



OLE Learning Symposium 2010

Leadership of SLP for Whole-person Development

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Facing the trend and changing needs

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





Trend

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



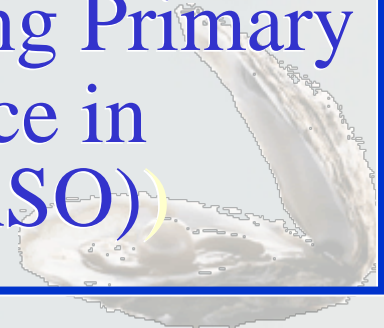


Trend

Education Bureau

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

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





ILC Journey since 2000

- **Modular curriculum**

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

- **Junior Form Liberal Studies**

(General Education)

(focusing on Thinking Skills /Generic Skills learning)

- ***Student Profile and Portfolio***

(Building a Learning School with a self reflection Culture)

- **Study Week**

(enhance life-wide learning)





We believe

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





School's continuous development

Our history since 2000

Students' other development

+

Generic skills development



Skill based Assessment and Reporting

Student Profile _ Student Portfolio System

學習能力發展總覽_學生學習生活檔案

Immanuel Lutheran College



The development of student profile

Whole person development

Academic development
• Subject, project work skills

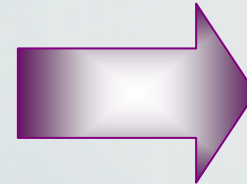
Conduct

Learning Attitude

Record of Awards, School arranged Service and Activities

Other development

- Generic skills



**Student
Portfolio**

NSS – Student Learning Profile, Other learning experience



What is a student portfolio in ILC ?

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

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



The purposes of the portfolio

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



The belief in learning

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



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

Self Regulation



Self regulatory process towards goals

透過自我調節的過程
達成目標

Goal
Setting

訂立個人發展計劃：
技能為本的目標

Learning Outcomes
(knowledge, self-
knowledge, skills,
values ...)

**Self
Reflection
Culture**

Learning
Experiences

自我反省的文化建立

Reflection on
Learning

紀錄完成
的項目/經驗

自我反省及評估

Experience and Self
Evaluation

深入闡釋所選擇的
有價值學習





Students' learning activities and experience in and outside school

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



Areas of Content

✿ Part I _ Personal Development Plan

Plan

✿ Part II _ Record of Work

Do

✿ Part III_ Selection and Explanation

Check

✿ Part IV_ Review and Self-reflection

Reflect

✿ Part V_ Feedback and Comments





Working System: What to assess ?

9 Areas of Competence

Independence 獨立能力

Self-Management Skills 自我管理能力

Analytic Power 分析能力

Creativity 創造力

Problem Solving Skills 解難能力

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

Social Skills 社交技巧

Emotional Competence 情緒處理

Competence in Introspection 自省能力



Working System: How to assess?

- Who do the assessment ?

Class Teachers

- When to hand in the portfolio ?

3 times a year : Oct, Feb and June





Working System: How to assess?

- How to make the assessment ?

*Based on daily observation AND
the student yearly portfolio*

- What form will the assessment take?

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

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

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



Adjustment / alteration and problems encountered in the developmental process





1. Content of the portfolio

- Before 2004 – Recollection of Activities and Reflection

- From 2004 - 2006 – Recollection of Activities and Reflection

+ *Plan* / Do/ Check /Evaluate





Content of the portfolio

From 2007 - 2009

- **Part I _ Personal Development Plan**

Plan (My goals, my reasons, my strategies, my action progress)

- **Part II Record of Work**

Do (Reading, Duty and Post, Extra Curricular Activity, Competition, and Award)

- **Part III Selection and Explanation**

Check (Valuable Experience in Skill Based Learning: Classroom Activities, Tours, Trips, Visits, Services.....)

- **Part IV Review and Self-Reflection**

Reflect (General and Target Skills)

- **Part V Feedback and Comments**

(Class and Supporting Teachers, 2 Significant Others)



Part I

Personal Development Plan
(1-2 targeted skills)

Part II

Record of Work
each, Service,

Alignment (Skills Learning)

Selection
(each)

Evaluation and Reflection
On targeted skill development

Part IV

Session I

Evaluation and Reflection
On record of work

Part IV Session III *Overall Self-Evaluation*



2. Submission Format

Before 2004

Free style, soft and hard copy

From 2004 - 2006

Official hard copy





2. Submission Format

From 07/09



Down

Uniqueness ?

Structured ?

Convenience ?

continuous input /

giving feedback

Print

Place

close

Self-buy A4

Self-design cover

with name, class, class no. and

Year 2007 -2008

➤ Hand in hard copy



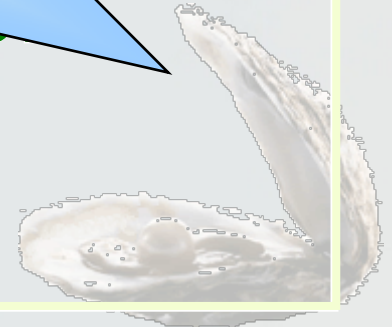
3. Language

- Be

Language Barrier

**Language Across
Curriculum (LAC)**

English





4. Leadership

■ In forming the vision mission :
Values / Goals

■ In building

■ In

■ In

■

■ In

■ In

Assistant Principal

+

**Curriculum
Development
Committee**

and

rise

in system

assessment scheme





5. Students' Ownership

To motivate students

Face the reality

I don't care

(S.5 and S.7 students)

Self-evaluation in normal school life



6. Students' skills and capacity

*High
Expectation*

Goal Setting	Goal Setting
Explanation / Systematic / Organizational	Explanation / Systematic / Organizational
Understand the	Understand the

Demanding



6. Students' skills and capacity

Explanation + Predictors

*Teach +
Feedback*

4F (Facts, Figures, Figures, Figures)

Examples



7. Teachers' role

Pastoral Care

Heartware

Passion in students'
growth and learning
(whole person)

(personal development + progress)





8. Teachers' workload

40 students' in class
Guidance + Marking

Class Teacher

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

Supporting Teacher

(Half Class: 1st & 2nd submission)





9. Time and Space

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





10. Assessment

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

Staff Development

Professional Dialogue

(Time and Space)

(objective vs subjective, quantities
vs qualities)

Parents' concern / *complaints*





The effectiveness

Result of Student Questionnaires and Survey

Overview of Evaluations (01-06)

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



The effectiveness

Result of Student Questionnaires and Survey

2006 -2007

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

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

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



The effectiveness

Result of Student Questionnaires and Survey

08-09

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



The effectiveness

An Useful Tool

Skills in compiling
are enhanced

Reflective Culture Established
Plan – Record - Review



*Heading for
the next mile*





Call for Change

Difficulties faced in skill based approach:

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



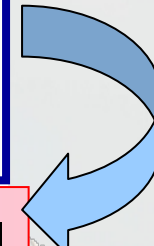
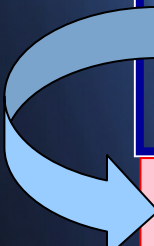


Call for Change

Deal with the difficulties encountered
in the student portfolio system

+

NSS – Other Learning Experience –
Student Learning Profile



S.1 – S.3 **S**tudent **L**earning **J**ournal
S.4 – S.6 **S**tudent **L**earning **P**rofile



Our Adjusted Direction

Student Learning Journal

Build on no
assessment consideration

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

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

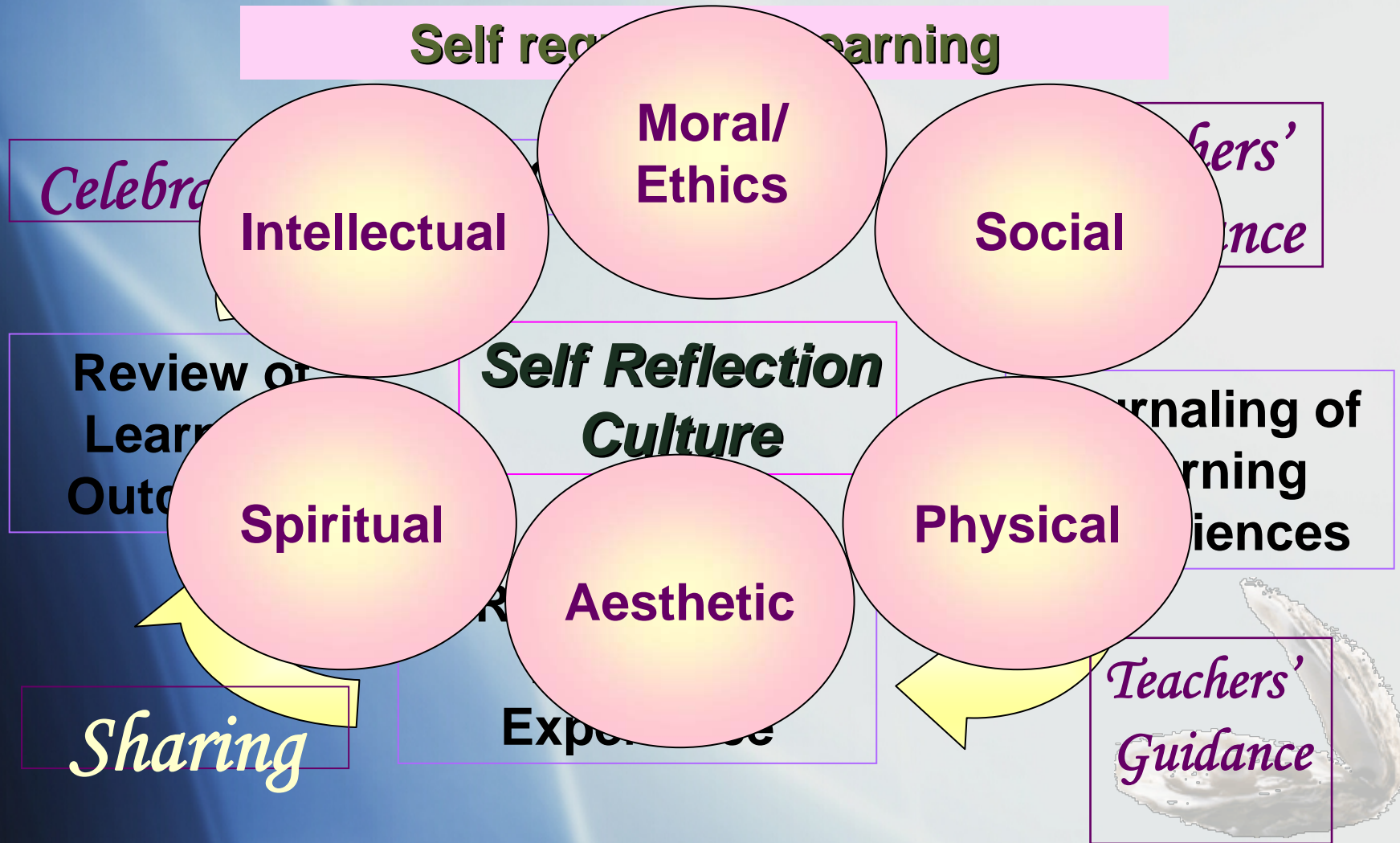


Our Expectations

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



Our expectations to student





The purposes of SLJ

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





Our expectations to teachers

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





Intentionally conjoint effort in leading the new path

Principal

**Determination
Meticulous Care
Time and
Long Lasting Effort**

It is a Commitment

CDC

L/T Support

Professional development

**and sharing sessions
commitments and feedback
(consensus)**





2009 – 2010 SLJ Pilot Scheme

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





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

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



2009 – 2010 SLP in S.4

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

Students' End of Year Record and Reflection



Record and Reflection on Academic Result and Achievement

✧ Subjects –

Chinese, English, Mathematics, Liberal Studies, 3X

✧ Generic Skills –

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

Record and Reflection on Academic Result and Achievement

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

Dare to bear responsibility

Strive for improvement

Record of OLE

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

Reflection on OLE

 Choose 5 most important experience to explain your learning

What have your learnt?

Submission Date

1st Sept, 2010

To S.5 Class Teacher

*Make good use of
summer holiday*





Learning from experience

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



Learning from experience

3. Developing a *school culture* of self-regulatory learning

- whole school approach
- parents' education

4. Building teachers and students' *skills and capacity*

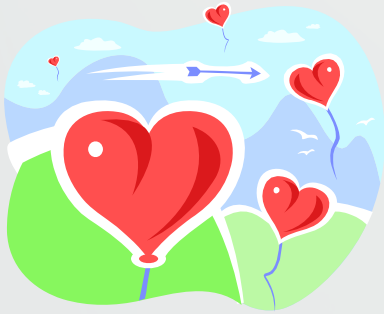
- give/take time and space
- support and professional development



Learning from experience



5. Building passionate relationship between teachers and students





An experimental journey



Soaring from Good to Great



Immanuel Lutheran College

Thank you



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