# School Leadership for Quality OLE and SLP: *A Reflection*

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# 反思學校領導以推行優質的 OLE和SLP

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|---|
| OLE 和SLP 現況：三個根基 |
| 優質OLE領導 |
| 優質OLE帶來的三種挑戰 |
| OLE 和SLP的定位：三種的平衡 |
| 諍友回應：何世敏校長<br>答問時間 |

「我們不是從經驗中學習，我們從反思經驗中學習。」

--- Haas Center for Public Service

史丹福大學 (2008-09)

# 反思的六個層次

| 層次 | 描述 |
| --- | --- |
| I | 只有經驗 |
| II | 把經歷以記錄形式表達出來 |
| III | 就過去的「學習經歷」進行反思 |
| IV | 把不同所學連繫在一起 |
| V | 把所學應用於新的情境上 |
| VI | 持續地自我調節，適應新的環境 |

# 反思過去OLE領導經驗

- 三個「成功」
- 三個「尚待優化」

Activity 1

Reflection

# 現況資料來源

- 「其他學習經歷」學校網絡
- 教育局質素保證科的滙報分享
- 「其他學習經歷」Clinic (2008- late 2009)
- 不同的調查(如中學校長會年初OLE調查)
- 學生聚焦小組訪問
- 學校探訪

# 其他學習經歷(Other Learning Experiences)

## 符合期望

- 建基良好經驗，規劃其他學習經歷
- 透過課堂學習推動體育及藝術發展
- 配合不同年級需要，安排講座、參觀，資料展示、個人輔導，提供足夠升學擇業資訊
- 小部分學校有策略推行生涯規劃，讓學生認識自我，訂定個人發展目標

# 學生學習概覽(Student Learning Profile)

## 符合期望

- 大部分學校訂下推行方法、時間，並已開展工作
- 用電子平台定期記錄不同範疇的其他學習經歷及成果
- 記錄清晰

# 三大成功根基 *What have we achieved?*

足够的OLE
學習空間

(包括時數)

學校與社會
認同全人發
展的重要

建基於現有
優勢，學校
調配人手規
劃組織校本
OLE和SLP

學校領導

學與教

社區協作

# 推行優質的OLE和SLP

足够的OLE學習空間

(包括時數)

學校與社會認同全人發展的重要

建基於現有優勢，學校調配人手規劃組織校本OLE和SLP

# QUICK TIPS

*Let's take a **quick glance** on what is expected… when heading towards Quality*

…Level 1,2,3, …

# QUICK TIPS

# What are expected for OLE and SLP in school practices?

**Self-evaluative question on Quality**

# 1) Level 1:

# Essential features to ‘look for’

# A) OLE time and space

## 1. Time:

- Sufficient curriculum time for learning under the 5 OLE components
- Time for the 5 OLE components should be provided across the 3 senior secondary years.

## 2. Structured learning in AD and PD:

- Aesthetic Development (AD) and Physical Development (PD) can be largely implemented in the form of structured lessons, building on existing practices.

# B) SLP Implementation Design

1. **Content framework:**
   - **SLP is to be implemented school-based, provided that it is in line with its purposes and broad content framework stated clearly in SSCG Booklet 5B.**

2. **SLP available at S6:**
   - **SLP processes must include measures to ensure that the SLPs are concise and easy-to-read (not over-sized).**
   - **Schools should assist students to make SLPs available at the end of S6.**

# C) Leadership

**Coordination and connection in terms of leadership**

1. **Leading responsibilities of OLE and SLP are allocated to teachers/ committees concerned.**

2. **Communicate the need of change to stakeholders (including teachers, students, etc.) to make them understand the learning goals.**

# D) Design of OLE programmes

**In implementing school-based OLE programmes, schools/ teachers should have in mind clear aims and expected learning outcomes conducive to whole-person development.**

**The experience**

**The learning outcomes --- Fitness to specific OLE expected learning outcomes**

# E) Teacher Development

1. **With the ultimate aim of promoting whole-person development, training needs of teachers concerned are identified for continuous improvement.**

2. **A mechanism for building teacher capacity to address these training needs is available and functioning.**

# 2) Level 2:

# Expected features- Some highlights

# 1) Building on existing practices/ strengths

## Expected

Make good use of their existing practices, strengths, resources and cultures

- Identifying gaps (or any over-dos)
- Using the strengths as 'entry-points'

## Not wanted

Totally re-designing everything and abolishing existing good practices

e.g. reducing PE lessons and ECA

# 2) Student-focused

## Expected

When designing OLE programmes, focus on students' developmental needs and consider:

- students' knowledge, interest and prior experience
- ways to enhance student engagement, ownership and reflection

## Not wanted

Copy OLE programmes from other schools or resorting to pre-packaged programmes without finding the needs of their student in terms of whole-person development

# 3) Student opportunities

## Expected

**Offer diversified opportunities to cater for different learning needs and interests of all students**

- **Providing multiple entry points for different students**
- **Catering for low SES students (expensive activities not necessarily more effective than those that cost less)**

## Not wanted

**Ask community players to provide OLE programmes *for all* of their SS students in a single programme without considering student diversity**

**An example:**

**Arrange all SS students to visit homes for the elderly in one CS programme**

# 4) Coherence

## Expected

**Programme connection is a consideration when planning school-based OLE.**

- **OLE should not be always treated as a series of 'unconnected activities'**
- **It could be linked with other subjects (degree of linkages – seeing/ making connections)**

## Not wanted

- **Regard OLE as learning experiences that are '*once and for all*'.**
- **Totally no linkages/ connections among the 5 OLE components**

# 5) Quality reflection

## Expected

- **Student learning level:**
  - Provide full debriefing to facilitate student reflection
  - Offer multiple ways to encourage students to make deep reflection (e.g. *not* necessarily in written form)
- **School level:**
  - Provide a holistic loop of reflection on planning and design of school-based OLE among OLE leaders/ teachers
- **Space for quality reflection**

## Not wanted

- Focus on quantity of experiences rather than the quality of learning
- No measure/ mediation to develop students for deep reflection
- Leadership of OLE design, monitoring and evaluation is left to the experience level itself.

# 6) Learning together

## Expected

- Systematically nurture teachers/ students to lead whole-person development programmes

- Nurture partnering relationship in a meaningful way (i.e. as ‘co-workers’ rather than ‘users’ and ‘providers’)

## Not wanted

- Hold the misconception that OLE is only for students

- Schools/ teachers treat external organisations as ‘OLE suppliers’ in partnerships and thus minimal teacher involvement.

# 7) Formative aspect of SLP

## Expected

The formative aspect of SLP is valued in school-based design and communicated to stakeholders & practitioners (including teachers, students, parents & outside agencies)

■ e.g. Students understand the importance of building a concise SLP for self-development purpose

## Not wanted

■ Focus only on hour counting, provision of certificates or proofs of participation in the process of building SLP

■ Regard SLP as only for university admission or other instrumental purposes.

Deals with sustainability & school culture

# 3) Level 3:

# Quality Practices to Commend

**(not an exhaustive list)**

Deeply rooted in student learning

Cost-effective in a long run

# 1. The quality of student learning

✓ 'Turning experience into learning'

# 1. The quality of student learning

- ‘Turning experience into learning’
  - The design of pedagogy in OLE programmes should meet the genuine needs of students (e.g. their learning and developmental needs).
  - Innovative debriefing is conducted to provide scaffolds for deep reflection.
  - Through deep reflection, students develop focused learning out of their experiences in OLE programmes and SLP processes.
  - Students transfer and apply their learning acquired in OLE and SLP into subject learning and daily life.

# 2. Learning-based partnership

- **Build long-term sustainable partnerships with a good variety of community players (including the business sector).**

- **Make good use of the partnership opportunities to enhance student learning (matching learning with the partnership context).**

- **Devise an effective in-school evaluation mechanism about partnership for meaningful and consensual relationship.**

3. **Opportunities for students to take responsibility**

# 4. Connected and learning-centred leadership

- **School-based OLE/ SLP is clearly communicated, so that teachers from different areas and students:**
  - **understand the learning goals well; and**
  - **collaborate in planning and developing OLE programmes/ SLP processes**

- **Encourage curriculum mapping for whole-person development (with personal values formation as the core):**

  → **Schools could tell their '*good*' stories about whole-person development.**

# OLE優質領導：三個挑戰

Activity 2

- Case 1: 學生參與OLE不太投入，覺得只爲時數而做。怎樣令學生的參與加入「正能量」呢？
- Case 2: 部份負責老師覺得沒有空間去「搞好」OLE和SLP，怎樣辦？
- Case 3:本地及海外院校紛紛表示歡迎新學制及SLP (或相關資料) 。學校怎樣一方面幫助學生展示自己的個人特質及發展，一方面在SLP過程中鼓勵學生爲全人發展作反思，規劃未來呢？兩者怎能連結得好？

如果你是該校的領導層…

# World of Student Learning: Core matters

# World of Student Learning in OLE & SLP: Core matters

# OLE 和SLP的領導：三種的平衡

# OLE優質領導：三種平衡

## (一)教育目標定位上的平衡

Kieran Egan (2008) *The Future of Education*

# (二) 推行上的平衡

| | | |
|---|---|---|
| 外來制度要求 | ⇔ | 學生發展需要 |
| 學科學習 | ⇔ | 全人發展 |
| 教師主導 | ⇔ | 學生主導 |
| 量 | ⇔ | 質 |
| 情感性反思策略 | ⇔ | 認知性反思策略 |
| 校內提供 | ⇔ | 社區協作 |
| SLP的總結性(summative)功能 | ⇔ | 進展性(formative)功能 |
| SLP 工具使用 | ⇔ | SLP的師生互動對話 |

# (三) 領導者本身表裡的平衡

「教育者不是造神，不是造石像，不是造愛人。他們所要創造的是真善美的真人」

「捧着一顆心來，不帶半根草去」

- *陶行知* -

# 試行計劃

- 合作夥伴：教育局、香港中學校長會
- 邀請學校參與（包括「其他學習經歷」學習網絡）
- 提供相關訓練
- 優化學校領導，促進教師及學生學習反思

# 大綱

- 把學習經歷轉化爲學習：反思的重要性

  *例如：反思的六個層次*

- 提升學生在**OLE**的學習過程中反思

  *例如：讓學生自己設計學習經歷*

# OLE Network (2010-11): *some foci*