

Approaches and models to enhance quality student involvement in SLP
Short-term Plan (As at 10 March 2009)
CCC Tam Lee Lai Fun Memorial Secondary School

Approach: Teacher-driven, Reflection-oriented

| Timeframe | SLP Processes and related preparation | Administrative concerns | Professional concerns | Technical concerns (WebSAMS, star-picking scheme (摘星計劃)¹ and biweekly report) |
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| Early March 2009 | Preparation | <ul style="list-style-type: none"> - Selection of target group – all S.4 and S.6 students, all class teachers and activity teachers (ECA teacher advisor, member of student care committee) | <ul style="list-style-type: none"> - Equip teachers and students with the concept of SLP. | <ul style="list-style-type: none"> - Develop social worker assistant's capability to input OLE information into WebSAMS (STA, SLP and Report management modules) - Develop teachers' capability to use the star-picking scheme and biweekly report. |
| mid-Mar – mid-May 2009 | Set realistic goals and targets | <ul style="list-style-type: none"> - Arrange class periods² (life education sessions) for students to set goals | <ul style="list-style-type: none"> - Develop capability of teachers and students to set goals through the star-picking scheme. - (V.P and school social worker play the role of facilitator.) | <ul style="list-style-type: none"> - Use the star-picking scheme to collect students' goals and targets. |

¹ This scheme is used to keep the activity records of students according to the OLE components.

² When considering class periods, we could select existing class periods that are relevant to the SLP processes, such as class teacher periods, life education sessions, etc.

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| | <p>Collect learning experiences</p> | <ul style="list-style-type: none"> - Arrange class periods for collecting and recording the learning experiences | <ul style="list-style-type: none"> - Train up students to make records in the star-picking scheme. - Encourage students to write reflection on their biweekly report. Themes on OLE components are set for each biweekly report to align with the activities in that period of time. - Teachers should be trained to provide quality feedback to address the learning elements in students' reflection. | <ul style="list-style-type: none"> - Use of biweekly report to collect students' learning experiences. - Social worker assistant input the OLE into WebSAMS STA module. |

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| | Select learning experiences | <ul style="list-style-type: none"> - Arrange class periods to build up students' capability for selecting their impressive and precious learning experiences. | <ul style="list-style-type: none"> - Equip class teachers with proper briefing and debriefing skills for this selection activity. - Capture students' voice in the process. - Help students confirm the <i>print sequence</i>. | <ul style="list-style-type: none"> - Social worker assistant helps output the OLE programmes, participation outside school and awards issued by school for students' selection. - Input the students' selection in the form of <i>print sequence</i> into WebSAMS. |
| | Reflect on strengths, weaknesses and review progress | <ul style="list-style-type: none"> - Social worker assistant could generate SLP reports for reference, if needed. - Arrange class periods with teachers' mediation to reflect on students' strengths, with reference to the star-picking scheme. | <ul style="list-style-type: none"> - Equip teachers with the capability to reflect on students' strengths and weaknesses, and review the progress. | <ul style="list-style-type: none"> - Social worker assistant could generate a SLP report using WebSAMS SLP module and Report Management module. |

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| | Re-plan | <ul style="list-style-type: none"> - Arrange class periods with teachers' mediation to re-plan / re-set / adjust the goals set using the star-picking scheme. | <ul style="list-style-type: none"> - Equip teachers with the capability to review and re-plan the goals with students. | <ul style="list-style-type: none"> - Use of star-picking scheme at student level for re-planning - Social worker could help generate statistics report (Report feature in STA module) at school level for future planning of OLE programmes. |
| Jun 2009 | Generation of report | <ul style="list-style-type: none"> - Social worker assistant generates SLP reports. | <ul style="list-style-type: none"> - School could use SLP report as a supplementary document during parents' day - School could further consider how students could tell their own stories using the reports. | <ul style="list-style-type: none"> - Social worker assistant generate SLP reports using the SLP module and Report Management module. |
| Mar – Jun 2009 | Evaluation of the programme | <ul style="list-style-type: none"> - What adjustments are required if this model is to be used for implementation of SLP next school year? | <ul style="list-style-type: none"> - What are the training needs for both teachers and students if this scope is to be expanded to all senior secondary students next school | <ul style="list-style-type: none"> - What desirable feature(s) are required to further support the implementation of SLP? - Are there any needs to |

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| | | | year? | adjust the tools (star-picking scheme, biweekly report, WebSAMS)? How? |