

Report on the seed project ‘School-based models in organizing “Other Learning Experiences” (OLE) and “Student Learning Profile” (SLP) in SS curriculum’ (2005-08)

Background

Under the New Senior Secondary (NSS) curriculum, approximately 15-35% of student’s total lesson time is allocated to “Other Learning Experiences” (OLE) for complementing the NSS subjects and Applied Learning (ApL) for whole person development. Schools will organize learning activities that would include Moral and Civic Education (MCE), Community Service (CS), Career-related Experiences (CRE), Aesthetic Development (AD) and Physical Development (PD).

To celebrate what a student has learned and achieved, every student is encouraged to build a Student Learning Profile (SLP) to record and reflect on his/her learning experiences and achievements throughout the years of senior secondary schooling. The SLP will serve as supplementary information for whole person development.

In this context, this project was launched in September 2005 to explore the process of how students benefit from the participation of these “Other Learning Experiences” and to investigate different issues and practices related to SLP. School-based models, frameworks or innovations were also tried out under this research initiative. At phase 1 (LW0105), for the school year 2005-06, 10 schools joined the project (see Annex Three). An electronic prototype of SLP and web-based “community resource platforms” have been developed to facilitate the implementation of OLE and SLP among seed schools.

At Phase 2 (LW0105_2) of the project, for the school year 2006-07, we continued to examine the school-based implementation of OLE and improve the SLP prototypes and related practice. 32 schools (see Annex Three) joined the project as seed schools and 11 as network schools.

At Phase 3 (LW0105_3) of the project, for the school year 2007-08, 32 schools (see Annex Three) joined the project as seed schools and 10 as network schools. In this project, we continued to examine the school-based implementation of OLE and improve the SLP prototypes and related practice.

Objectives

This project aims to identify a wide range of tacit knowledge, strategies, approaches, and good practices from seed schools; and to develop and pilot essential tools to facilitate schools for the implementation of OLE and SLP. The key questions are:

- a) In what way should the OLE be effectively organized to help students to achieve 'balanced' whole person development in the NSS contexts?
- b) How would SLP be used to motivate students to be self-regulated learners in schools?
- c) How would schools be equipped to implement OLE and SLP in the NSS curriculum, such as building up a reflective culture in schools?
- d) What are the roles of students, teachers and parents in constructing individual SLPs?
- e) How should the SLP tool(s) be like to achieve its aims and to facilitate schools?

It covers three main levels:

- At Learning and Teaching Level
- At School organizational Level
- At Community partnership Level

Methods

The project was conducted by adopting three strands:

- Knowledge generation (Authentic voice, focus group interviews, consultations, questionnaires)
- Reflection practices (seed school visits, reflective writings, individual interviews)
- Networking (workshops, web-based platforms)

Other Learning Experiences (OLE)

Findings generated from this seed project:

In OLE implementation, the following phenomena were observed in seed schools:

1. Approaches / strategies of OLE implementation:

As advised by the Life-wide Learning and the Library (LWLL) Section, implementation of OLE in many seed schools was based on their existing practices and strengths. In many cases, related practices at junior secondary level, such as implementation of life-wide learning policy, proved to be a good foundation for implementing OLE at senior secondary level. Different modes of activities in OLE were observed in seed schools:

- a) Some schools allocated time slots in normal school hours for OLE programmes, such as PE lessons, class teacher periods, etc.
- b) Some schools arranged special OLE events on special days.
- c) Some schools integrated the concept of OLE in school curriculum. These schools believed that the skills acquired in OLE could be transferable to subject learning.
- d) Some schools conducted project learning activities on specific OLE components.
- e) Some schools had a wide spectrum of activities for students' selection.

2. Schools / Teachers' concerns about OLE implementation:

- a) OLE time arrangement was a concern of many seed schools. AD proved to be the most difficult OLE component for schools to satisfy the suggested time requirement with their current provisions. More opportunities on AD were expected to provide regular structured learning for students. However, while seed schools had built a firm foundation of OLE in their school curriculum, many got better understanding of the strategies to create space and opportunities for AD. For example, data collected from a recent survey conducted by the LWLL Section among schools concerned illustrated that seed schools could achieve at least 13% of the suggested time allocation for OLE. With timely inputs from the Section, more than half of the returns as at August 31 displayed encouraging improvements in terms of OLE time arrangement. More schools plan to offer regular structured AD opportunities. Besides, flexible planning was also observed in terms of time

arrangement. Many would implement OLE through timetabled lessons, special days / events on school calendar and specific school policies on extra-curricular / co-curricular activities. For implementing PD, many schools plan to provide structured learning opportunities to students using timetabled lessons.

- b) Overwhelmed by their concern over the suggested OLE time allocation, many teachers focused on the quantity of OLE rather than quality. Students' engagement in activities was not the main concern.
- c) Many teachers were also concerned about issues of equality and fairness when providing students of different SES with OLE activities / programmes.

3. Funding for OLE

- a) Budget allocation in school: Among the seed schools, about 2-3% of OEBG was spent on OLE programmes. The ceiling would not exceed 5% of OEBG. Most teachers were not aware of the budget allocation in school
- b) Variation existed among opinions from schools / teachers concerned towards the necessity for additional funding of OLE. Some schools were concerned about the monetary resources from the government while some claimed that such was unnecessary for OLE should be built on established practices. While most OLE components do not require extra resources (e.g. MCE, PE, music lessons, visual arts lessons), teachers in some seed schools would take up responsibility to run OLE within these timetabled periods to implement OLE. They were cost effective when planning OLE.

4. Community Resources

- a) Lack of community resources (including the business sector): Schools were very eager to look for community partners for AD, CS and CRE programmes. Apart from their own alumni, sustainable connections with NGOs or other community resources at school level were inadequate.
- b) Lack of partnership experience: Many schools lacked sustainable partnership experience with community resources.

5. Survey on OLE leadership and implementation by overseas scholar

In 2007-2008, Professor John Macbeath, University of Cambridge, conducted a survey on OLE leadership and implementation in 3 seed

schools of different backgrounds and leadership styles. Data were collected through school visits and focus group meetings. Findings of this survey were adopted as school cases in professional development programmes on quality OLE leadership. For full report of this survey, please refer to Annex One.

Knowledge constructed from this seed project

1. Seven guiding principles on OLE

In view of the school practices observed, seven guiding principles were identified (Fig. 1) to ensure proper delivery of OLE. They were conveyed to teachers in professional development programmes (PDPs) as: building on existing practices/strengths, student-focused, student opportunities, quality, coherence, flexibility and learning together.



Fig.1 Seven guiding principles on Other Learning Experiences

- a) *Building on existing practices/strengths*: Schools should review their existing practices and strengths and develop OLE based on them.
- b) *Student-focused*: Individual active engagement in activities is emphasized.
- c) *Student opportunities*: Students opportunities in all five components of experiences should be provided through school planning with reasonable level of choices and diversities. In particular, students of

different SES should have equal access to OLE programmes.

- d) *Quality*: Quality experience rather than quantity of experiences should be emphasised. It also refers to quality organization and quality space for reflection.
 - e) *Coherence*: It ensures that the school-based OLE programme is a development of what is offered in basic education and complements other components in the NSS curriculum.
 - f) *Flexibility*: It refers to a flexible plan of OLE, using a wide range of community resources and combinations of time, place and people. Schools are encouraged to flexibly arrange regular structured learning opportunities for AD and PD.
 - g) *Learning together*: It refers to the opportunities given for teachers to play the role of facilitating adults and at the same time learners alongside their students.
2. A self-checking workflow of OLE time arrangement using a “*minimum threshold approach*” was developed to assist schools to self-check their OLE time arrangement.
- a) Mode A: OLE is implemented through timetabled lessons. OLE thus implemented is regular and provision for all students.
 - b) Mode B: OLE is implemented through special days / events on school calendar. OLE implemented through Mode B is designed for all students.
 - c) Mode C: OLE is implemented through specific school policies on extra-curricular / co-curricular activities. Students’ participation is on voluntary basis. It provides wide-spread opportunities for students’ selection.
3. Five approaches as the entry points for OLE implementation
- Five approaches to organise school-based OLE programmes were identified as the entry points for OLE implementation (Fig. 2): session-based approach, event-based approach, curriculum-based approach, project-based approach and activity-based approach. The relevant school cases are available at Annex Two.

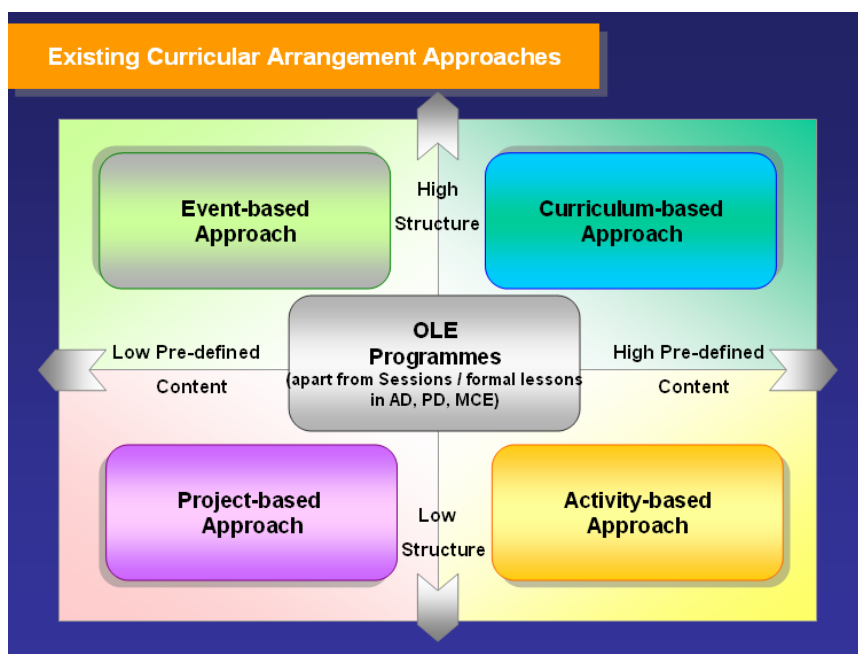


Fig.2 Five school-based approaches of OLE implementation

- a) *Session-based approach* refers to the time slot for OLE programmes in timetabled lessons. For instance, they could include PE lessons, Assembly, and Religious Education.
 - b) *Event-based approach* is the use of school calendar days to create a structural framework for OLE activities. This offers flexibility for arranging timeslots for OLE programmes.
 - c) *Curriculum-based approach* aims to design a highly structured, ‘pre-packaged’ curriculum to incorporate OLE components in school curriculum. Schools adopting this approach usually have a strong tradition in adapting and trying out the curriculum through years.
 - d) *Project-based approach* is adopted when schools have been enjoying a strong project learning culture. Four main elements are commonly found under this approach: engagement, fun, learning, and “products that matter”.
 - e) *Activity-based approach* is distinguished from the “pre-packaged” curriculum-based approach by its non-sequential nature of OLE arrangement. Students have the flexibility to choose among a wide variety of activities. Schools adopting this approach would have strong ECA tradition and policy to ensure students’ entitlement and quality of ECA.
4. Considerations when choosing the above approaches as entry points of OLE implementation were also illuminated in the seed project. For effective OLE implementation, the school context, including the

existing practices, culture and teachers' capacity, has to be taken into account when adopting these approaches.

- a) *Session-based approach*: Departmental and inter-departmental collaboration is a success factor for choosing this approach. Team work and a culture of “learning together” among teachers will provide flexibility in curriculum planning, time arrangement and human resources management.
- b) *Event-based approach*: Shared vision or consensus of the whole school (e.g. including parents), in terms of curriculum, instruction and administrative changes is required. The quality of pedagogical design, student engagement and impact on student learning should be addressed. While some schools may put activities / programmes together that are loosely coupled in a certain event (e.g. OLE day or week) on school calendar, school leaders / OLE coordinators may consider devising an overarching theme in line with the school goals. Ample time for debriefing and student reflection should also be arranged in the event.
- c) *Curriculum-based approach*: To integrate OLE seamlessly into the school curriculum, coordination among different curriculum areas including various KLAs and functional committees is a key to success. School leaders therefore have to review the existing whole-school curriculum to identify existing practices related to OLE and identify the gaps. By doing so, OLE is not regarded as a single entity, but strongly connected with different areas of student learning. Strong curriculum leadership is thus the most important consideration.
- d) *Project-based approach*: Teachers are the facilitators to lead the projects. Schools adopting this approach should have acquired some experiences of project-based learning in their curriculum. Manpower and resource management is also essential for this approach. Apart from administrative arrangements, “quality” of the project learning activity is a key factor to determine the effectiveness of this approach. Some schools may start to work on projects with some specific OLE components (e.g. CRE). To strike a balance among OLE entitlements, schools may consider integrating different OLE components in the project.
- e) *Activity-based approach*: Schools adopting this approach should have built a strong ECA tradition. Teachers and students understand the role of activities in school curriculum. For example, some schools may take activities as a means to address students' diverse interests

and potentials that cannot be fulfilled in the structured lesson time. Some also formally recognize this mission and school concern in the school development plans. However, to make sure that every student has equal opportunity to take part in OLE entitlements, schools could consider devising a school policy to facilitate this approach, e.g. ‘one student one service’ policy. Apart from this, building strong community partnerships could help address students’ diversities and availability of appropriate expertise. Finally, proper evaluation strategy to address students’ voice and involvement, as well as teachers’ concerns, is needed to constantly review the impact of the activities.

Deliverables

In response to the findings in this seed project, the following were developed:

1. **Activity Data Bank:** The OLE Activity Data Bank has been revised to provide more information on community resources and OLE opportunities. It will further be revised to provide more comprehensive information about community resources and respond to teachers’ feedback on the user-friendliness of the interface.
(<http://cd1.edb.hkedcity.net/cd/lwl/activity/default.asp>)
2. **OLE web page:** School exemplars and other relevant resources are available at www.edb.gov.hk/cd/ole.
3. **CS web page:** A web page for community service has been developed at www.edb.gov.hk/cd/lwl/cs. It is composed of information about service learning, community service and curriculum, community partnership, modes of implementation, school exemplars and a databank for community service. This web page is constantly updated to reflect the latest development of CS.
4. **CRE web page:** A web page for career-related experience has been developed at www.edb.gov.hk/cd/lwl/cre. It is composed of the content of CRE, community partnership, school exemplars, and suggested modes of implementation and information of related seed projects. This web page is constantly updated to reflect the latest development of CRE.

5. Professional Development Programmes:

- a) **Two** levels of professional development programmes were designed and conducted, based on knowledge constructed from this seed project. The target audience was teachers at the management level and in charge of OLE planning and implementation at school level.
 - *Curriculum leadership and management series: School-based approaches and models to implement school-based OLE and SLP (Level 1)*
 - *Curriculum leadership and management series: Quality leadership to implement school-based OLE and SLP (Level 2)*
- b) For **Level 1**, 33 repeated courses were conducted in 2006-2008. 1,424 participants from 462 schools had participated in the workshops throughout the 2 years. The contents of the workshops included various feasible approaches and models of implementing school-based OLE and SLP. It covered learning-centred leadership of OLE, school-based approaches for OLE, how to aim at quality in leading OLE, exploring the implementation of SLP, and some real case sharing from schools. 84% of the participants were satisfied with the workshop. The audience found it useful to have the school cases and school samples of SLP as reference.
- c) For **Level 2**, 11 repeated workshops were conducted in 2007-2008. 330 participants from 206 schools participated in the workshops. The contents of the workshops covered the architecture of quality OLE, in terms of the beauty, function and structure. Participants were given opportunities to explore the several dimensions involved to provide quality OLE, including quality of learning experiences, quality of organization, quality of learning space, and quality of partnership. 86% of the participants were satisfied with the workshop. The audience found it useful to have discussion and analysis on the school cases, but would like to have more practical examples on implementation of OLE and SLP.

6. **Senior Secondary Curriculum Guide:** Findings and school cases of this seed project will be included in the development of Senior Secondary Curriculum Guide for school reference.

Future Developments

1. **Making sustainable partnerships with community resources:** To encourage schools to build effective community partnerships, a seed project on “*Partnership Scheme of Other Learning Experiences (PASOLE) on Community Service and Career-related Experience*” (LW0108) will be launched in 2008-09.
2. **Difficulties in planning and implementing OLE:** Relevant information will be disseminated to schools through online web and through ‘*OLE Clinic*’. For example, school examples about OLE time arrangement through a self-checking workflow will be uploaded on web for schools’ reference in the ‘*OLE Time Arrangement Database*’.
3. **Ensuring students from lower SES families would not be deprived of the learning opportunities:** Schools are encouraged to build OLE on their existing strengths, and to make good use of existing resources (e.g. OEBG) flexibly. They are encouraged to be cost effective when planning OLE and are advised to note that expensive OLE activities are not necessarily more effective than those that cost less. Furthermore, schools are encouraged to use the existing ‘*Hong Kong Jockey Club Life-wide Learning Fund*’ and EDB’s ‘*School-based After-school Learning and Support Programmes*’ to subsidize financially-needy students to participate related activities. To facilitate this, a **Database** of school cases with good use of the ‘*Hong Kong Jockey Club Life-wide Learning Fund*’ will be developed and put on web for schools’ reference.
4. **Quality of OLE:** Practical approaches and strategies to heighten quality of OLE will be explored in the **PASOLE** and disseminated.
5. **Misconceptions about the notions of OLE time arrangement and the overall school planning of OLE.:** More opportunities for clarification of messages may help. Apart from conveying the message to seed schools, opportunities sorted out at the level of Bureau may be required, such as during the ‘*Meeting with School Leaders on Preparation of 334*’.

Student Learning Profile

Findings generated from this seed project

1. Concerns at different phases of development
 - a) Phase 1 (05/06): Concerns of schools were collected in the process of trying out an electronic tool, eProfile, at senior secondary level to test the workflow of developing SLP. 10 seed schools were involved.
 - b) Phase 2 (06/07): Built capacity for teachers and students to address whole person development – investigated various school practices and provided support on using another electronic tool for reflection, eFolio for Learning, at junior secondary level. 43 seed and network schools were involved.
 - c) Phase 3 (07/08): School voices on educational values and administrative convenience were identified – Building on existing school strengths with provision of WebSAMS SLP module to achieve both educational and administrative purposes. Since the launch of WebSAMS SLP module in Feb 2008, opinions from seed and network schools using this SLP module were collected and analysed.

2. Perception on the purpose of SLP
 - a) Teachers' perception

At phase 1, many teachers were not sure about the purpose, but positive toward using it as a tool to give feedback on students' OLE performance. At phase 2, teachers tried to clarify the purpose of SLP. More teachers started to perceive it as a tool to address students' whole person development. At phase 3, teachers tried to use SLP as a vehicle to promote life education. Some teachers started to integrate SLP in life-education. More also tried to encompass reflective practice in SLP. Nevertheless, many did not note student motivation and engagement in SLP activities should also be addressed. Many also did not understand the roles teachers could play to guide students in the reflection process. While many teachers focused mainly on the provision of 'worksheets for reflective writings', they neglected the pedagogical design and teacher-student interaction to 'scaffold' their students to acquire the reflective habits of mind. In addition, throughout these stages, teachers were very concerned about the role of SLP in university admission.
 - b) Students' perception

At phase 1, many students were not sure about the purpose, but they valued teachers' feedback on their OLE performance. At phase 2,

students were willing to share because they got some feedback from teachers and peers in SLP activities. Students were encouraged to use the tool to share their learning experiences with teachers and peers. At phase 3, feedback from teachers and peers stimulated and guided students to think about themselves. Data collected from focus groups and school visits also reflected that more students used the tool to record and reflect on their participation and achievements in OLE. Scrutiny of students' reflective writings, however, displayed great variation in terms of reflective abilities.

3. Views on the purpose of SLP by overseas scholars

Views of overseas scholars were collected through meetings and study tour in England. The scholars involved included Maurice Galton, John Macbeath, John Elliot, Val Klenowski and Mary James. Their views could be summarized as follows:

- a) SLP should create space for dialogue between teachers and students.
- b) Students' ownership of their SLP should be developed.
- c) Use of SLP is not an 'add-on' requirement for teachers. Instead, the practice is 'restructuring' what's going on in schools. Space for SLP activities is much needed to help students review the progress of individual students in terms of their whole person development.
- d) SLP should not generate any summative assessment, including tests or examinations. Teachers could 'assess' students in formative ways through their students' participation and achievements displayed in SLP, observation and daily interactions with students too.

4. Content of SLP

- a) Content: Content of SLP may include brief information of personal particulars, academic performance in school, Other Learning Experiences, awards and achievement, activities/achievement outside school (optional), and students' self-account (optional). Under the principles of having precise and concise content and no subjective comments in SLP, teachers' comment should not be included in the suggested content. Based on schools' existing practice, they are encouraged to assist students to develop the SLP with separate consideration in the recording and reporting process. Selection is required prior to creating the SLP report.

At phase 1, schools focused on development of simple activity records. At phase 2, some teachers realized that reflection could enhance student

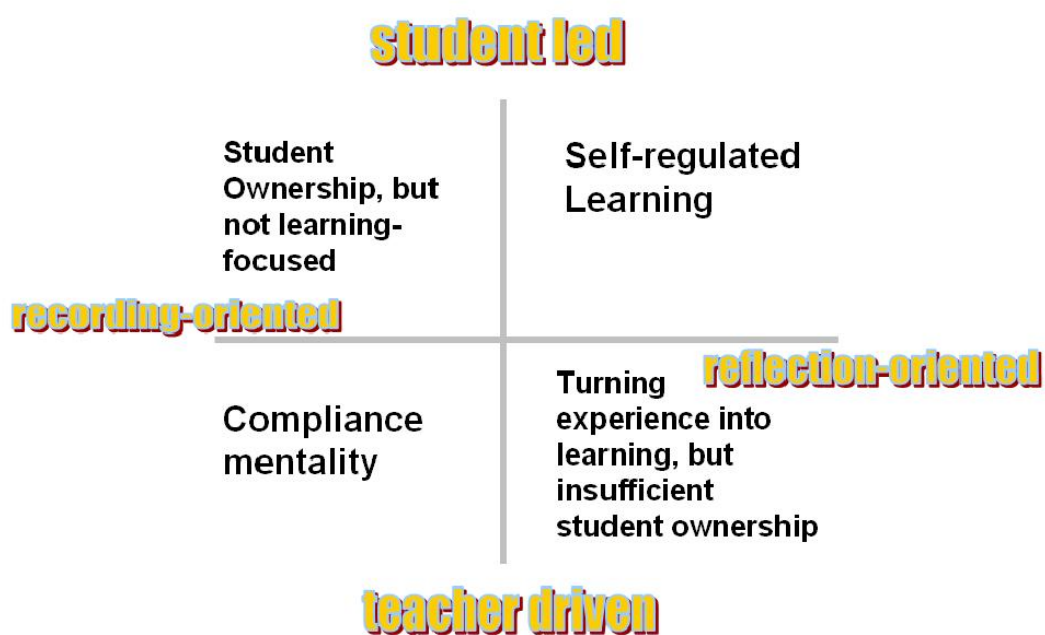
learning. They focused more on records with optional reflection. At phase 3, some schools realized the importance of space for students to think about their thinking and achievements. They started to develop SLP with selective records and arranged periodic reflection in terms of whole person development.

- b) Format: At phase 1, schools mainly used handbooks, report cards, and electronic records to record the student activities. At phase 2, more teachers thought that using electronic tools was more efficient. More schools looked for electronic tools. At phase 3, however, there was a growing awareness in some seed schools of the need to consider school goals about student development and expected student outcomes when selecting SLP tools. More schools also looked for electronic tools with due consideration of their school contexts.

5. Implementation

School approaches could be summarised in Fig. 3, ranging from *‘teacher-driven, recording-oriented approach’* to *‘student-led, reflection-oriented approach’*. The impact of these approaches is demonstrated in Fig. 3.

Implementation Strategies – School Practices on SLP



Life-wide Learning and Library Section, CDI

Fig.3 Implementation Strategies – School Practices on SLP

The above four combinations were observed in seed schools in general. As a start for implementing the policy, many schools went for the *'teacher-driven, recording-oriented'* approach. They strictly complied with the requirement when developing the SLP. Some schools in this seed project tried to address students' voice in the recording process. They then adopted the *'student-led'* approach and opened up channels for students to process their own records. Although they were able to build students' ownership of their SLP, the process displayed a general lack of learning focus. In view of this, some schools chose to provide more input to students to build up their reflective ability, so that students could turn their experiences into learning. Out of these transformations, some schools started to advocate developing their students to be active and self-regulated learners.

Data (including observational data and voices from teachers and students) collected from seed schools adopting the *'teacher-driven and student-led'* approach:

<i>Student-led</i>	<i>Teacher-driven</i>
<ul style="list-style-type: none"> - Students had more ownership on what they were learning - Emphasized self-motivated learning during the process - Students should be trained how to select the information at every stage rather than just putting information into a “folder” - External incentives might help at the early stage but the incentives should turn to be intrinsic for sustainability. - Administrative support to create space for students and teachers was needed to ensure the smooth operation 	<ul style="list-style-type: none"> - More efficient in administrative procedures - Students lost the chance of learning self-management since the procedure did not need their active participation. - External motivation might easily take over intrinsic motivation.

Data (including observational data and voices from teachers and students) collected from seed schools adopting the '*recording-oriented and reflection-oriented*' approach:

<i>Recording-oriented</i>	<i>Reflection-oriented</i>
<ul style="list-style-type: none"> - Clear message was given to students on the information to be collected - Convergent thinking was developed. - Activities would be regarded as a number of records instead of learning opportunities. - Tended to satisfy a task instead of perceiving learning as a process 	<ul style="list-style-type: none"> - More interaction with teachers was observed. - Self-reflection and self-assessment were two big notions for success - Students were trained to reflect after every learning experience, which was unnecessary. - High order thinking skills could be developed. For example, both convergent and divergent thinking were cultivated.

- a) Recording and reporting: At phase 1, recording and reporting were usually mixed up. Many schools adopted the '*teacher-driven, recording-oriented*' approach. All activities of students were recorded in SLP. At phase 2, some teachers started to provide more space for students to make sense of their SLP. Some schools even moved towards '*student-led, reflection-oriented*' approach. Despite this, schools still put nearly all of the records in SLP when generating the report. At phase 3, some schools started to put records selectively when generating SLP reports.
- b) Leadership: At phase 1, implementation of SLP was usually led by VPs and IT teachers. Schools using electronic tools interpreted SLP leadership to be rested on one / two IT teachers. At phases 2 and 3, the leading team of some schools started to involve more VPs, OLE team members, IT teachers, RS teachers, and teachers from committees promoting student development. Leadership started to rest on a team of teachers with more long-term educational goals of whole person development at school level
- c) Use of Data: At phase 1, the data were mainly used for record-keeping of OLE. At phases 2 and 3, some more schools used the data for students to review their participation / achievements in OLE. But the data were still

mainly confined to individual student level, not at school level to assist future school planning of provisions to promote whole person development.

- d) Generation of SLP: The main purpose of many seed schools rested on record-keeping. Many schools focused a lot on how to generate the SLP report, the final product, while neglecting how to make good use of the learning process in SLP.
- e) Space for SLP activities: At phase 1, the recording activity was mainly conducted during Computer lessons. At phase 2, while some schools wanted to integrate SLP in students' school and daily life, the schedule was extended to other related lessons (e.g. Religious Studies) and at home. At phase 3, as more teachers wanted to integrate SLP in students' class, school and daily life, the schedule was further extended to class teacher periods.

6. Choice of tools

At phases 1 and 2, choice of tool was mainly based on administrative convenience of its recording functions. Many teachers did not see the relationship of SLP with school planning to support student development. At phase 3, as a few schools took SLP as a tool to facilitate school / student development, the tendency of selecting tools based on their school contexts and in view of students' needs was observed.

7. Gaps identified:

- a) Students' ownership: In general, students lacked ownership in developing SLP. Schools perceived development of SLP as 'homework' instead of an on-going process requiring teachers' constant feedback to reflect on students' personal development. This had developed an undesirable impact on students' motivation in developing their own SLP. In many schools, university recognition of SLP during admission was deemed a bottleneck for students' ownership. Schools generally thought that if universities seriously take SLP into account, students would have higher motivation to develop their SLP.
- b) Reflection: Reflection was regarded in many seed schools as a means to help students learn. As observed, however, it was usually superficial with inadequate breadth and depth. Teachers' input in some schools was lacking or inadequate. Many miscalculated that students of all abilities could reflect on their own, provided that they had produced some 'reflective' questions for students to answer one by one. Besides, space for relevant SLP activities was generally lacking in school planning for

whole person development.

- c) Use and choice of tools: Schools generally lacked the ability to select appropriate tools for students to develop their SLP. Many also mixed up the recording and reporting process in tool selection, particularly at phase 1.

Knowledge constructed from this seed project

To secure SLP sustainability, the following should be taken into consideration:

1. Leadership: Parallel leadership with involvement of both senior leaders and teams of teachers concerned should work closely together for school-based SLP implementation and sustainable development.
2. Purpose: Schools should consider how SLP may be used as a tool to achieve school goals to promote whole person development with due regard to their contexts and needs.
3. Content: Periodic and selective entries of records are encouraged.
4. Tool: In selecting tools, schools should consider students' developmental needs and build on existing practices.
5. Time for SLP activities: Ample / regular (e.g. form-teacher periods) time slots are needed to ensure sufficient time for quality reflection and students' ownership.
6. Use of SLP data: SLP data may be used at individual student level, as well as tracking student participation and achievements at class and school levels that informs school planning
7. Generation of SLP: Periodic generation of SLP report helps to celebrate student success regularly throughout the 3 years in NSS.

Deliverables

1. Tools for SLP implementation: The tools, **eProfile and eFolio for Learning**, developed in the seed project are provided for school reference. The
2. The **SLP module of WebSAMS** was designed with reference to feedback from schools/teachers using eProfile and eFolio for Learning in this seed project. It was launched in early 2008 for schools' reference.
3. **School exemplars and other relevant resources** are available at www.edb.gov.hk/cd/slp.

4. **Professional Development Programmes:** In 2007 – 2008, 4 repeated seminars, “*Student Learning Profile - A vehicle to promote Whole Person Development among students*”, were conducted with knowledge constructed in the seed project. 323 schools joined the seminars, and a total of 576 teachers participated in them. 71% of the participants were satisfied. Some participants expressed their wish to have detailed information on the WebSAMS SLP module and suggestions on how to implement SLP in special schools. To address their needs, 20 repeated courses on “*Using new SLP module of WebSAMS to create Student Learning Profile*” were arranged in the same year. 246 schools sent teachers concerned to take part in the workshops. Totally, 353 teachers took part in the workshops. Evaluation data demonstrated that 78% of the participants were satisfied. In addition, they gave some feedback on the technical features of the SLP module to facilitate data input by schools, such as having import feature for print sequence, direct import of OLE, catering for data at junior secondary level, categorize key project codes by subjects and having students’ accounts to allow direct input by students. Furthermore, to address the great need of teachers, this course will be re-run in 2008-2009.

Future Development

1. Seed project: To encourage quality student involvement in SLP, in terms of arousing students’ ownership and having higher capability in reflection, a seed project “*Approaches and models to enhance quality student involvement in SLP*” (LW0208) will be launched 2008-09.
2. Knowledge constructed in this seed project will be further refined to inform the design and implementation of the New SLP Tool under development. It will be tried out in seed schools of “*Approaches and models to enhance quality student involvement in SLP*” (LW0208). Data collected will be analysed to inform practice before opening it for school reference.
3. Selection of tools: It is necessary to develop teachers’ capability in the selection of tools to align with school plan in SLP.
4. University admission: Continuous efforts will be made to liaise with universities, including how to transfer the SLP data from schools to universities for university admission.

Conclusion

Seed schools have spent considerable efforts in terms of OLE and SLP implementation. However, quality is the essence for future development of OLE and SLP. For OLE, quality programmes are expected for whole person development. For SLP, we look forward to students being involved in SLP activities with quality, including purpose-driven goal setting, quality reflection with development of students' ownership, etc. At the same time, school-community partnerships are expected to foster changes in schools and bring forth positive impact through collaboration in programmes. In view of these, we expect to explore the approaches and strategies for these developments through the new seed projects on PASOLE and SLP in 2008-2009.

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4 September 2008



**UNIVERSITY OF
CAMBRIDGE**

LIVING OLE

**‘Other’ learning experiences or vital
learning for all?**

**A report by Professor John MacBeath
University of Cambridge**

November 2007

LIVING OLE

‘Other’ learning experiences or vital learning for all?

1. Variety or confusion of purpose?

What does OLE mean to people? Clearly there are very different understandings and some confusion as to what it is and what purposes it serves, for example the following were cited:

- ECA under another name
- The informal curriculum
- Subjects other than the academic subjects
- Extension of the formal curriculum
- Activities that take place out of the classroom/out of school
- Activities that require students to take responsibility for their own learning
- Activities that provide the bridge between the formal and informal curriculum
- Life wide and Life Long Learning
- ‘Any learning in any form that will inspire students’

OLE is, in fact, such a broad concept that it includes most of the above and might be characterised as learning with both breadth and depth. It is learning which extends beyond, but includes, subjects. It has a present focus and long term objective. It is individual but embedded in a social context. Its most distinguishing feature is that it is active and exploratory, with the purpose of developing a set of skills and dispositions that transcend the context in which they are acquired so as to be applied lifelong and lifewide.

Is OLE is a label given approaches to learning and teaching that have always been practised in Hong Kong schools but now given a formal relaunch?

Many of the facets that characterise OLE are not new. Generations of students have been inspired by their teachers and by opportunities offered to them in their schools. Visits, exchanges, camps, games and simulations, creative and sporting activities, opportunities to learn outside of the classroom, student-led and group-led learning have a long history. However, they have tended to be seen as discrete activities, often marginal to the ‘real’, ‘serious’ work of the schools and often accorded a low status in the hierarchy of educational priorities. Nonetheless, these activities have illustrated a paradox at the heart of school

learning. They have often been seen by students as the most enjoyable and memorable aspects of their school life yet sacrificed to subjects' which are formally assessed. The measure of worthwhileness then becomes whether or not it is examined and how 'hard' it is to learn.

What is new is a systematic attempt to confront the paradox, to address the dysfunction between activities that are assessed and those not assessed, and to reassert the value and importance of holistic learning. OLE builds on major findings of research in the last decade which affirm the integral relationship between physical and psychological health, diet and exercise, mind and body. This strand of research has been complemented by studies into thinking skills, creativity, multiple intelligences and learning styles/preferences, all of which point to the dysfunction that occurs when we try to separate and compartmentalise thinking and feeling, doing and being.

2. Exemplary activities

OLE activities may be categorised in a number of ways- using the 5W + H (Where and When, What, Why, Who and How) as a way of framing their location, purpose and processes.

- a) by their physical location – *Where and When*
(e.g. within the classroom outside the classroom, outside the school)
- b) by their 'academic' and 'non academic' status – *What*
(Mathematics, Physical/Health Education)
- c) by the nature of the skills they focus on – *How* (e.g. interpersonal, analytic problem solving)
- d) by the students involved and targeted and the staff who participate – *Who*
(boys or girls, lower or higher ability students, select few or all teachers)
- e) by the values they emphasise - *Why* (e.g. collaborative, competitive, moral, intellectual)

Many, perhaps the majority, of high profile OLE activities take place outside the classroom. This is not surprising since many have evolved from Extra-curricular Activities (ECA), but OLE has also given impetus to schools to devise activities which are not ECA but which incorporate a broad range of skills and dispositions. In all schools visited or interviewed through focus group, the 9 generic skills were a consistent theme and in most schools students were

expected to identify one or two key generic skills to prioritise and work on over the coming year. This planned and focused form of skill development was complemented by senior leaders and teachers giving thought, with external support, to how these skills may be embedded in activities. The following are outstanding examples.

2.1 The Model Trial

The Model (or mock) trial is an ambitious project which includes a number of skills and addresses a range of social, legal and moral issues. It creates a scenario as close as one can get to a real trial in that it takes place in a real courtroom with a judge, solicitor and lawyer and an example of a real case. The students are presented with the case and have time to plan, to examine the facts and discriminate fact from conjecture and differing eye witness accounts. They interview witnesses with attention to court procedures, rules of evidence, and ethical and legal guidelines. Considerable preparation is involved over the period of a month as there is a significant body of skills to be acquired and practised. The trial is itself a model of how a significant body of content may be allied to a significant body of personal, social and vocational skills. Such is the intensity of focus of the activity, the emotional investment and the dynamic setting that its impact is likely to remain with students long after much of their more passive learning is long forgotten.

2.2 TV Campus

Every Thursday morning there is a TV broadcast to the school. It is the outcome of concentrated teamwork by a group of young people in the previous week. It may include news reports, commentaries and discussion and interviews with celebrities or other commentators on issues of importance. For the young people involved it is described as the most engaging and satisfying aspect of their school lives. It encompasses a wide range of technical, social and academic skills from researching, analysing, synthesising and presenting to target setting, organising, managing and teamwork. It is exemplary of OLE because:

- There is a concrete end product
- It demands a sense of audience
- It is student-centred
- It is highly creative
- It demands systematic discipline and time management
- It requires effective team work

- It involves a sharing of leadership
- It requires the integration of a wide range of generic skills
- It feeds into various aspects of the curriculum

2.3 The Farm

An example from one of the three schools visited is the Farm project. Students visit a farm, interview the farmer about aspects of his work, the economics and agriculture and ecology of farming, farming as a career and a way of life. They spend some time experiencing an aspect of farming such as strawberry picking. There is no substitute for the direct experience of visiting and working on a farm, says the teacher. 'You can't truly know the work of a farmer inside the classroom'. You can be told, you can read about it, you can view videos, you can role play and engage in simulation, each form of activity bringing you closer to an understanding of what it means to be a farmer but the most authentic experience is to be there, to feel what it is like to work hard and long hours under a hot sun.

2.4 V-Net

In School C volunteer service is seen as serving twin ends – one, to be of service to the very young and the elderly; two, to provide experiences for young people which build their self confidence and self esteem. In addition to community service engaged in by all students, in School C service is also an alternative for young people struggling with academic work and as a consequence acting out their frustrations in aggressive or anti-social behaviour. The social worker who manages this activity introduced two students one of whom was described as having been 'evil', disruptive and uncontrollable in his first year in the school but is now a changed person as a result of seeing that he had something tangible to offer to others. The other, a previously shy retiring girl, is now described as a tough minded leader of her peers.

Other OLE activities described include

- Visits: to tertiary institutions, museums, farms
- Games and sports: a wide range of extra-curricular activities
- Musical performances: choirs, orchestras, ensembles
- Career-related activities: career days, exhibitions, visiting speakers
- Cultural activities: exchange programmes

- Competitions: inter-school, national, international competitions and awards
- Conferences: focused days on chosen themes and careers
- Exhibitions: Art, products of student's work

3. OLE within the curriculum

Schools are at different stages in their understanding of OLE and in the extent to which it is seen as integral to learning and teaching in every classroom. Most teachers talked with describe the slow nature of bringing all staff on board and a measure of resistance to change. What the following examples illustrate is the broad reach of learning within subjects.

Can the study of Music bring greater insight into economics, ecology or social science? Can the study of biology teach interpersonal and social skills? Can the study of English help to develop leadership skills?

3.1 Biology

The biology teacher brings the outside world into the classroom through practical activities which have immediate relevance to students' lives but with clear theoretical underpinning. Dealing with heat stroke is an example. Students interview victims of heat stroke, identify conditions and causes and discuss preventative strategies. In the teacher's words they become 'little scientists', paying attention to evidence, cause and effect, physiology and emotional responses to bodily changes. They also acquire communication skills, in interviewing, listening, questioning, probing as well as collecting and dealing with information.

Field camps, or study camps also provide opportunities for a range of skills to be exercised. Over a three day period students will study streams, mangroves and grasslands as an integral element of their biology syllabus but will, perhaps even more significantly, be learning to live together, to practice tolerance and understanding, to work in teams, to apply their social and academic skills in a less structured and directed context.

3.2 English

English provides immense scope for creative activity which extends the use of

language in a range of contexts but also achieves a number of key OLE objectives. This is achieved through activities such as ‘cartoon doubling’, providing scripts for cartoons, designing adverts, practising spoken English in a variety of real life situations with native speakers. This is realised both by taking students out to meet and converse with English speakers in a variety of contexts but also bringing in speakers. An example offered is the visits to the school by Chunky Onion, a drama group who perform in the school in English. Having watched the drama presentation students interview the characters and organise a tea party in which they hold more informal social conversations with the cast.

There is premium on collaboration with outside organisations so that students are able to use their language with people from different walks of life and occupations in authentic situations. In organising events in the school which bring in outside bodies students have opportunities to act as Masters of Ceremony (MCs), requiring not only spoken skills in English but have opportunities to play an organisational and leadership role.

3.3 Music

Music provides opportunities for students to not only to develop instrumental skills but also to perform on stage and to work together in the production of a musical event in front of an audience. The creation, rather than simply reproduction, of music is a key element so students are stimulated by television advertisements taped by the teacher and by cartoons to create their own soundtrack. Working in groups and using ‘Finale’ software they are able to access different notes and combinations of notes to compose their own tunes. ‘Everybody can compose’ says the Music teacher, giving them a sense of accomplishment even though only a minority will go on to specialise in Music.

Collaboration with Visual Arts brings together art and music so that depiction of social life can be portrayed through drawing with a musical accompaniment. Students’ own cartoons or drawings of, for example, a farmer in mainland China are given depth and authenticity through research on the Internet. This helps to dispel some of the stereotypes that students bring to their visual and musical composition, so that an OLE aspect of Music is to develop wider and more nuanced insight and understanding of the social and economic world.

As the school cannot of itself guarantee 20 students each year for NSS exams 4 schools work together in exam preparation.

4. The experiential dimension

At the heart of OLE is experiential learning. While all learning is by definition an ‘experience’, much of it tends to be second and third hand, much of it virtual, divorced from the ‘real world’. Deep and lasting learning has a sustainable quality because it is a combination of three inter-related components – doing, feeling and thinking. The impact of learning is primarily because of its emotional character. We remember events which arouse powerful feelings, not always positive or pleasant but which leave a residue. This impact is reinforced when we are actively, physically engaged and stored in memory through conscious reflection and formulation of our experience so that its significance is more deeply understood and transferable to a new context. With evidence of the power of experiential learning beyond the classroom teachers can become more aware of how to create powerful experiences within the classroom, building on, reinforcing and theorising those more direct ‘lived’ experiences.

5. Structures, voluntarism and compulsion

Campbell’s Law posits that the greater the social consequences associated with a quantitative indicator (such as test scores), the more likely it is that the indicator itself will become corrupted—and the more likely it is that the use of the indicator will corrupt the social processes it was intended to monitor. This is a major challenge for OLE.

Confronting the inertia, the pressure and the marginalisation of ‘non academic’ subjects requires either a direct or a ‘softly softly’ approach. ECA is largely voluntarily and engagement and enthusiasm come from volunteering while compulsion can cause resentment and even distress. Compulsion is however what schools do. Attendance is compulsory. Participation in class is compulsory. Certain subjects are compulsory. Homework is compulsory. In such a climate it may not be surprising if voluntarism provides either an avenue of escape or an avenue for an alternative learning style and experience. While schools may require students to engage in one or more extra-curricular activities, a more promising route is through activities which, by their very nature, engage young people’s interests, within the curriculum and in extension and enrichment activities. Campus TV for example, has a potential for including and curriculum

context. To make a programme on global warming for example, students have to gather and evaluate information and make critical judgments about information sources. Interviews with experts, teachers, and fellow students help to distinguish facts from assumptions and myths. Data and data sources involve statistics and presentation of data. As well as technical skills, editing of information into a succinct media format requires discrimination and effective team work.

As teachers explore the potential of OLE they discover more exciting pedagogy and more imaginative ways of making learning active, interactive and student-led. The distinction between in-classroom and out-of-classroom activities becomes blurred as what happens outside feeds into what happens inside and what happens in the classroom informs and enhances what happens outside it.

6. Perceptions and perspectives

A major theme that arises in discussion with teachers is the power of perceptions and the difficulty of changing these in relation not only to students but to parents and teachers. It is ultimately the change within that will bring with it change in students' and parents' attitudes. There is an inbuilt inertia within schools and within the profession which resists change and justifies practice by reference to the past- to what has always been done. 'Nothing fails like success' writes Peter Senge, referring to the difficulty in changing things perceived to be working well. These can, however, be 'organisational learning disabilities' because they shield teachers from a critical examination of their practice and marginalise the missionaries, the innovators, and the visionaries. However small scale this particular study is, it reveals the frustrations experienced by those with a strong commitment to OLE and the patience needed to effect the slow process of changing hearts and minds and practice. The litmus test of success is where there is evidence that OLE does not detract from exam performance but indeed enhances it because it broadens and deepens the generic skills on which effective cognitive performance depends.

How do schools go about effecting change in thinking and practice?

The three schools visited as part of this report each exemplify different approaches to change.

7. The leadership of OLE

School A: Teacher Leadership

This school exemplifies leadership exercised from the bottom up by a few committed staff who have embraced OLE, demonstrating its power in their own subject but also grasping every opportunity to spread it out school wide. In this case a recently appointed principal is apparently happy for a few enthusiasts among the staff to take the initiative, to lead their colleagues. One member of staff in particular with a passionate commitment to OLE champions its development and is creatively dissatisfied with current practice, evaluating, rethinking and reframing approaches. However, from a sustainability point of view it can be precarious if programmes rest on the enthusiasm and creativity of one or two individuals. It is therefore important for teacher leadership to be distributed as widely as possible. The school has an OLE committee of 5 teachers (last year 8) with a commitment to supporting and advising their colleagues as well as running the programme. Its survival is also likely to be enhanced when activities are not just arranged by teachers but also by students. So student leadership is encouraged and activities are designed by staff to give students as much latitude and decision-making as possible.

School B: Strong visionary leadership

This school exemplifies charismatic leadership exercised by a principal who knows what she wants from her staff and her students. In her own words, her approach is 'structural leadership', expressed in systems, rules, agreed procedures, rewards and sanctions. Sanctions are kept to a minimum and behaviour is kept in place by incentive and reward and by caring. The ethos is one of very friendly relationships, the principal herself being conspicuously at ease with senior girls, even describing them as 'friends'. Authority is implicit rather than explicit, both optimistic and maternalistic. Expectations are set high. This was once described as 'overcaring', which may be interpreted as leaving not enough space, or 'wiggle room' for individualism or dissent. This may be attributable to the leadership style being strongly conviction-led, asserting a set of values and a Christian ethos. The statistic that from 40% of students being 'believers' to 90% was, in her view, due to the ethos of the school and the modelling of behaviour by staff and fellow students. The outcomes are extremely impressive. On the day only two out of 1,160 students were late and

exam results are well above average for the type and location of the school, having moved progressively up the bands. She wants her school to be a 'prestigious' school and the ten minute video made in 2005 is presented as a showcase for the achievements and awards gained by the school. It is very much a promotional video.

What is very apparent from staff responses is that they have internalised the ethic of the school and speak with one voice. This is also true of the selected students, hugely personable, articulate, and self confident, obvious ambassadors for the school. The contrast with school A could not be more acute. On the basis of a brief visit it leaves open to question the degree to which strong teacher leadership would thrive or indeed assertive student leadership. The word used in relation to the Student Council, for example, was to 'execute' decisions, and although they could put up proposals to the senior team the scope for independent decision making was not immediately obvious. There is a strong emphasis on student leadership. Every student chooses a role to fulfil such as classroom monitor or homework 'Minister', for example. This is described as servant leadership, in that it provides a service to one's classmates and to the school but the scope for leadership as opposed to a duty is not altogether clear.

School C: Distributed leadership

In this school two major OLE initiatives provide indications of a style of leadership exercised by teachers, by the school social worker, by students and others who all play a role in taking forward the various initiatives in the school. Programmes are devised by teachers in collaboration with social workers and educational psychologists and others invited to work with them towards common goals. There is Life Planning Committee which takes the leadership on career issues bit, it is claimed, that this is not solely about careers but life planning in a broader sense. Students are involved in providing feedback and exercise their own initiative in taking school programmes forward. TV Campus offers genuine leadership opportunities for students to make decisions, to work in teams, to share leadership with the freedom to make mistakes with the support in the background from members of staff. A number of teachers who 'lead' in Campus TV do so from behind, in a supporting, rather than a directing, role. Without an opportunity to see the principal it is difficult to make judgments as to leadership from the top but staff describe his leadership as essentially supportive and facilitative, 'spreading out' leadership and creating what has been described as a 'leaderful' community or, in Sergiovanni's terminology 'density' of leadership. Asked what proportion of staff share this level of commitment to

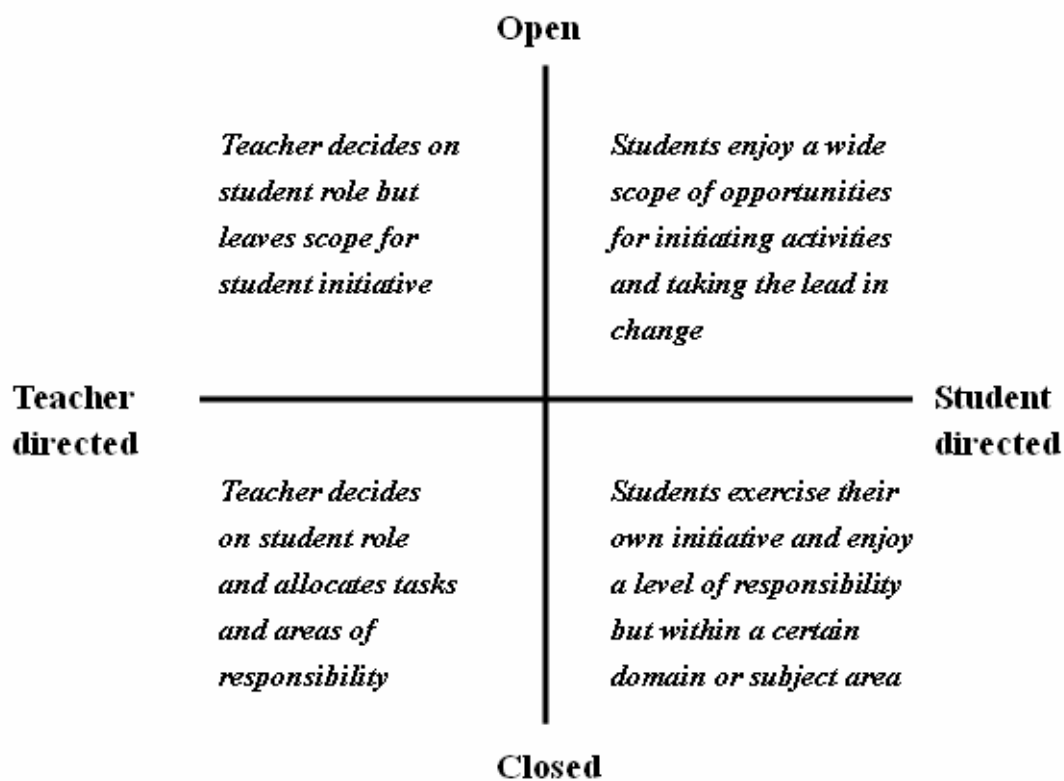
OLE one teacher says ‘about half’. With a critical mass behind change, from the middle out as well as bottom up there is, it would appear, a greater possibility of sustainability over time.

7.1 Pathways to student leadership

One of the aims of OLE is to help students develop self confidence, a sense of their own agency, their accountability to others, and a willingness to exercise leadership on their own and other’s behalf. Three differing pathways to this end illustrate how this might be realised.

- Through opportunities to initiate and carry through their own ideas (e.g suggesting and initiating a new club or activity)
- Planning, organising and implementing an event (e.g. planning a drama production or TV programme)
- Being allocated responsibility for schools and classroom tasks (e.g having a role as homework co-ordinator)
- Through community service (e.g. working with the elderly or young children)
- Through classroom activities in which leadership opportunities are embedded (e.g. students acting as MCs in English)

These various approaches to encouraging student leadership are not equivalent, however, in the respect of the genuine leadership opportunities they offer. They are set within different kinds of boundaries and legitimisation. They have to be tested by the ‘agency’ they allow, that is - How much latitude and empowerment is there for students to make autonomous decisions, to make mistakes, to challenge, to take risks to take responsibility for one’s own actions? How fertile is the environment, in school or outside school, to take risks? The following matrix, prompted by examples from schools visited and consulted might be used by teachers and students to consider where they lie on the spectrum and how they might move along that spectrum to be more adventurous and in which particular areas of a school’s activity.



8. What we know about transfer of learning

A number of teachers talked about the difficulty of getting students to use skills that had been taught to apply these in another situation. This is because it has been taught but not learned. Even from Maths to Science or History to Geography students are so context bound in their learning that they don't know how to transfer their learning. At Harvard Perkins and Gardner found that however successful students were in the classroom or laboratory they had extreme difficulty in applying their knowledge in an unfamiliar situation. This is explained by three factors:

1. While in the classroom the teacher defines the problem to be solved and presents to the student, in an open unstructured situation the students has to spot the problem for himself/herself.
2. In the classroom a students wants to solve the problem either to please the teacher or because that is the nature of the classroom experience and what classrooms are for. However, in an 'open field' the student has to be motivated enough to want to solve the problem for himself/herself.

3. In the classroom the teacher provides strategies for problem solving. In an 'open field' the student has to know which strategies to apply and to have access to the tools to solve the problem.

What this research shows is that much of school learning is unproductive and that students need, above all, to learn *how* to learn, how to take the initiative for themselves and to have a desire to go on learning without teachers or others there to guide and instruct. This is where OLE can make its most significant contribution because, at its heart, is the notion of transfer of learning. It is not merely transfer of knowledge but transfer of feeling and transfer of skills. OLE activities are distinguishable by the integration of the triumvirate – knowing, feeling and doing.

9. The Student Learning Profile

What is a Student Learning profile?

In all 8 schools in which the SLP was discussed different approaches had been taken to make the Student Learning Profile informative, formative and more user-friendly. It was described in a number of different ways. As:

- A user-friendly way of reflecting on and recording learning, success and difficulties
- A 'report card' providing a summary of what has been learned, with summative assessment by the teacher
- A form of blog through which students express their thoughts and feelings share ideas, comment on one another's work
- A joint activity in which students discuss and share ideas and then record insight from their shared deliberations

The Student Learning profile (SLP) is one key mechanism by which learning may transfer. Maintaining a portfolio on a regular basis is not, however, a simple and self-evident matter. As we know from many research studies which have asked teachers to maintain a log or diary, there is rapid process of attrition and most fail to keep the discipline of regular entry. It is clear that the same happens with students and it falls to teachers to keep reminding, cajoling and nagging their students to fill in the forms. This is because, as teachers report, most students don't enjoy this activity. So, instead of expending energy to get students to engage in an uncongenial activity, imaginative teachers have experimented

with different ways of using the SLP.

In School A, for example, the teacher collects photographs of activities that students have been engaged in. These are triggers for young people to remember what they did and what they learned. These are displayed on a board and students write down their reflections on small coloured post-it notes and attach these to the pictures. This is seen as a much more engaging activity than filling out a form (to which many people, not just students appear to have an inbuilt aversion). Student comments are then transferred to individual student portfolios.

This is one of a number of different ploys that have been tried to circumvent the regular, ritual and sometimes tedious, reflection process. The use in one school of something akin to a 'blog' is an attempt to bring the process closer to something that young people are more likely to recognise and enjoy. Students write their personal thoughts freely and post these for other students to see and comment on.

10. What we know about change

It is possible for change to be almost immediate. Very directive leaders may introduce change in practice virtually overnight by mandate. It may, at worst, result in changed behaviour without any change in attitudes and values or in strong resistance, driving dissent underground. It may, following behaviourist principles, change hearts and minds through simply doing things differently and seeing that it works. There is, however, no guarantee that what is learned through behavioural change in one context will transfer to another unless students, and teachers, have grasped the essential principles of learning, and leadership, and have a sense of their own power to change.

Change also works from the bottom up, from the initiative of one or two people doing something different, starting an epidemic which spreads because of the infectious power of a new approach. Like all epidemics it cannot spread without a climate in which the 'bug' can travel. In School A, there was evidence of virulent practice, centred on only a few individuals ('the vital few') but needing strong endorsement from senior leaders and embedded in school policy, planning and evaluation. In School A, teacher claimed that self evaluation in this school was ongoing and a day-to-day concern. Where there is that reflective self critical process infusing the whole school culture the evidence for OLE's success can be identified, evidenced, celebrated and disseminated.

Change can be facilitated by sharing of lessons through peer observation, Collaborative lesson planning, Staff seminars and workshops, Lesson study, Mentoring and critical friendship, all of which have been shown to be powerful levers of change in some schools and in some circumstances. However, they can also cause resentment and resistance if they are seen simply as further imposition, particularly in a situation where teachers are hard pressed and treasure any free time they have. Three conditions are paramount. One, that there is a learning and sharing culture. Two, that senior leaders create the time and space for these things to happen. Three, that there are tangible benefits to teachers and they value the activity because it patently enhances learning and teaching. When colleagues freely choose to work together and share experiences it is likely to engender a greater sense of ownership than when simply imposed.

11. Recommendations

OLE needs champions. For teachers the closer those champions are to classroom practice the more credibility they will carry. For principals it is other principals who are the most credible witnesses. EDB might give through to some form of secondment for principals and teachers to work as critical friends. A critical friend might work with a cluster of four to six schools, not only supporting practice in each individual school but also acting as an honest broker, identifying and disseminating breakthrough practice.

Students too can be champions. As we have seen from the few examples in the school visited students can be passionate advocates of OLE. They can contribute to professional development workshops, to conferences, to inter-school visits, talking with their peers in other schools and acting as peer mentors. They need validation and support to continue and develop their influence.

Showcasing of exemplary practice such as Campus TV and Model Court need to be given a high profile through written case studies, DIY staff development packages, interactive video/DVD, web based and downloadable materials. The many different agencies who work with schools – universities and independent consultants for example – need to be brought onside so that OLE can become integral to their interventions whether in a whole school or subject context. For mainstream teachers point of view it is examples of OLE within the curriculum that will prove most convincing, illustrating how subject teaching can be made more engaging, more active while achieving the same outcomes.

Focused visits by teachers to other schools with a clear sense of purpose, structure and follow up can encourage teachers to widen their horizons through seeing and being involved in innovative forms of practice. Importing ideas back into their own schools requires a committed leadership and sensitivity to the pace of change. Change may initially involve only one or two teachers but can grow to four and five and then ten or twelve as long as it has the support, encouragement and advocacy of senior leaders who provide the incentive.

School principals and senior leadership teams hold essential levers to the recognition and development of OLE. Leadership development is critical for them so that in every event in relation to learning, curriculum and assessment, OLE becomes an essential component.

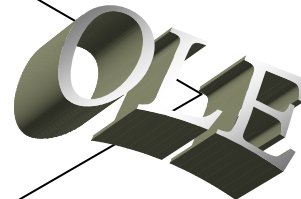
OLE gains status and recognition when it is embedded in School self evaluation (SSE) and highlighted as a positive strength in External School Review (ESR). It is of critical importance for the embedding and sustainability of OLE that schools include it as an integral component in their SSE and the stories they tell to external review teams. Complementary to this the OLE team needs to talk to, persuade and run events for QAD so that they are aware of the how much OLE can contribute to their Key Performance Indicators and what they look for in good pedagogy and school improvement.

學校示例一

課節為本模式
(Session-based Approach)

切入點:

透過每周固定課時安排，為學生提供「其他學習經歷」的機會



特色

- 該校於 01 至 02 年度起把全方位學習安排在課節時段(每循環周第六天的最後兩堂)進行
- 該時段以精細的課程規劃作推行，稱為「全方位體驗學習綜合實踐課程」
- 在該時段，學校均為每位中一至中七的同學安排不同類型的學習活動
- 環繞學校的核心價值，每年級所安排的活動均配合特定預設的主題，部分主題會跨年級推行
- 由 06 至 07 年度開始，由六天循環制改為星期制，以方便引入更多外間資源

內容、過程及安排

- 由 06 至 07 年度開始，學校為中一至中三同學隔周三安排 55 分鐘課節進行「全方位活動」，另為中一至中七同學隔周五安排兩課節共 100 鐘，平均每星期 78 分鐘
- 成立「促進全方位學習委員會」，由十位教師組成，活動主任負責統籌
- 委員會的教師除了推動活動外，亦同時需要協助整理、儲存檔案
- 籌劃的過程精細，考慮學生年級、教師、場地，以及外間合作團體的配合
- 活動內容多元化，並能配合其他科組教師共同推行
- 能有效地安排高年級同學協助教師為低年級同學推行活動，讓學生對活動產生擁有感
- 學校與外間機構建立了強大的伙伴支援網絡，有效地開展不同類型的活動
- 採用多元化的評鑑方式，推動學生自評及互評文化，例如推動學生建立「學習經歷檔案」，鼓勵學生就所參與的活動進行反思

- 課外活動約 40 餘項，每年均舉辦大型活動及積極參加各類校外比賽，如數理比賽、田徑運動會和長跑等
- 「學習經歷檔案」內容強調認知與感受的反思，內容包括（共兩張 F 4 紙）：
 - 活動笑與淚
 - 深切的感謝
 - 感想、體會及反思
 - 建構新知識
 - 家長給我的話
 - 總結
 - 片段回憶
 - 老師評語
- 建立「學習經歷檔案」的目的
 - 協助同學記錄中學階段裡在活動學習經歷上之所見所感，並鼓勵同學就活動內容作出反思及分享，從而建構及掌握新知識，達致全人發展讓家長及老師知悉同學在活動上取得的經驗及成就，並一同分享箇中悲與喜透過分享同學不同的活動經歷，加強學生、家長及老師三方面之間的溝通，增進了解協助同學有系統地記錄各項活動閱歷，以備日後之需(如報讀大學、工作面試等)

其他資料

- 「其他學習經歷」組成部分
 - 德育及公民教育：每天班主任課／早會、歷奇活動、海報／壁報設計比賽
 - 社會服務：「年廿八，洗邋邋」、訓輔導組服務生、課外活動服務生、領袖生、另十隊制服團體及服務小組
 - 與工作有關的經驗：生涯規劃課程、講座、工作場地參觀
 - 體育發展：體育課、運動會、共十隊體育活動組
 - 藝術發展：藝墟、視覺藝術科（選修）、十二隊藝術興趣小組

專題項目為本模式
(Project-based Approach)

學校示例二

切入點:

透過**行動實踐的研習活動**，為學生提供「其他學習經歷」的機會



特色

- 在一個清晰的主題下：「一人有一個夢想」，有效地連繫四個關鍵項目，帶出有效的學習成果
- 學生有機會在課堂、工作機構參觀及訪問活動中得到大量與工作有關的經驗
- 透過良好的夥伴協作關係，學生的學習獲得理想的效益
- 備有完善的檢視及評估策略，對發展和改進有很大的幫助

內容、過程及安排

- 配合生活教育科的主題：「了解自我、認識各行各業」
- **第一階段：推行「從閱讀中學習」，以及「德育及公民教育」**
先在第一階段閱讀36個香港人的故事，內容主要描述他們如何找到了一份能發揮到自己潛能的工作，如何創出了與別不同的路。從閱讀人物故事，引發他們明白良好的工作態度：如堅毅精神、責任感、尊重他人、以及承擔精神等的重要性。
- **第二階段：推行「專題研習」，以及「資訊科技教育」**
每位學生各自在小組中挑選一份職業作研究，研究的題目包括該行業在香港發展的程況；入行需具備的資格，在香港的大專院校的培訓機會，入讀要求，該行業的待遇，發展前景，適合人選，苦與樂等，學生需先從互聯網中及書本中搜尋二手資料，再找尋該行業的人作人物專訪，以獲取第一手資料。
- **第三階段：透過對話、反思，深化學習**
學生在了解過不同行業的情況及自己的性向後，會按照自己的興趣分組，並定出想訪問的人物，學生將接受拍攝訪問技巧的訓練。每位同學需要透過反思，為自己訂立短期與長期目標；各組別的訪問片段將上存網上並在班中播放，學生亦會分享他們對未來職業上的期望，以及所訂下的短期及長遠目標。

各同學會保存及填寫一份專題研究紀錄日誌，以紀錄他們在整年內在各階段的反省，得著等重要事項，檢視此紀錄日誌可了解是項計劃能否達成原定之目標。紀錄日誌分兩個部分：

◆ 我覺得最珍貴之「一人有一個夢想」閱讀計劃

◆ 「一人有一個夢想」專題研究個人紀錄日誌

- 各小組除了於班內口頭報告其研究成果外，表現優秀卓越的組別會安排在禮堂向全校同學發表其報告
- 協作的校內部門及校外夥伴
 - ◆ 校內部門：宗教科、訓導組、輔導組、德育及公民教育組、生活教育科（參與計劃的教師約三十人）
 - ◆ 校外夥伴：路德會、香港青年協會、校友會

其他資料

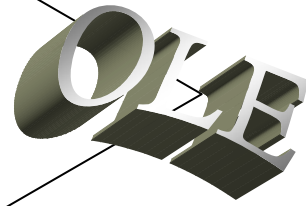
- 學校積極鼓勵同學參與對外不同活動及比賽，同學在校外活動中亦屢獲獎項，包括學界游泳、籃球、田徑比賽、乒乓球、羽毛球、學校音樂節、學校朗誦節、英詩創作比賽、視覺藝術展等
- 90%學生在學年中參加四個不同類型的活動或比賽，其中包括宗教、體育、音樂、學術及興趣類別
- 「其他學習經歷」組成部分
 - 德育及公民教育：領袖訓練課程、講座、歷奇活動、宗教倫理課、生活教育課
 - 社會服務：慈善義賣活動、制服團體及服務小組共十一隊
 - 與工作有關的經驗：商校夥伴計劃、行動實踐的研習活動、講座、名人專訪、參觀活動
 - 體育發展：體育課、越野賽、陸運會、水運會、體育活動共六隊
 - 藝術發展：美術展覽、電影欣賞、歌唱比賽、Hip Hop 舞、朗誦及音樂節、合唱團及樂組

活動為本模式
(Activity-based Approach)

學校示例三

切入點:

透過多元化的活動，培育學生領導，
推動「其他學習經歷」



特色：

- 學校一直著重學生多元潛能的發展，並以啟發學生潛能為學校發展的長遠方向
- 學校除了為學生提供豐富的校內活動，更鼓勵學生積極參與校園外，由學校與其他社區組織合辦的活動或比賽，例如要求學生每年最少參與一項校外的活動或比賽，以擴闊學生的視野
- 學校亦發展了「學生個人成就及潛能檔案」(Potential and Achievement Record)，當中儲存學生曾參與的活動資料，檔案資料由學生及負責活動的教師提供，每月更新一次

內容、過程及安排：

- 學校清晰訂定十五項核心價值作為目標，建立具體及多向度的校園文化
- 學生在中一入學前，要求他們提供以往參與課外活動的資料，以方便作為日後繼續發展不同潛能的依據（資料以 Excel 格式儲存）
- 學校重點發展合唱團、田徑及公益義工服務，設有六十多項課外活動屬會及興趣小組，重視學生的興趣和選擇；屬會共分為學術、音、體、藝術、校隊、制服團隊及服務團隊類
- 能建基在已有的強項上，利用課堂固有的優勢，建立體育與藝術的發展，並透過推行生活教育科，培育德育及公民教育
- 設有全方位學習日，在當天為學生提供不同的學習經歷
- 推行義工大使計畫，要求每一位學生每年至少一次參與服務學校及社區的機會，並在班會及每個活動項目中，實行「一人一職小團隊」，重視每個人的參與和角色，以作為領袖培訓基石，設有金、銀、銅獎鼓勵經常參與服務的同學
- 著重發展學生的不同潛能，不用單一的標準評核學生，在「學生個人成就及潛能案」，確認和紀錄學生的參與，為學生製造不同的成功經驗
- 聯絡不同的機構為學生提供其他學習經歷，例如本地、內地及海外的不同學習群體

- 「學生個人成就及潛能案」的內容包括：
 - 訓練課程（美學訓練、情緒智商訓練、領袖訓練、其他訓練…）
 - 課外活動（學會） / （參與性 Participation、相處技巧 Sociability、領導能力 Leadership）
 - 校內、外獎項
 - 義工服務紀錄
- 成績表亦包含「學生個人成就及潛能案」的紀錄資料
- 資料中舉列學生模樣（Goal Model of Students）的品德目標（Student Virtues），每年由自我及教師作評估
 - 以中四至中七為例：
 - 1) 自覺、自尊（Self-directing）
 - 2) 自我管理（Self-managing）
 - 3) 靈活協調人際關係（Articulated in Inter-personal Interactions）
 - 4) 知行合一（High Integrity）
 - 5) 具備社會觸覺（Social Consciousness）
 - 6) 建設性伙伴關係（Constructive Partnership）
 - 7) 其他（Others）

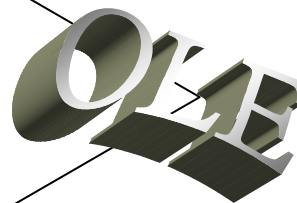
其他資料

- 「其他學習經歷」組成部分
 - 德育及公民教育：生活教育課、周會
 - 社會服務：透過「義工大使計畫」鼓勵每位同學每年參與，有關制服團隊及服務小組至少十一項
 - 與工作有關的經驗：升學就業講座（經常邀請不同專業界別來校分享）
 - 體育發展：體育課、體藝周、運動會、體育活動小組及校隊
 - 藝術發展：音樂課、體藝周、時裝展、不同的藝術興趣小組

學校示例四

切入點:

透過活動課程及學生成長剪影，
促進學生均衡及全人發展



特色:

- 學校於九年前開始推出「活動課程」，將聯課活動課程化，規定全校學生在整個中學階段要完成興趣、藝術、運動、服務及領袖培訓五大範疇的活動，以達至均衡及全人發展的目的
- 早在十一年前，學校已推出「學生成長剪影」計劃，為每個中一新生製作一部「成長資料冊」，內裡詳細記錄學生每年參與的活動、校外比賽、教師評語及所獲獎項，以此鼓勵學生除了成績外，更願意主動作多方面嘗試，挑戰自己，充分發揮個人的潛能
- 每周四節「創藝實用科」Integrated cultural and practical subject：在初中推行，現計劃推行至新高中，每周兩至三節，該科整合了六大科目，包括視覺藝術、音樂、電腦、家政、設計與科技，以及學習技巧

內容、過程及安排:

- 「活動課程」把聯課活動課程化及正規化
 - 課程重視學生的興趣和選擇，同學除了需要涉足不同範疇，並要為自己安排活動
 - 為學生提供均衡教育，確認聯課活動為學校整體課程的一部份
 - 學生在學習的過程中可參與自我評估
 - 標準要求：
 - ✓ 每年完成一至兩個範疇活動時數每年不少於八小時
 - ✓ 學生需在學年開始擬定計劃，並與教師定時檢討
 - ✓ 活動參與表現需由各方評核：包括教師、朋輩及自己
- 計劃把「創藝實用科」的模式延伸到高中課程
- 此外，學生亦同時需要參與至少六次，合共九小時的課外活動（學會）
- 定期舉辦多樣化的訓練課程，例如：美學訓練、情緒智商訓練、領袖訓練等
- 活動的過程著重學生的反思，學校會為同學的反思分享出版物和文集

- 學校為理想學生的模樣訂定要求的準則，學生和教師會就準則評估不同時期的表現
- 學校使用「學生成長剪影」記錄學生非學術的成就，內容包括：
 - 訓練課程
 - 課外活動
 - 活動課程
 - 校內／外獎項
 - 義工服務紀錄(每年必須參與 12 小時)
- 教師每年兩次面見學生，透過「學生成長剪影」的資料和學生探討適當的學習策略
- 學校會把握不同機會，在上課日彈性為學生安排不同的學習機會
- 每年安排一天全方位學習日，為學生提供不同的學習機會
- 建立電子系統，處理學生參與活動的資料，以及載錄學生的興趣及專長

其他資料：

「其他學習經歷」組成部分：

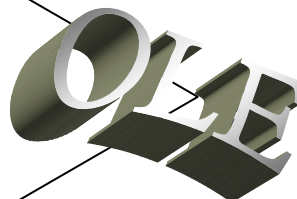
- 德育與公民教育：班主任課、德育論壇、國情教育講座
- 社會服務：賣旗活動、青少年社區服務計劃比賽、不同服務小組
- 與工作有關的經驗：午間英語電台、國際成就計劃、職業專題報告
- 體育發展：體育課、陸運會、動感體育營、校隊
- 藝術發展：音樂學會、器樂團、舞蹈團、電影欣賞、歌唱比賽

學校示例五

事件為本模式
(Event-based Approach)

切入點:

在校曆表上安排**多元學習周**，為學生提供不同的「其他學習經歷」



特色：

- 學校每年在校曆表內均會安排長達一星期的「多元學習周」，讓學生可選擇不同的學習活動，發揮不同的潛能，擴闊他們的視野，以達至全人發展的目的
- 「多元學習周」的設計環繞學校的核心價值：「愛與關懷」，學校致力裝備學生，發掘他們獨特之處，使他們成為具責任感、充滿自信及能欣賞自我成就的年青人
- 透過不同科目和組別的教師協助，活動範圍由境內舉行的興趣小組、社會服務及不同類型的跨學科學習，擴展至境外的文化參觀/考察/體驗項目，為學生提供多元化的學習經歷

內容、過程及安排：

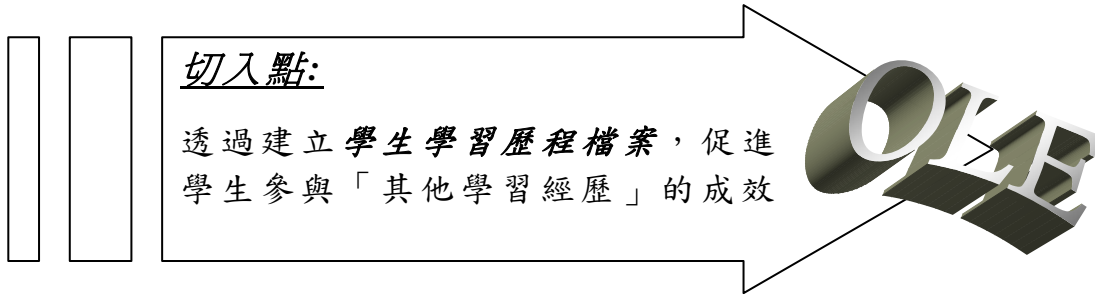
- 推行「多元學習周」的目的
 - ◆ 學生能建立健康積極的人生價值觀；
 - ◆ 培養互相諒解、尊重和合作的精神；
 - ◆ 讓學生多與外界朋輩接觸；
 - ◆ 獲取校內以外的學習經驗；
 - ◆ 加強學生的社會及文化觸覺；
 - ◆ 培養學生對學校及社區盡責任的精神；
 - ◆ 改善及增強學生的自信心及獨立性
- 課外活動主任是整項活動的策劃者
- 活動交由全校教師推行，每一位教師至少負責一項活動
- 學生可自由選擇參與其中至少一項活動，並鼓勵學生選擇以往未曾參與過的活動項目
- 鼓勵學生在完成活動後，填寫反思日誌交負責教師
- 學生參與過的課外活動或多元學習周內的活動，會展示在學生成績表上

- 部分學生參與活動後的反思會紀錄在「學校通訊」或「英文校報」內
- 在多元學習周後的幾個月，各項活動實況及學習會展示在校園內作匯報
- 學校會就各項活動作個別的成效評估，以作日後改進的依據
- 來自中四至中六的「活動大使」及「校園先鋒」學生們亦能扮演低年級小組組長的角色，協助教師推行
- 學生所參與的活動，都備有紀錄，以確認他們的參與和付出
- 學校與外界機構建立了不同的合作機會（例如：明愛、蒲窩、區議會等）

其他資料

- 課外活動：包括社會服務團及制服團隊共三十多項，以多元智能為依據，相信不同的潛能，不能單從課堂學習中獲得，而是來自參與課外活動及與友輩交往而獲得，並由此建立健康、積極的人生觀。透過策劃、組織和推動活動，學生可以建立自信，並能勇於承擔責任。他們亦可透過參與活動，發揮自己的潛力
- 同學在學期的開始，需就所參與的課外活動，填寫對活動的期望，以幫助他們在過程中作反思
- 「其他學習經歷」組成部分
 - 德育及公民教育：早會、宗教倫理課、班主任課、周會、社日、公民教育組的定期午間活動
 - 社會服務：賣物會、社會服務團
 - 與工作有關的經驗：工作影子計畫、應用學習
 - 體育發展：體育課、運動會、水運會、步行日
 - 藝術發展：學生匯演日、視覺藝術科

學校示例六



切入點:

透過建立**學生學習歷程檔案**，促進學生參與「其他學習經歷」的成效

特色

- 學校在近十年的發展，建立了很強的反思及自評文化，推動持續改進和發展的動力
- 反思的文化，不單應用在學與教的層面上，更廣泛應用到學校的管理，以及教師的發展上，例如學校曾應用香港品質管理局的 ISO9001:2000 作為自評的架構，並獲「香港健康學校獎勵計劃」的銀獎
- 每位教師都會建立一份專業發展歷程檔案，期望反思文化能滲透到學校每一部分的生活上
- 學校自二零零一年起，要求**每一位學生建立自己的學習歷程檔案**

內容、過程及安排

- 學校在課外活動及全方位學習上製訂了清晰的政策及要求，讓教師和學生有清楚和具體的了解
- 學校製訂了「學生能力發展及評估計劃」，作為學生自我評鑑的依據
 - ✓ 獨立能力:獨立處理學習、校園生活等方面的事情或問題
 - ✓ 自發性:主動地學習、追求知識、服務、與人相處、助人等
 - ✓ 分析能力:從功課、學習、活動、興趣等各方面表現出來的分析能力
 - ✓ 創造力:正面、有建設性的創造力:創造力包括思考的流暢度、轉化力、引申等
 - ✓ 自信心:多方面的自信:學業、活動、興趣、與人相處等，但不包括樣貌方面的自信
 - ✓ 策劃能力:包括自我管理、功課的安排、做事的條理
 - ✓ 社交技巧:不在於朋友多少，而在於相處的情況;亦包括師生的相處情況
 - ✓ 情緒處理:情緒的認識及管理，在不同場合或處境中的反應是否合宜等
 - ✓ 自醒能力:自我檢視及評估，從而進行自我計劃，自我管理，以致得到改善

- 整個學習歷程檔案的建立和發展計劃，由副校長帶領一組教師負責推行，並經常作出檢討
- 每學年的開始，每位學生都獲得一份學習歷程檔案的原稿本，內容分為十一個部分，要求學生自行填寫及提供有關資料，並為自己訂定全年目標
- 班主任每年三次收集學生的學習歷程檔案，並個別面見，提出建設性的回饋，或修改原先訂定的目標
- 在每年十一月，在校曆表安排連續四天全方位學習的機會，並鼓勵學生就參與的活動作反思
- 每位學生每年必須參與一項社會服務
- 學期完結時，教師核對有關資料，編印學生的學習概覽
- 教師會挑選理想的學習歷程檔案，作為其他學生的示範
- 全面開展學生非學業表現評估，鼓勵全人發展是學校近年的發展重點之一

其他資料

- 「其他學習經歷」組成部分
 - 德育及公民教育：宗教倫理課、班主任課、早會、周會
 - 社會服務：慈善義賣活動、義工發展小組、所有中三或以上的同學都需要參與各志願服務團體賣旗活動
 - 與工作有關的經驗：升學講座
 - 體育發展：體育課、運動會、環校跑
 - 藝術發展：視覺藝術課、中樂團、劇社、校園電台

2005-2006, Project Code : LW0105_1

Participating Schools

1. HK AND MACAU LU CH QUEEN MAUD SEC SCH
2. HON WAH MIDDLE SCHOOL
3. IMMANUEL LUTHERAN COLLEGE
4. LING LIANG CHURCH M H LAU SECONDARY SCH
5. PLK 1983 BOARD OF DIRECTORS' COLLEGE
6. PO KOK SECONDARY SCHOOL
7. PO ON COMM ASSN WONG SIU CHING SEC SCH
8. SKH BISHOP BAKER SECONDARY SCHOOL
9. ST STEPHEN'S GIRLS' COLLEGE
10. TANG KING PO SCHOOL

2006-2007, Project Code : LW0105_2

Participating Schools

1. BUDDHIST WONG WAN TIN COLLEGE
2. C&MA SUN KEI SECONDARY SCHOOL
3. CARITAS FANLING CHAN CHUN HA SEC SCH
4. CCC FONG YUN WAH SECONDARY SCHOOL
5. CCC KWEI WAH SHAN COLLEGE
6. CNEC LAU WING SANG SECONDARY SCH
7. FORTRESS HILL METHODIST SECONDARY SCHOOL
8. HK AND MACAU LU CH QUEEN MAUD SEC SCH
9. HKICC LEE SHAU KEE SCH OF CREATIVITY
10. HKRSS TAI PO SECONDARY SCHOOL
11. HO DAO COLL (SPONSORED BY SIK SIK YUEN)
12. HON WAH MIDDLE SCHOOL
13. HOTUNG SECONDARY SCHOOL
14. IMMANUEL LUTHERAN COLLEGE
15. LING LIANG CHURCH M H LAU SECONDARY SCH
16. LOK SIN TONG WONG CHUNG MING SEC SCH
17. LUTHERAN SCHOOL FOR THE DEAF
18. MA ON SHAN ST JOSEPH'S SECONDARY SCHOOL
19. PLK 1983 BOARD OF DIRECTORS' COLLEGE
20. PLK 1984 COLLEGE
21. PLK YAO LING SUN COLLEGE
22. PO KOK SECONDARY SCHOOL
23. PO ON COMM ASSN WONG SIU CHING SEC SCH

24. SALESIAN ENGLISH SCHOOL
25. SAN WUI COMMERCIAL SOCIETY SEC SCH
26. SHUNG TAK CATHOLIC ENGLISH COLLEGE
27. SKH BISHOP BAKER SECONDARY SCHOOL
28. SKH KEI HAU SECONDARY SCHOOL
29. ST MARGARET'S GIRLS' COLLEGE, HONG KONG
30. ST STEPHEN'S GIRLS' COLLEGE
31. TANG KING PO SCHOOL
32. TIN SHUI WAI GOVERNMENT SECONDARY SCHOOL

2007-2008, Project Code : LW0105_3

Participating Schools

1. BUDDHIST WONG WAN TIN COLLEGE
2. C&MA SUN KEI SECONDARY SCHOOL
3. CARITAS FANLING CHAN CHUN HA SEC SCH
4. CCC FONG YUN WAH SECONDARY SCHOOL
5. CCC KWEI WAH SHAN COLLEGE
6. CNEC LAU WING SANG SECONDARY SCH
7. FORTRESS HILL METHODIST SECONDARY SCHOOL
8. HK AND MACAU LU CH QUEEN MAUD SEC SCH
9. HKICC LEE SHAU KEE SCH OF CREATIVITY
10. HKRSS TAI PO SECONDARY SCHOOL
11. HO DAO COLL (SPONSORED BY SIK SIK YUEN)
12. HON WAH MIDDLE SCHOOL
13. HOTUNG SECONDARY SCHOOL
14. IMMANUEL LUTHERAN COLLEGE
15. LING LIANG CHURCH M H LAU SECONDARY SCH
16. LOK SIN TONG WONG CHUNG MING SEC SCH
17. LUTHERAN SCHOOL FOR THE DEAF
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22. PO KOK SECONDARY SCHOOL
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24. SALESIAN ENGLISH SCHOOL
25. SAN WUI COMMERCIAL SOCIETY SEC SCH
26. SHUNG TAK CATHOLIC ENGLISH COLLEGE

27. SKH BISHOP BAKER SECONDARY SCHOOL
28. SKH KEI HAU SECONDARY SCHOOL
29. ST MARGARET'S GIRLS' COLLEGE, HONG KONG
30. ST STEPHEN'S GIRLS' COLLEGE
31. TANG KING PO SCHOOL
32. TIN SHUI WAI GOVERNMENT SECONDARY SCHOOL