should also be created for quality self-reflection to enable students to engage in deep learning and become self-directed learner that would be essential to pursue their lifelong learning.

#### 7.6.2 Facilitating Self-directed LWL

- LWL provides an ideal platform for students to exercise more autonomy in their learning experiences. Following the guiding principle of “Being Student-focused”, schools have started incorporating students' views and encouraging students to take on a more active role in the planning and design of their LWL and OLE programmes.
- In this regard, schools have accumulated valuable experiences in adopting the “Students as Learning Experience Designers” (Student-LED) approach to the implementation of LWL and OLE programmes. In Student-LED projects, students are elevated from merely participants of activities to designers of their own learning experiences, and take ownership of designing learning experiences which they see as interesting, important and useful. Teachers then take on a corresponding change of role, i.e. from being instructors or activity providers to facilitators, and aim to support student learning in the cyclic process of planning, implementation and evaluation of activities.

- During the Student-LED process, students are empowered to initiate ideas, set goals, make plans, take action, review and adjust their plans, and evaluate the activities. Meanwhile, teachers help to create a safe atmosphere with a high level of trust in which students learn from each other. Through reflective questioning and providing non-judgemental feedback throughout the whole process, teachers will enhance students' development of self-directed learning abilities. In addition, allowance for flaws on students' part and support from school leaders is important for trying-out of Student-LED activities.
- Through long-term involvement in the Student-LED approach and adoption of various roles in activities throughout secondary education, students would learn to clarify their own values, inspire a shared vision among fellow students, experiment and take risks of innovative ways, foster collaboration, encourage others to act and recognise the contribution of different working partners.

More information on the Student-LED approach is available at:

[http://cd1.edb.hkedcity.net/cd/lwl/ole/student\\_LED/eng/introduction.html](http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/eng/introduction.html)

- Through active engagement in various quality LWL programmes, students are exposed to a variety of ideas, people, places as well as real-life challenges so that they are empowered to unleash their creative power to solve problems and strengthen their role as self-directed learners and face different challenges ahead.

## Way Forward for OLE

Facilitating Self-directed learning capability through OLE

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

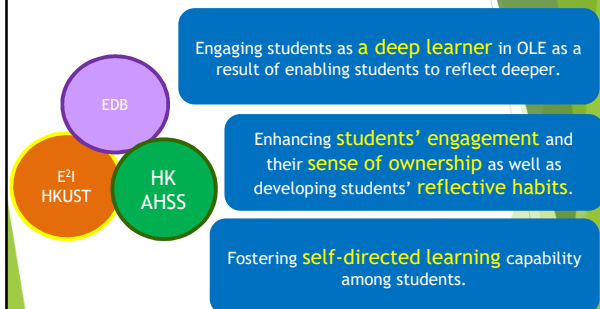
“Students as Learning Experience Designers” (Student-LED) Approach

## ‘Student-LED’ Project (2010-13)

[http://cd1.edb.hkedcity.net/cd/lwl/ole/student\\_LED/cindex.html](http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/cindex.html)



## ‘Student-LED’ Project (2010-13)



## The Learning Paradigm College

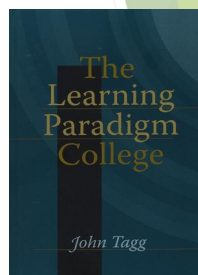
### ► The central theme of the paradigm shift:

#### ► The mission of an institution

is to **produce learning**.

not to **provide instruction**.

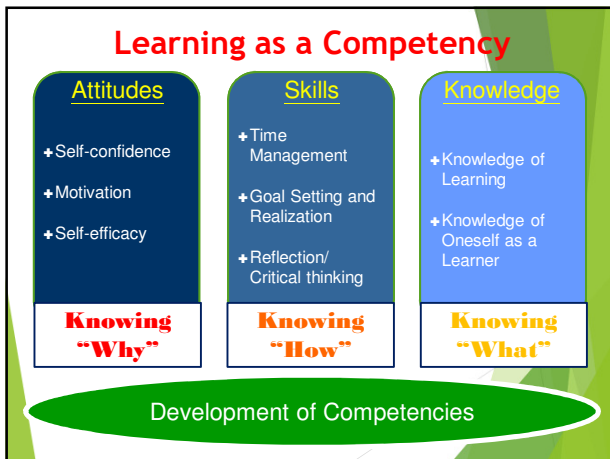
(A groundbreaking book published by John Tagg in 2003 (Bolton: Anker) which has captured the attention of higher education institutions worldwide.)



## A Learning Paradigm College...



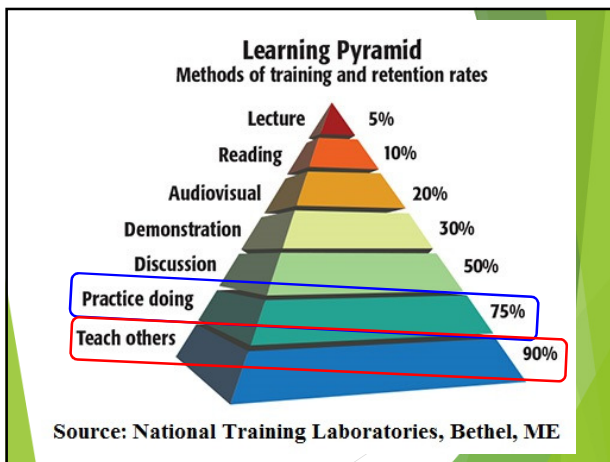
Source: John Tagg (2003)



### Approaches to Learning

Approach	Motive	Strategy
Deep	Intrinsic: study to <u>actualize interest and competence</u> in particular academic subjects.	Read widely, interrelate with previous relevant knowledge.
Surface	Instrumental: main purpose is to <u>meet requirements minimally</u> : a balance between working too hard and failing.	Limit target to bare essentials and reproduce through rote learning.
Achieving	<u>Obtain high grades</u> , whether or not material is interesting.	Behave as "model students" in organizing one's time and working space.

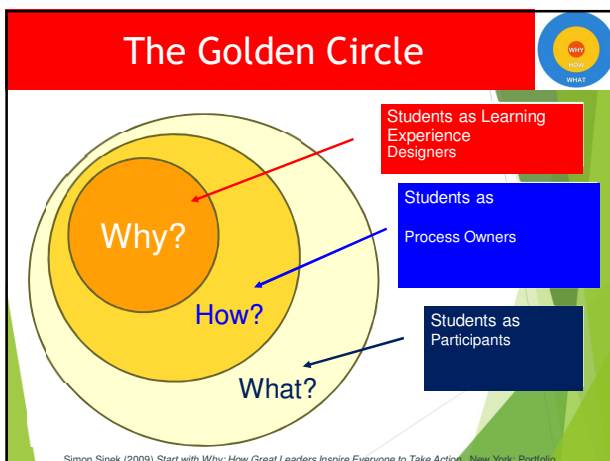
J. B. Biggs, *Student Approaches to Learning and Studying*, Australian Council for Educational Research (1987).



### Self-directed and Lifelong Learning

**Principle:**  
 To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.

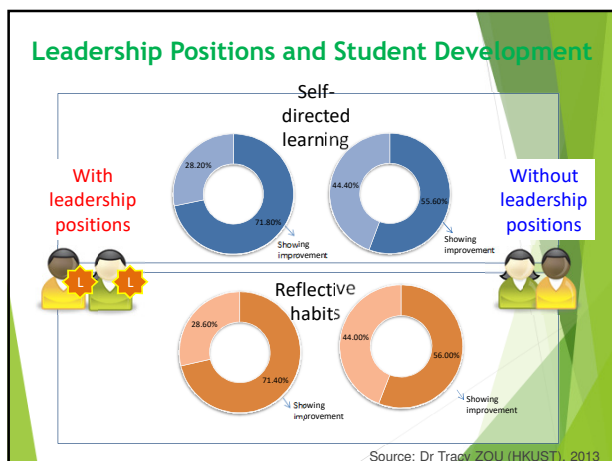
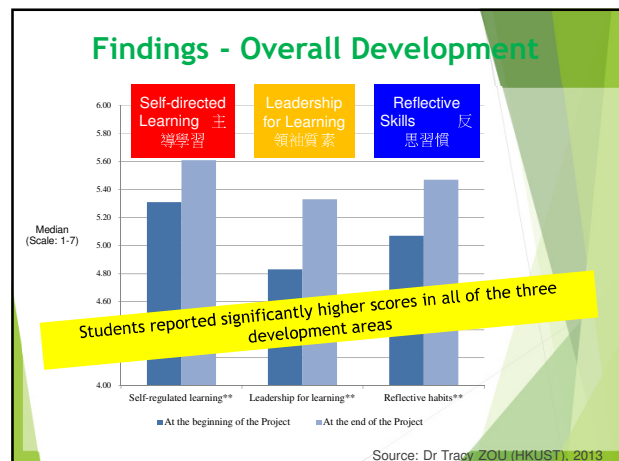
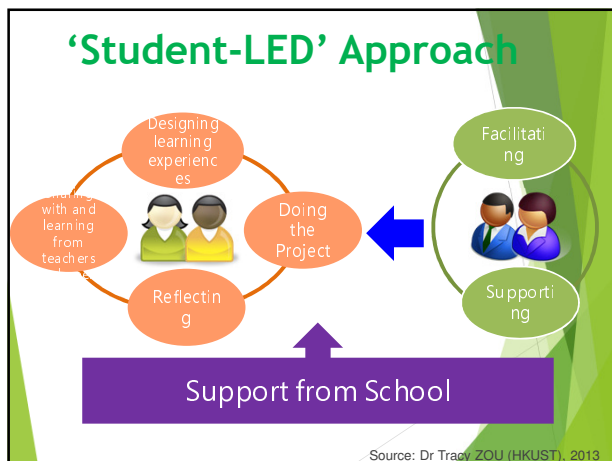
Susan Ambrose et al. (2010) *How Learning Works*, San Francisco: Jossey-Bass, p. 191.



### Student-led vs Student-LED

Student led project	Student LED project
Student as <u>leader</u> of the activity	Student as <u>learning experience designer</u> (teacher)
Design and plan for the <u>activity</u>	Design and plan for <u>learning</u>
<u>Self-regulated learning</u>	Self-regulated learning and/or "learning <u>to teach</u> ; teaching <u>to learn</u> "
A good <u>show</u>	<u>Learning happens</u>
End-of-activity <u>survey</u> <u>Self-reflection</u>	<u>Post-activity follow up</u> ; assessed with a body of quantitative and qualitative <u>evidence</u> ; <u>self-reflection</u>





### Implications

How to provide students with **autonomy**?

- **Trust** them and let them try
- **Let them decide** what to do and how to do it
- **Encourage** them to tackle challenges

86.1% of the students agreed that they had a lot of **freedom** in the Student-LED Project.

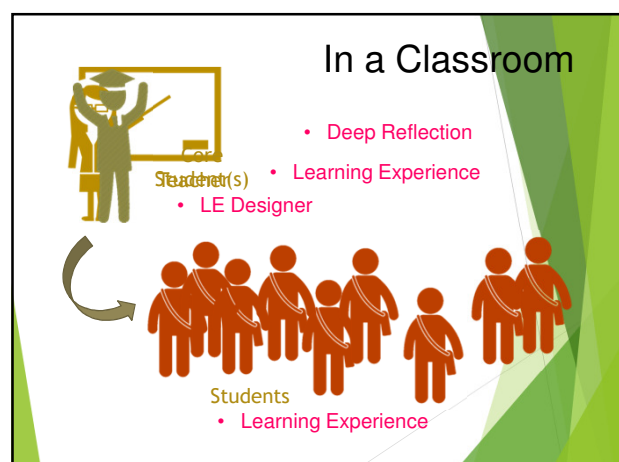
91.7% of the students **enjoyed the challenge** in the Student-LED Project.

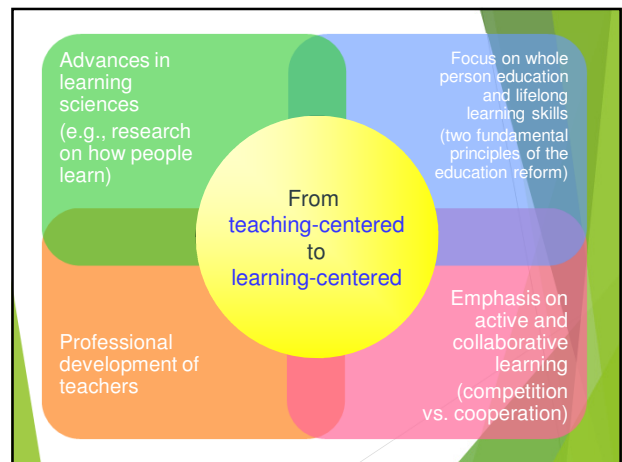
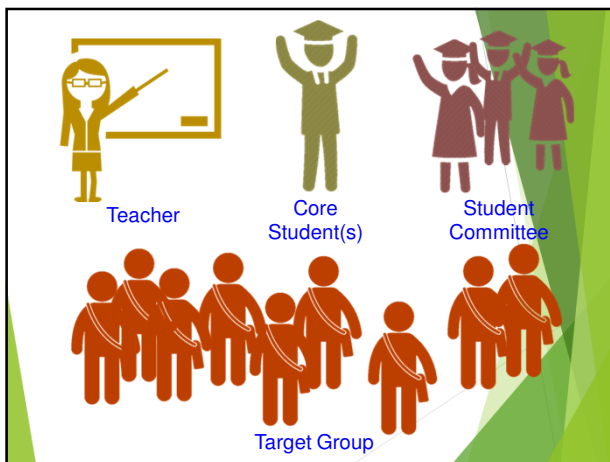
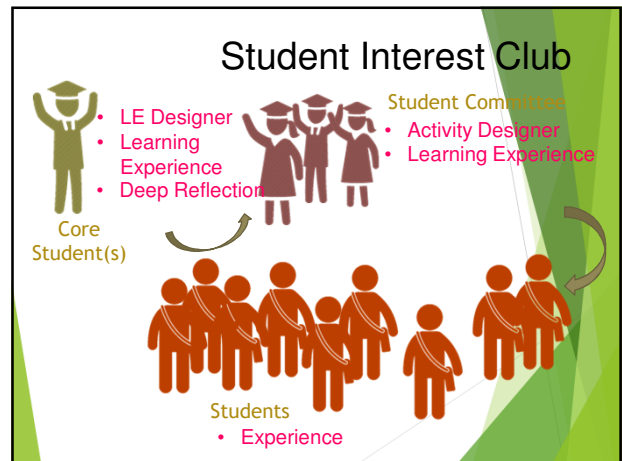
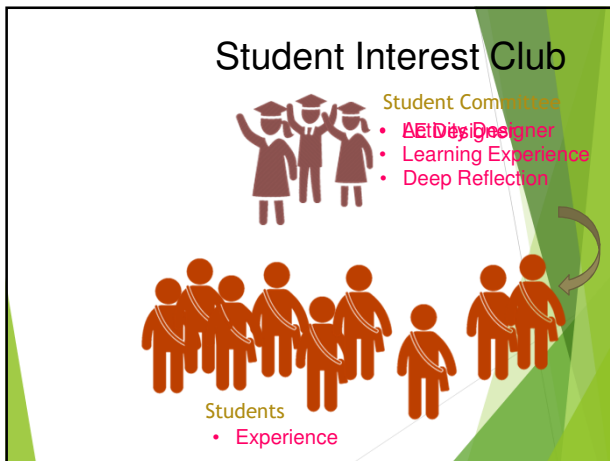
94.4% of the students agreed that they had **choices** over the Student-LED Project.

### Implications

How to provide students with **leadership** and progressive development opportunities?

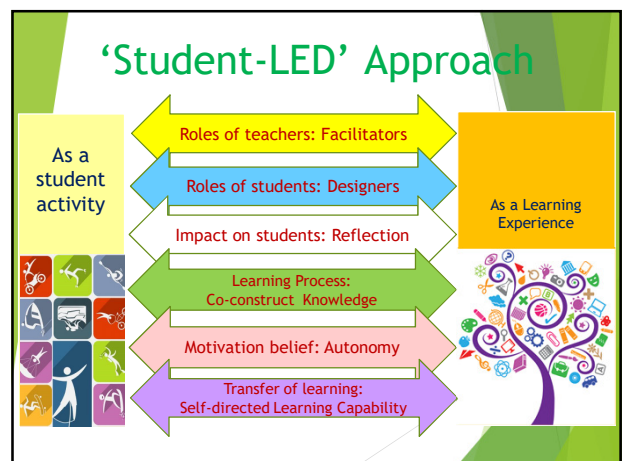
- ▶ Recognize their **expertise/ abilities**
- ▶ Create opportunities for them to **lead and help their peers**
- ▶ Encourage **mentoring or buddy programs**
- ▶ Give **feedback** on their learning





## 2. Organise “Student-LED” Activities

不是搞活動  
乃是搞學習



### 3-Tiers Framework of “Student-LED” Approach

#### Student / Activity Level

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

「今日公益，明日領袖」2016-17  
東華三院李潤田紀念中學  
「蝶愛的傳遞」計劃

#### 計劃目標

透過學校推廣、社會服務及社區推廣，讓更多同學及市民：

- (1)了解器官捐贈的「3S」：  
Sign-up (登記意願)、Speak-out (告訴家人)、  
Spread-out (傳播希望)
- (2)支持器官捐贈這項善行，讓生命得以延續，如蝴蝶般脫變重生

「今日公益，明日領袖」2016-17  
東華三院李潤田紀念中學  
「蝶愛的傳遞」計劃

#### 訂立計劃

- 香港器官捐贈的現況並不樂觀
- 設計不同類型、覆蓋面不同的活動
- 令不同的參與者參與合適的活動
- 令他們明白支持及推廣器官捐贈的意義及重要性

#### 1.1 活動周(一)早會分享 (2016. 12. 5-9)

向全校師生介紹關於器官捐贈的基本知識。

#### 1.2 活動周(一)展板展覽 (2016. 12. 5-9)

讓全校師生可以更全面了解器官捐贈。

#### 1.3 活動周(一)家長教師會週年大會宣傳 (2016. 12. 10)

家人的支持對器官捐贈來說很重要

#### 1.4 拍攝微電影 (2017. 3. 31-4. 1)

#### 《幸運的不只是我》

微電影內容：是關於一個天生失明的少女，接受眼角膜移植之後，懷著感恩的心去服務社群。

與校園電視台合作，向東區尤德夫人那打素醫院申請拍攝場地。

#### 1.5 活動周(二)攤位活動 (2017. 5. 10-11)

#### 1.6 活動周(三)播放微電影及訪問高永文醫生片段 (2017. 5. 15-19)

#### 2.1 訪問高永文醫生 (2017. 3. 19)

邀請前香港食物及衛生局局長高永文醫生進行訪問



- ➔ 香港器官捐贈人數仍不理想
- ➔ 醫護人員必盡力拯救每一病者
- ➔ 登記成為器官捐贈者，並告知家人意願
- ➔ 同學應多支持及推廣器官捐贈

高醫生的呼籲！

## 2.2 2017器官受贈者感恩大會及義工服務 (2017. 3. 19)

於香港移植學會及瑪麗醫院合辦的「2017器官受贈者感恩大會」擔任義工

## 2.3 社區推廣 (2017. 5. 13)

- 時間：5月13日早上 10:00-12:00
- 地點：銅鑼灣記利佐治街行人專用區
- 向市民及遊客宣傳器官捐贈及派發單張



「今日公益，明日領袖」2016-17  
東華三院李潤田紀念中學  
「蝶愛的傳遞」計劃

## 主導角色

- 策劃者 (訂立計劃及設計活動)
- 挑戰者 (解決在計劃途中遇到的挑戰)
- 教育者 (介紹關於器官捐贈的正確知識)
- 推廣者 (推廣器官捐贈)
- 動員者 (動員同學及市民參與活動)



SCHOOL NAME

學校名稱

ST. CLARE'S GIRLS' SCHOOL

聖嘉勒女書院

PROJECT NAME

計劃名稱

LIVE A LIFE WITH LOVE

傳頌愛，無障礙



TARGET GROUP

DEVELOPMENTAL DISORDERS CHILDREN

計劃對象

發展障礙兒童



## WHAT IS OUR PROJECT ABOUT

THROUGH THREE SERVICES + A WEBSITE + NUMEROUS EFFORTS, WE HOPE...

- Let the general public can have better understanding the Developmental Disorders
- bring about early identification, and a more loving and inclusive community
- boost the confidence of these children

## 計劃內容

通過三次服務+網頁+努力不懈，我們希望...

- 提高大眾對有關徵狀的認知，
- 及早識別並建立更和諧及關愛的社會
- 能提升發展障礙兒童自信心



## LEARNING GOALS FOR OURSELVES

- Arise our understanding towards those DDC children 增強我們對發展障礙兒童的了解
- Be more flexible to sudden changes 靈活變通
- Be a good planner and implementer
- Cooperation skills





## HOW IS THE PROJECT LED BY STUDENTS?

學生如何計劃主導？

**OUR ROLES IN THE PROJECT 你在計劃中的角色**

- ASSESSORS 裁決/決定者
- PLANNERS 策劃者
- IMPLEMENTERS 執行者
- EVALUATORS 評核者
- TEACHERS!! 老師




## HOW IS THE PROJECT LED BY STUDENTS?

學生如何計劃主導？

**TEACHERS' ROLE IN THE PROJECT 老師在計劃中擔當的角色**

> LIGHOUSES

- teachers are symbolized as the way forward and help us in navigating our way through rough waters. Rough water means the challenges we faced in the 1st services...
- lighthouses will not save us if the boat sinks, they will just guide us, letting us to do as we want, give us high autonomy, but then they we also protect us and remind us





## HOW IS THE PROJECT LED BY STUDENTS?

學生如何計劃主導？

**TEACHERS' ROLE IN THE PROJECT 老師在計劃中擔當的角色**

→ MENTORSHIP


- 27 members from s3 to s5
- Students from s5 can make use of their previous experience to lead the team better
- Time arrangement
- Students are responsible to decide the duration of different sections



## BEFORE THE SERVICES...




## ♥ TRAINING DAY



- 主動
- 香港小童群益會(華貴)
- 更了解自己嘅服務對象
- 對自己所安排的活動作出調整
- 更有效地達到我們的服務目標





**增強視覺感知能力**

- 技巧製
- 印刷本
- 視覺練習遊戲, 如
- 找不同遊戲
- 連線
- 圈出英文字
- 迷宮



## IN ORDER TO CHECK THE EFFECTIVENESS...

- DEBRIEFING WITH SOCIAL WORKERS**
  - Any improvements? 改善?進步?
  - Give opinions 給予意見
  - Members will also evaluate about their plan at the same time
- EVALUATION WITH CHILDREN AFTER EACH ACTIVITY**
  - Ask them what they have learnt
  - Share examples about what they have learnt



## IN ORDER TO CHECK THE EFFECTIVENESS...

3. **PROMOTION 宣傳** **SPREAD TO 17 SCHOOLS!**

Website 網頁  
<https://scgsclt201617.wixsite.com/scgsclt201617>

## IN ORDER TO CHECK THE EFFECTIVENESS...

4. **SURVEY ABOUT THE WEB** **312 RESPONSES IN TOTAL**

1. 看過網頁後，你對發展障礙兒童的種類是否有更多認識?

2. 以下哪一項不是普遍的兒童發展障礙?

3. 你是否對各種兒童發展障礙的徵狀有更深入的認識?

4. 你認為網頁能否活向大眾傳播「關愛」給訊息?

## WHAT WE HAVE LEARNT 我們所學到的

1. Be flexible 即時應變,靈活變通
2. Teamwork 眾志成城 -- 齊心合力先可以成功
3. A sense of responsibility 責任感
4. Make improvements 改進自己

Rank	Name	Score
1	Chan Hui Ying Cherry	100%
2	Hoi Yung Wan Xinyi	100%
3	Lam Lung Linda	100%
4	Lee Yan Wai Wendy	100%
5	Mak Ho Yee Yuki	100%
6	Santo Hsin Cheng Kelly	100%
7	Hip Ka Moon Carmen	100%
8	Lau Yuen Yung Janice	100%
9	Kwong Yuen Ming Yuen	100%
10	Mak Kaifung Amy	100%
11	Tan Pui Yuen Joanne	100%
12	Hing Yu Yasmine	100%
13	Chu Yuen Ying Lucy	100%
14	Kau Yik Ying Ada	100%
15	Hong Suet Ying Cherry	100%
16	Chan Weng Lam Stephanie	100%
17	Kan Nick Alan Alvin	100%
18	Mok Ho Yung Cherry	100%
19	Lee Yung Bonnie	100%
20	Yung San Kwan Carole	100%
21	Tan Wai Hui Yui Miki	100%
22	Wong Hoi Yui Eileen	100%

# The Illumination Project

Presented by the Illumination Committee of SMCESPS

## The Committee (Our Roles)

Co-head Organizers: Alicia and Juliet

Head of Public Relations: Amanda

Video Producer: Kyra

Graphic Designer: Caitlin

Finance Team: Sakshi and Prabrisha

Stage Manager: Louis

Event Manager: Lauren

Model Manager: Mihir

## The Project Idea

- Further enrich and promote a well-rounded school environment for the students, teachers and parents involved with the school by creating a platform to engage young artistic talents (secondary students) across Hong Kong
- Promote diversity and inspire young people
- Contribute towards fostering change in our society by 1) supporting local charities and 2) encouraging sustainable fashion

## Event theme

The event theme was INSPIRATION

WE ENVISIONED our charity fashion show to serve as an outlet for hesitant young artists who would like to sharpen and hoped to inspire them to showcase their talents to a large audience and create the utmost opportunities for their imminent future.

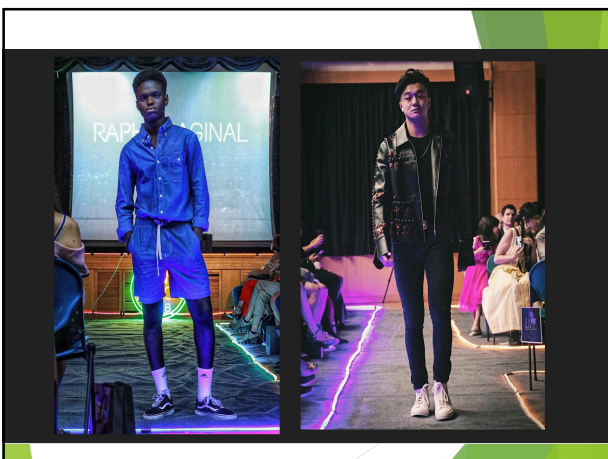
## Event Collaborations

- Secondary Student Designers
- Primary Student / Secondary Student Models
- Secondary Student Performers
- 8 Brand sponsors (commercial brands)

## Our Earnings (Success)

- Raised a total of **\$129624**
- **\$35929** were our expenses
- **\$9370** will be donated to our school
- **\$84325** will be donated to CCCG Charity Organization

## Photos/Videos



## Our struggles

1. **Staying organized** and **balancing** out workload
2. **Communication** and **delegation** of tasks within the team
3. **Motivating** each other to get tasks done efficiently
4. Finding supportive brands to become **sponsors**
5. **Promotion** of the event (as this year was the debut of this charity event)

## Our solutions

- Schedule Outline
- Team meetings, learning how to divide labor
- Showing gratitude to each other, handling emotions
- School Announcements, Social media, Making use of Technology
- The Brand Process

香港教師會李興貴中學

## LED學會

### “拯救海洋大行動”活動經驗分享

#### 組員

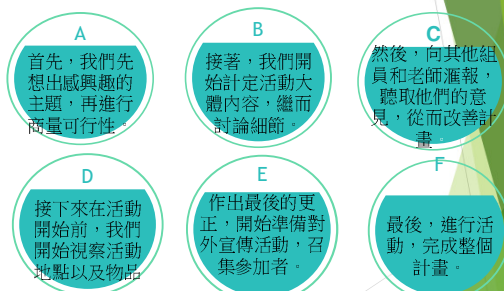
1. 黎捷榕
2. 楊毅
3. 周源峰
4. 陳雪盈
5. 譚恩同



## link

- ▶ <https://drive.google.com/a/hktalk.edu.hk/file/d/1d4kgiz3lmVh1egTnL52L0hv-jzSwy-ll/view?usp=drivesdk>
- ▶ 0秒-48秒（活動大概）
- ▶ 49秒-2分09秒（參加者的感受）
- ▶ 2分10秒-3分26秒（參加者的意見）
- ▶ 3分27秒-3分59秒（自己的反省）

## 我們學生如何主導這次計劃？



## 各人在計畫中的角色

### 學生的角色

我們學生是活動的**主要策劃者**，活動中的**內容、宣傳、尋找場地**都是我們負責。在是次活動中，我們是**擔當著重要角色**，不然活動就無法成功的。

### 老師的角色

老師擔任著**輔導者**，在計畫中遇到困難的時候為我們**提供意見**，讓我們可以順利推行活動，老師在是次活動中的幫助，**有著舉足輕重的重要性**，雖然擔任著輔導者的角色，但是沒有老師的意見，我們這次活動便不會成功。

## 計劃中遇到的挑戰

### 1. 最大的挑戰是在分工上出現問題

-在前往目的地的時候，隊伍斷成一段一段的，我們沒有馬上做出反應，避免參加者脫離隊伍。

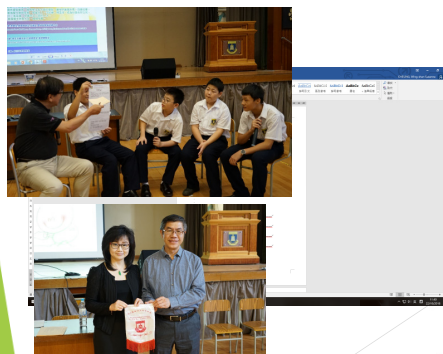
-在分配物資方面我們也沒有做好，分配物資的時候手忙腳亂等等。

### 2. 解決方法

-雖然沒有即時作出改善，但是我們在發現問題的時候就和組員商量作出對策以解決問題。

-我們在活動結束後也有作檢討，以此作為日後制定活動的經驗，避免問題再次出現。

## Staff Development Day on 5 Oct



## 3-Tiers Framework of “Student-LED” Approach

### Subject / Department Level

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



計劃名稱：火星的花花  
(視障人士社區遊)



傷健人士在生活上其實也是同行一條路..  
精心的設計 用心的參與  
是豐富他們的經歷及解決生活所需



負責老師：  
陳思樂老師(4B班主任) 何綺雲姑娘(社會服務統籌)

### ▶ 全班分四組

第一組 陳茵桐	第二組 陳洛汶	第三組 蔡梓萍	第四組 歐永康
彭政濤	歐俊佑	盧敏菁	陳廷知
李浩然	汪梓煒	雷巧盈	張文軒
呂芷瑤	林曉傑	方喬筠	侯灝軒
陸朗榮	劉錫儀	鄧諾賢	何胤榮
黃越衍	李亮儀	謝承治	連泓結
雷家韻	唐巧琳	黃秀雯	陸和敬
陳金婷	郭盈盈	黃詠雪	彭梓俊
趙民希	朱思濃	莊曉婷	

## 我們的服務學習計劃目標....



- ▶ 同學和視障人士認識和接觸
- ▶ 能實際幫助視障人士生活需要
- ▶ 學習策劃服務技巧、與學科知識連結，應用於日常生活中
- ▶ 視障人士之需要受同學/社會人士的關注



## 學生是如何計劃主導.....

### 學生方面：

- ▶ **服務前**：1.分四組設計及匯報,並進行全班投票選出我們的計劃
- ▶ 2.按需要調整計劃內容(如領匯商場的裝修及視障人士需要)
- ▶ **服務期間**：組長點名及照顧全組安全，收集單據及統計金額，並安排茶點及座位
- ▶ **服務後**：表達感受和反思生活中如何應用及表達未來服務意見

### 取長補短，配合時勢，制定服務

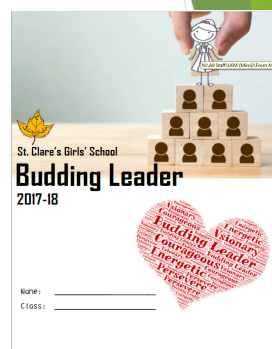
## 學生是如何計劃主導.....

### 老師方面：

- ▶ 提供服務技巧培訓
- ▶ 管理秩序
- ▶ 突發事宜的調配
- ▶ 墊支款項
- ▶ 作為合作機構和學生的橋樑

## St. Clare's Girls' School Budding Leader Programme

- ✓ S1-S6
- ✓ Leadership Qualities
- ✓ Personal Content
- ✓ Set Goals
- ✓ Strategies
- ✓ Self-Reflection
- ✓ Self-evaluation
- ✓ Mentorship
- ✓ Next Year Planning



## 3-Tiers Framework of “Student-LED” Approach

### School Level

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

## STUDENT-LED PROGRAMME

Last December, each F.2 and F.3 class formed an organizing committee and designed a class-based activity





## ACTIVITY WEEK LOCAL PROGRAMMES

23 - 27 APRIL, 2018

**Form 1 - Theme-based activities**

23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	FEATURES
Briefing	1A & 1B Food Republic Workshop		1E & 1F Food Republic Workshop	1C & 1D Food Republic Workshop	1) Run programmes with specific themes "Care & Respect" to enrich student learning.  2) Focus on various KLAs.
Movie Appreciation cum Director's Sharing	1C & 1D Squatter Experience	STEM Competition	1A & 1B Squatter Experience	1E & 1F Squatter Experience	
Drama	1E & 1F Elderly Resources Centre Experience		1C & 1D Elderly Resources Centre Experience	1A & 1B Elderly Resources Centre Experience	

## Form 2: KLA-based Learning Experiences | Student-led Projects

23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	FEATURES
Briefing					<b>Student-led Programmes:</b> 1) Over 10 activities for students to register online.  2) Run programmes with specific themes to enrich student learning  3) Student-led programmes organised on a class basis.
Movie Appreciation cum Director's Sharing	2A, 2B & 2F STEM Competition	2C, 2D & 2E STEM Competition	Student-enrolled Programmes: 1) Ping Shan Tong Clan Gallery Cum Heritage Trail Visitors Centre 2) Dialogue in the Dark 3) Life Journey Centre 4) Lingnan Culture Experience in Foshan 5) Sports Experience: Climbing, Boxing 6) Theatrical Training for the making of musical 7) Elderly Outdoor Experience 8) STEM Project 9) Lumber Mill Visit and Woodcrafting 10) Foodstep Journey	<b>Student-led Programmes:</b> 2A: Ocean Park Academy Education Programme 2B: Siu He Wan Water Sewage Visit 2C: Beach Cleaning 2D: Disney Youth Education Series 2E: Shatin Water Sewage Visit 2F: Disney Youth Education Series	
Cyber Bullying Talk	2C, 2D & 2E Mai Po Visit	2A, 2B & 2F Mai Po Visit			

## Form 3: KLA-based Learning Experiences | Student-LED Projects

23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	FEATURES
Briefing					1) Over 10 activities for students to register online.  2) Run programmes with specific themes to enrich student learning  3) Student-led programmes organised on a class basis.
3A, 3B & 3C STEM Competition	Careers-related Experiences – Junior Achievement "It's My Business"	CPR Course organised by Fire Service Department	Student-enrolled Programmes: 1) Ping Shan Tong Clan Gallery Cum Heritage Trail Visitors Centre 2) Dialogue in the Dark 3) Life Journey Centre 4) Lingnan Culture Experience in Foshan 5) Sports Experience: Climbing, Boxing 6) Theatrical Training for the making of musical 7) Elderly Outdoor Experience 8) STEM Project 9) Lumber Mill Visit and Woodcrafting 10) Foodstep Journey	<b>Student-led Programmes:</b> 3A: Guided Tour in Science Park 3B: Beach Cleaning 3C: Cookery Class 3D: Ocean Park Academy Programme 3E: Archery Tag 3F: Kinball	
3D, 3E & 3F STEM Competition	Visual Art Talk on Design	Elderly Talk			

## Student-LED Projects

Joint School Community Service Project 2018

Paul's Challenge 2018

Paul's Organic Farm Project 2018

M+ Volunteer Tutoring Project 2018

## COMMUNITY INVOLVED AND INFORMED

- Shared Folder in Google Drive
  - For Programme Detail
  - For Photos Upload
- Timely Update on
  - SFC Facebook Page
  - Activity Week Website

## EVALUATION

- Designed for teachers
- Designed for each form

### FEEDBACK FROM TEACHERS

**Comments**

Student-enrolled and Student-led programmes are good initiatives to make the existing curriculum more vibrant and vivacious.


This experiential learning is good for improving their collaboration and problem solving skills.

Students can step out of their comfort zone to challenge themselves

**Suggestions**

The activity week can be run in post-exam period so that the teaching and learning progress will not be affected. The E. 1 Paul's Breakthrough should be incorporated in the Activity Week.

If possible, try not to arrange the outing for teachers in successive days.



### FEEDBACK FROM STUDENTS

- The satisfaction after all the exertion was worth it, knowing that you just made Earth a better place.
- This was a valuable experience that built my passion to continue to serve others.
- Amazing talk. A talk that wasn't boring. The speaker was an inspiring designer who had a great vision.
- I've experienced difficulties the visually-impaired faced in their daily lives. I was impressed by as walking in complete darkness was tough and scary enough.
- I appreciate my classmates organizing this special and fun event for me.
- Thank you for organizing this meaningful activity week, I have experienced a lot and learnt some useful knowledge which could not be gained from the textbooks.

### I. TEACHING AND LEARNING - WORK TOWARDS A COLLABORATIVE, INTERACTIVE AND INNOVATIVE APPROACH TO TEACHING AND LEARNING

1. Adopt a student-centred approach to the teaching and learning process

Intended Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resource Support
1.1 Enable teachers to have a wider exposure of teaching strategies	1.1.1 Provide teachers with opportunities for international exposure through teacher exchange programme with teacher overseas so that they can bring back innovative teaching ideas to share with other teaching staff in their own school	Long	• School visits, teacher-exchange programme, professional development workshops are organized	• Number and types of professional development opportunities	• Professional Development Team	• RPT
1.2 Encourage interested teachers to attend international conferences to gain further valuable exposure to broaden their professional skills	1.2.1 Encourage interested teachers to attend international conferences to gain further valuable exposure to broaden their professional skills	Long	• More effective use of CPD for lesson planning and sharing of teaching ideas	• CPD records	• Professional Development Team	• RPT
1.3 Implement a structured CPD programme for teachers to collaborate in planning and developing teaching ideas for a topic/module together	1.3.1 Implement a structured CPD programme for teachers to collaborate in planning and developing teaching ideas for a topic/module together	Long	• More effective use of CPD for lesson planning and sharing of teaching ideas	• CPD records	• Professional Development Team	• RPT
1.4 Include more student-led and student-initiated activities in lessons, especially in Form 1-3, to increase student participation in learning	1.4.1 Include more student-led and student-initiated activities in lessons, especially in Form 1-3, to increase student participation in learning	Long	• Increase in the use of student-led / student-initiated activities in class	• Sharing of good practices within the department as well as in the department meetings and reports	• Heads of Departments • DLT • CIL • RPT • PPT and RPT	• RPT

### 3-Tiers Framework of “Student-LED” Approach

#### School Level

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

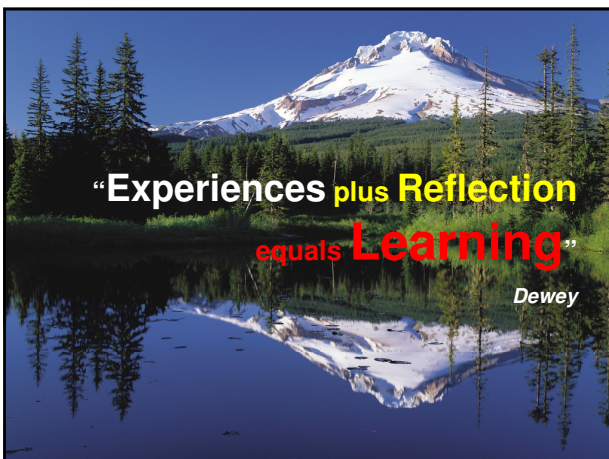
#### Subject / Department Level

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

#### Student / Activity Level

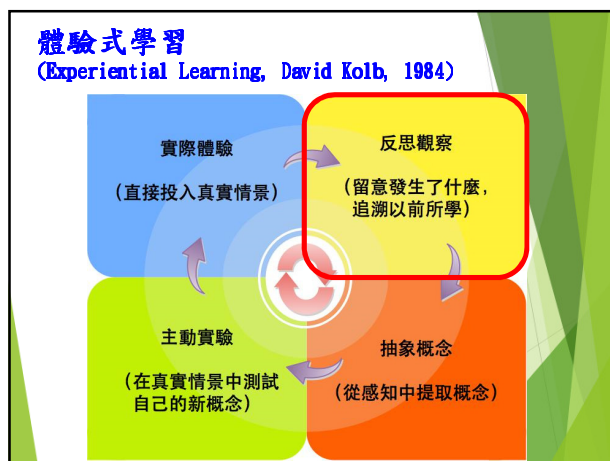
- Enable participants to reflect deeper
- Strengthen deep learning as LED among the students

### 3. Quality Reflection



“Experiences **plus** Reflection equals **Learning**”

Dewey



所以，學習去反思，反思去學習

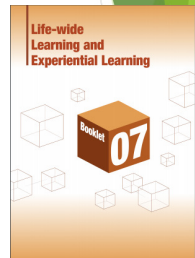


## Senior Secondary Curriculum Guide (2017)

### 7.3.6 Key Issues related to LWL

#### ► Prime Importance of Reflection in Experiential Learning

Reflection is **not necessarily in written form**. With **adequate prompts** from teachers and peers, students of different abilities could be encouraged to demonstrate their learning outcomes through **thinking aloud, talking with peers, PowerPoint presentations, drawing, designing, a short play with a targeted audience or producing a promotional video collectively**.



- Apart from teachers' quality feedback, schools can **promote peer assessment or self-assessment** in LWL. The expected learning outcomes should be explained with **concrete evidence of learning** so that students are able to understand the assessment criteria better. This also strengthens students' **role as self-directed learners** and facilitates further learning.

- Schools should establish a **safe and trustful school culture** to provide an environment conducive to reflection. Students could be put in groups to engage in dialogues to reflect on their learning experiences, exchange ideas and understand other's thoughts.
- Teachers should be **considerate, understand students' learning difficulties and adopt diverse strategies** to facilitate deep thinking and nurture reflective habits of mind during and after LWL.

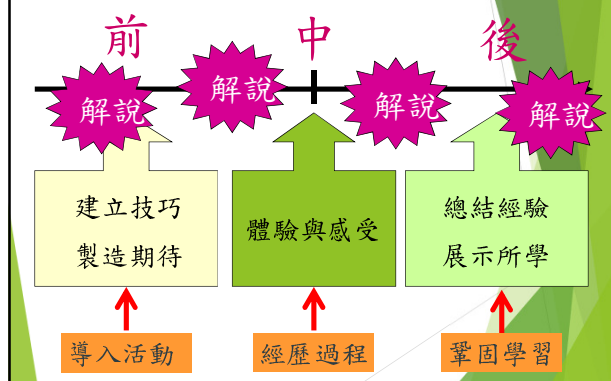
### (1) 引導學生反思策略

- 討論 DISCUSSION
- 訪問 INTERVIEW
- 提問 QUESTIONING
- 記錄 LOGS & JOURNALS
- 視頻片段 VIDEOS
- 匯報 POWERPOINT PRESENTATION
- .....

多元化

(Source: HKUST, Student-LED Workshop for Students 2016/17)

### (2) 三階段設計



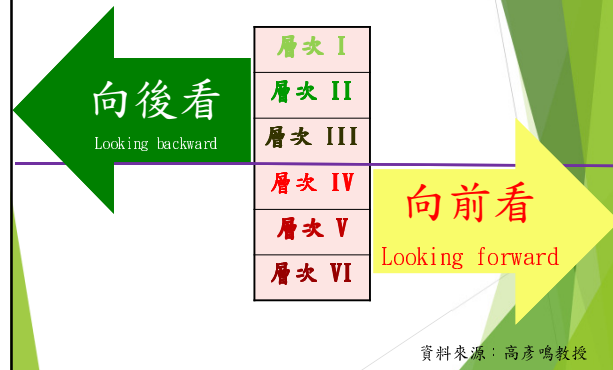


### (3) 反思深度－六個層次

層次	描述
I	只有 <b>經驗</b>
II	把經驗以記錄形式明確地 <b>表達</b>
III	找出經驗的 <b>意義/重點</b>
IV	將有關得著與已知的作出 <b>連繫</b>
V	把所學 <b>應用</b> 於新的環境
VI	<b>適應</b> 新的環境

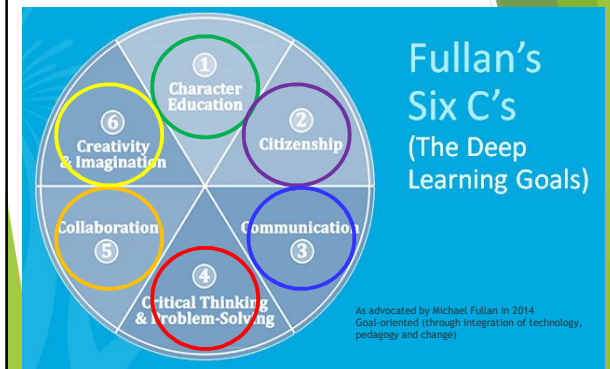
資料來源：高彥鳴教授

### 反思的六個層次(深度)



資料來源：高彥鳴教授

### (4) 反思重點－回應學習目標



### School-based Core Values and attitudes

教師	領袖的特質
1. 誠實、正直、原則	1. 耐性－展現出來的自制力
2. 排異別、標準、價值、使別人達成目標	2. 良善－付出關心、禮義、以及鼓勵
3. 對事情：寬恕、包容	3. 謙虛－真誠、不虛偽、不自大
4. 對行事：放棄、忍讓	4. 尊重－個人和事同等
	5. 無私－滿足別人的需要，更善於自己的需求
	6. 寬恕－別人做錯了也不怨恨
	7. 誠實－凡事說不虛偽
	8. 守諾－受得自己所做的選擇
	9. 創造－為個人或團體尋求突破
	10. 主動－主動關心/主動/積極/下單位的一切事務
	11. 在壓力下的工作表現－在壓力下仍能保持冷靜
	12. 委身－對轄下單位的全然委身
	13. 榜樣：服務與犧牲－把自己的所說和所做做到一致，使先滿足別人的利益
激發共同願景	挑戰過程
1. 傳達目的、意義	1. 定目標、定策略
2. 細化並拆解、分解	2. 開發技巧、能力、習知更新
3. 細化並拆解、分解	3. 提供人冒險、主動挑戰
4. 積極正面	4. 這問：誰中獎了老麼？
鼓勵別人行動	
1. 給予自由、選擇、合作、領導機會	
2. 動機激勵、尊重、支持他人決定	
3. 鼓勵、讚賞、支持、慶祝	
4. 公開認可他人對價值的配合	

你最能讚賞她的一句話：\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
你給她的一個具體可行建議：\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







### Leadership Models



### WHAT IS DEEP LEARNING?

Six deep learning competencies define what it means to be a deep learner. Deep learning experiences are engaging, relevant, authentic and build the 6 C's.



 <p><b>Creativity</b></p> <p><b>Definition:</b> Identifying and solving problems with imagination and an open mind while learning from mistakes and exploring new possibilities.</p>	 <p><b>Communication</b></p> <p><b>Definition:</b> Purposefully sharing information in a range of ways.</p>	 <p><b>Critical Thinking</b></p> <p><b>Definition:</b> Analysing, synthesising and reflecting on information to solve problems and make effective decisions for a given purpose.</p>
<p><b>6 Competencies</b></p> <p>The Michael Fullan 6 Competencies from the New Pedagogies for Deep Learning Project will support the implementation of the 10 point instructional model and the requirements for teachers to meet the AITSL standards. Further details about the 6 competencies can be found at 6Cs Rubrics - <a href="http://mpdl.global/">http://mpdl.global/</a></p>		
 <p><b>Citizenship</b></p> <p><b>Definition:</b> Having a positive attitude, knowledge and skills to connect with, and contribute to our school, local and global communities.</p>	 <p><b>Character</b></p> <p><b>Definition:</b> Having confidence in our own abilities and decisions while understanding the impact we have on the people and the world around us.</p>	 <p><b>Collaboration</b></p> <p><b>Definition:</b> Effectively working together to improve our learning and reach shared goals.</p>

三項相關反思問題舉隅  
協作能力 (Collaboration)

1. 小組分享  
活動中學習到如何與組員協作？  
層次 I.I.I.I.I

2. 我的成長記錄  
今日所學習到的協作能力，可以如何應用到其他生活／學習上嗎？  
層次 V

3. Facebook  
今日哪些部分做得不好，怎樣改善？好的可如何變得更好？  
層次 V

5. 有效反思的要素

- ✓ Extract evidence of success from experience
- ✓ Articulate deep thinking
- ✓ Transform activity experience to learning experience
- ✓ Relate to emotions
- ✓ Avoid being restrained to a single template
- ✓ Use of repetitive exercises may easily lead to repetitive responses.
- ✓ Trust abundant culture
- ✓ Timely and quality feedbacks

Arthur L. Costa and BenaKallick, Dec 2008, Ch. 12 Learning Through Reflection Learning and Leading with Habits of Mind  
(Source: HKUST, Student-LED Workshop for Students 2016/17)