

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)
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?