

Meetings on Preparation for "334" with School Leaders (2008/09)

Arrangements of OLE and SLP

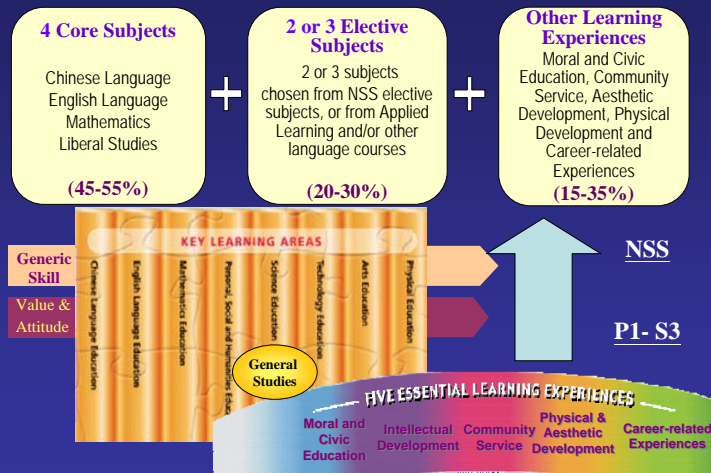
Getting Started

Life-wide Learning and Library Section
Curriculum Development Institute
Education Bureau
October 2008 – March 2009

Objectives

- Provide an overview of OLE and SLP in terms of aims and expected learning outcomes
- Illustrate a self-checking workflow of OLE time arrangement with some school-based cases
- Provide recommendations on practical steps of SLP implementation
- Introduce supporting measures (including after-session network activities)

Building on Strengths of Basic Education: The Whole Curriculum Framework (*Coherence, Fullan*)



Other Learning Experiences (suggested time allocation breakdown over 3 years)

		Minimum Hours
1. Aesthetic Development	5%	135
2. Physical Development	5%	135
3. Moral and Civic Education		
4. Community Service	5%	135
5. Career-related Experiences		

Other Learning Experiences (OLE)

AIM - To facilitate *whole person development* of students as *lifelong learners with a focus on sustainable capacities*, **NOT** about meeting the time requirements or counting OLE hours.



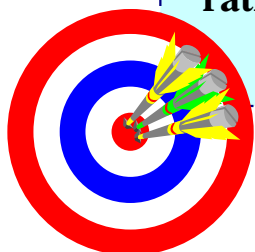
Expected learning outcomes of specific OLE components

Seven Guiding Principles of designing school-based OLE: How to build OLE on existing practices?



OLE aims, expected learning outcomes & school development plan
↓
Self-check existing provisions arranged by school (or co-organised with other bodies)
↓
Identify strengths & gaps under "provision for all" as entry-points

Quality of OLE, rather than quantity



OLE time planning & arrangement



- The recommended hours of OLE (15%): only used for counting the time that ensures **sufficient opportunities** for whole person development of all students.
- **Student engagement and fitness to specific OLE expected outcomes** should be examined as priority in time planning.

For example:

- **Aesthetic Development and Physical Development** could be largely implemented in the form of **structured lessons**, which are already available in many schools. They should NOT be implemented merely through co-curricular/ extra-curricular activities or one-off special school days.
- **Moral and Civic Education** is commonly provided in **class teacher's periods or the assemblies**, specifically assigned lessons and other outside class events to develop positive values..
- **Career-related Experiences and Community Service** could be arranged **after school, during post-examination period, on weekends or during school holidays** if required.

School examples.....



A self-checking workflow of OLE time arrangement

- Time% as reference
- First, counting only those **arranged for all & best fit** specific OLE expected outcomes
- **Minimum Threshold Approach**

A self-checking workflow of OLE time arrangement

School A using a 'minimum threshold approach'

Regular & 'For all'

Mode A: OLE implemented through timetabled lessons



'For all'

Mode B: OLE implemented through special days on school calendar



At this point, most schools could satisfy the OLE 15%

Wide-spread & voluntary

Mode C: OLE implemented through specific school policies on extra-curricular / co-curricular activities



Example of the self-checking workflow Holy Carpenter Secondary School (Step One - **Mode A** only)

Physical Development	PE lesson (2 periods)	42 hr
Aesthetic Development	Music lesson (2 periods)	42 hr
MCE, CRE	Assembly and class teacher period (1 hour)	32 hr
	MCE period (1 period)	21 hr
Total		137 hr (13.7%)

Holy Carpenter Secondary School (Step Two - <i>Mode A & B</i>)		
Physical Development	PE lesson (2 periods)	42 hr
	Swimming Gala and Sports day	14 hr
Aesthetic Development	Music lesson (2 periods)	42 hr
	Singing Contest and Variety Show	8 hr
MCE, CS, CRE	Assembly and class teacher period (1 hour)	32 hr
	MCE period (1 period)	21 hr
	CS and CRE Programmes (career talks and visits)	5 hr
Total	164 hr (16.4%) Over the suggested minimum lesson time (15% / 135 hrs)	

Example of the self-checking workflow Clementi Secondary School (Step One - <i>Mode A only</i>)		
Physical Development	PE lesson (2 periods)	45 hr
Aesthetic Development	Music / Visual Arts lesson (1 period)	23 hr
MCE, CS, CRE	Assembly & class teacher period (1.5 periods)	34 hr
Total	102 hr (10.2%)	

Clementi Secondary School (Step Two - <i>Mode A & B</i>)		
Physical Development	PE lesson (2 periods)	45 hr
Aesthetic Development	Music / Visual Arts lesson (1 period)	23 hr
	Singing Contest, Drama Competition, Variety Show	17 hr
	Museum Day	6 hr
MCE, CS, CRE	Assembly & class teacher period (1.5 periods)	34 hr
	CRE & CS programmes	21 hr
	Activity Day	6 hr
Total	152 hr (15.2%) Over the suggested minimum lesson time (15% / 135 hrs)	

Example of the self-checking workflow SKH Holy Trinity Church Secondary School (Step One - <i>Mode A only</i>)		
Physical Development	PE lesson (2 periods)	43 hr
Aesthetic Development	Music and/or VA (2 periods) (S4: 2 VA S5: 2 Music S6: 1 Music)	36 hr
MCE, CS, CRE	Assembly / Class Teacher Period (1 period)	21.5 hr
	Religious Study (1 period)	21.5
Total	122 hr (12.2%)	

SKH Holy Trinity Church Secondary School (Step Two - <i>Mode A & B</i>)		
Physical Development	PE lesson (2 periods)	43 hr
	Sports Day	13 hr
Aesthetic Development	Music and/or VA (2 periods)	36 hr
	Music competition, talks and visits	14 hr
MCE, CS, CRE	Assembly / Class Teacher Period (1 period)	21.5 hr
	Religious Study (1 period)	21.5 hr
	OLE period (1 period)	26 hr
Total		175 hr (17.5%) Over the suggested minimum lesson time (15% / 135 hrs)

Initiative of OLE Clinic

- Since July 2008: More than 50 schools (including Seed Schools and OLE network schools) have sent us their OLE school plans using the “*minimum threshold approach*” after briefing.
- Meetings with individual schools (on optional basis) were arranged to explore feasible strategies (“**OLE Clinic**”).
- “**OLE Time Arrangement Database**” has been uploaded on web for schools’ reference.

其他學習經歷 Other Learning Experiences (OLE)

介紹 Introduction

活動資料庫 Activity Data Bank

社區項目示例 Exemplary Community Programmes

學校推行示例 School Exemplars

時間安排資料庫 Time Arrangement Database

學生學習概覽 Student Learning Profile

常見問題 Frequently Asked Questions

教育局 課程發展處

<http://www.edb.gov.hk/cd/ole>

其他學習經歷 Other Learning Experiences (OLE)

介紹 Introduction

活動資料庫 Activity Data Bank

社區項目示例 Exemplary Community Programmes

學校推行示例 School Exemplars

時間安排資料庫 Time Arrangement Database

學生學習概覽 Student Learning Profile

常見問題 F.A.Q.

時間安排資料庫 Time Arrangement Database

背景及鳴謝:

- 「其他學習經歷」的重要精神在於促進學生成為一個能持續發展的終身學習者，而並不是為了符合時間的要求或計算「其他學習經歷」的時數。不過，「其他學習經歷」的時間編配，重點在於精確上的安排，提供足夠時間及空間，讓學生進行學校活動，以促進個人發展。
- 我們在本年七月至八月透過現有的「其他學習經歷」全方位學習的學校網絡，試行了「*最低學額保證程度*」計劃，以協助學校規劃「其他學習經歷」，並同時緊密合作，檢視是否已建議編配「其他學習經歷」的時間。
- 我們已提供自我檢視流程，讓參與的學校確保學生有足夠的「其他學習經歷」機會，這有助建立「其他學習經歷」時間安排資料庫。我們謹此鳴謝各參與學校分享自己的「其他學習經歷」計劃概要（載列於下文），並藉此機會誠邀更多學校進行這項值得進行的工作，令學生受惠。有興趣的學校，可致電2892 6242與全方位學習及圖書館組的杜可進先生聯絡，查詢有關詳情。

- 1 基督教或道會宣基中學
- 2 中華基督教會培基書院
- 3 青年會書院
- 4 文匯書院 (香港)
- 5 德信會中學
- 6 德信會西區英才中學
- 7 香港基督教循道衛理中學
- 8 蒙恩中學
- 9 香港真光書院
- 10 聖馬會聖馬書院
- 11 德信會西區英才中學
- 12 五旬節社區書院
- 13 聖公會基澤中學
- 14 聖公會馬利亞諾堂聖馬書院
- 15 聖潔書院
- 16 元朗公立中學校敬會部崇德中學
- 17 培基女書院

Student Learning Profile (SLP)

For Senior Secondary

A key to future success.....

Students telling their own “stories of learning”

What is SLP?

It is a **summary presentation** of what I have participated and achieved in terms of whole person development during my senior secondary years.

It provides a fuller picture about my **competencies and specialties**.



Under the NSS education, students should be encouraged to build up a profile to **record** and **reflect** on their learning experiences and achievements.

Implementation & design



Building on existing practice

School-based design and process

It would be school-based and the content may include brief information about:

- Academic performance in school;
- Other Learning Experiences;
- Awards / achievements gained outside schools; &
- Student's 'self-account' (e.g. impressive learning experiences, career goal setting & etc.)

Basic & Concise information

SLP Module of WebSAMS (launched in early 2008)



範本 Templates
1. 以下範本可由網上校管系統發出 The following templates could be generated by WebSAMS

- 範本示例一 Template Example A
- 範本示例二 Template Example B

SLP templates in WebSAMS

教育組 課程發展處
這個網站是為協助教師計劃中規程中的「其他學習經歷」和「學生學習概覽」而設立。建基於學校現有的優勢上，教師可運用網站內有關學校示例，以及社區資源去考慮如何更有效地推行「其他學習經歷」和「學生學習概覽」。如有查詢，請致電2692 5806 聯絡吳鳳儀女士或2692 6490 聯絡林詩宜女士。

This site is established for assisting teachers to plan for the school-based OLE and SLP under the NSS. Building on the existing school practices, teachers may make good use of the school exemplars and community resources in the site as reference to consider how OLE and SLP could be implemented in an effective way. For enquiry, please contact Ms. Candice NG at 2692 5806 or Ms. Sierra LAM at 2692 6490.

SLP templates in WebSAMS

- Student Particulars
 - Academic Performance
 - Other Learning Experiences
 - List of Awards and Major Achievements
 - Performance / Awards and Key Participation
 - Student's 'self-account'
- Issued by school
- Outside school
- Provided by students

SLP templates in WebSAMS

其他學習經歷 Other Learning Experiences
其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。在高中學習階段的其他學習經歷，除核心及選修科目外，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。
Information about Other Learning Experiences must be validated by school. Other Learning Experiences could be gained through programmes organized by the school or co-organized by the school and by outside organizations. They may include learning experiences implemented during time learning time. Apart from core and elective subjects, they also include Moral and Civic Education, Art, Physical Education, Social Service and work-related experiences.

活動項目 (及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organizations (if any)	其他學習經歷的 主要範疇 Major Components of Other Learning Experiences	獎賞 / 證書 / 獎項 / 成就 ** (如有) Awards / Certifications / Achievements (if any)
<p>共融服務計劃 Community Service Together</p> <p>在樂善好施機構的協助下，學生組成小組參與社會服務，如義工活動等。學生透過參與及評估服務，理解服務的目的及提供學生承擔重要責任的能力及學習的意義。(附屬活動的詳情、日期和責任等)...</p>	2009-2010	船長 Group leader	香港青年協會 The Hong Kong Federation of Youth Groups	社會服務 Community Service 德育及公民教育 Moral and Civic Education 與工作有關的經驗 http://hk.blog.yahoo.com/eaming_log	出席證書 Certificate of Participation 學習紀錄 Learning Log

Description showing the learning goals, knowledge, generic skills, values and attitudes developed

Role of student

Evidence of achievement

Major component(s) of OLE

Will SLP be considered in university admission?

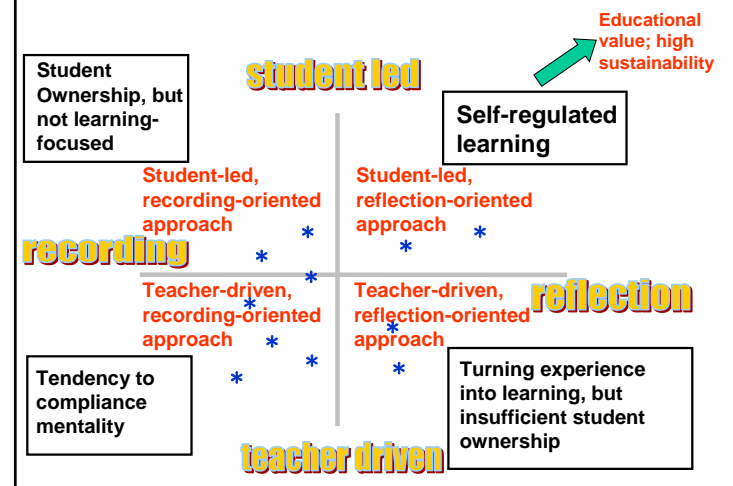
We will continue to give broad support to the implementation of OLE and are ready to recognise SLPs as documents of good reference value. Practical arrangements will also be made to facilitate the use of the SLP as **a reference document** in the admission process from 2012. (HUCOM, 2008)

Students telling their own stories of learning:

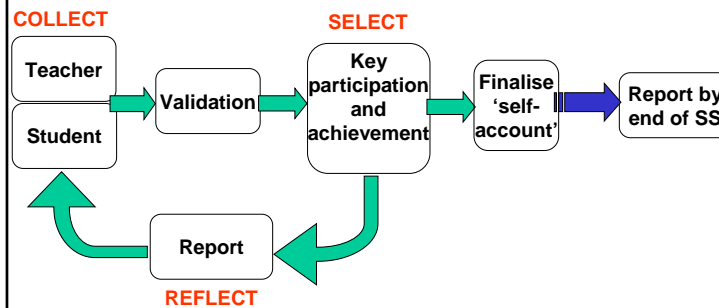
A multiple case study on the implementation of Student Learning Profile

Your school needs a *starting strategy* - building on existing practices and strengths

Four Starting Strategies adopted by Seed Schools in the case study



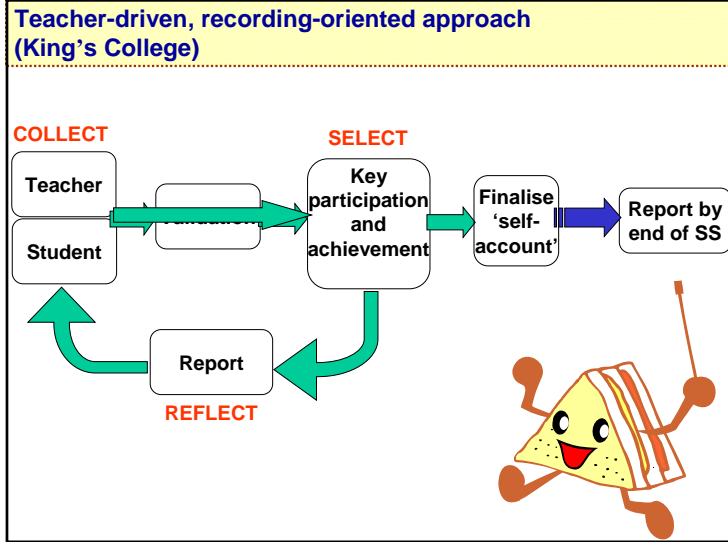
SLP building workflow of “Collect-Select-Reflect”: Common features from school cases



Four Starting Strategies

1. Teacher-driven, recording-oriented approach (King's College)

Reason(s) for choosing it	SLP tool(s)	Arrangements to help students build SLP	Validation	Create space for teacher support	Resources
Wish to refine the existing data management system for recording balanced development of students (e.g. review the frequency of reporting the collected data)	WebSAMS	Class teacher periods	/	Clerical support to input data given by teachers in the form of excel tables and word documents	No extra funding



Four Starting Strategies

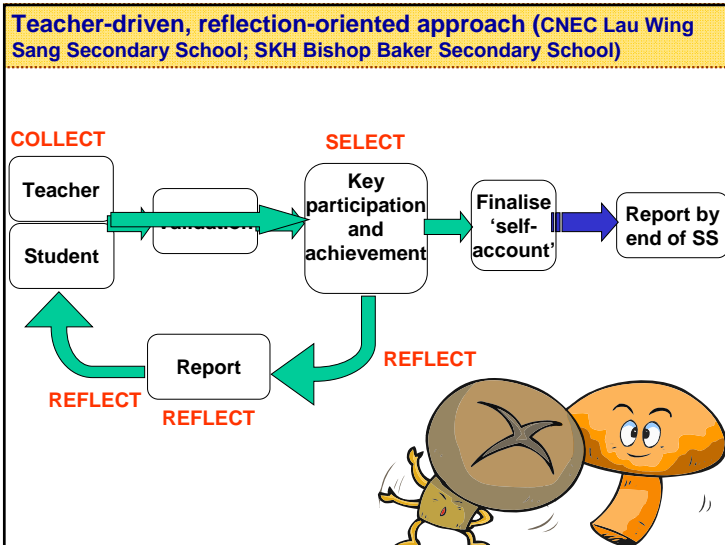
2. Teacher-driven, reflection-oriented approach (CNEC Lau Wing Sang Secondary School)

Reason(s) for choosing it	SLP tool(s)	Arrangements to help students build SLP	Validation	Create space for teacher support	Resources
Well established existing practice to build profiles of students' participation & achievements; Plan to turn students' experience into learning	WebSAMS (for recording) + Booklet (for reflection)	▪ SLP Lesson ▪ Class teacher periods	/	▪ Timetabled lessons ▪ Clerical support	No significant extra funding

Four Starting Strategies

2. Teacher-driven, reflection-oriented approach (SKH Bishop Baker Secondary School)


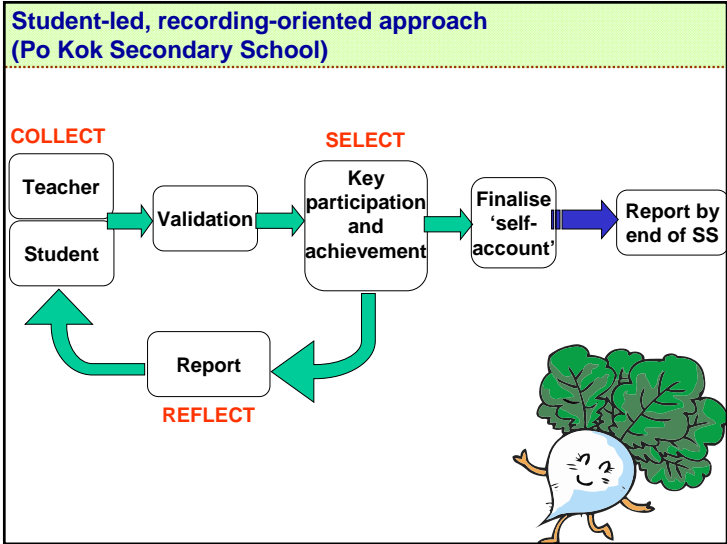
Reason(s) for choosing it	SLP tool(s)	Arrangements to help students build SLP	Validation	Create space for teacher support	Resources
Well established existing practice to build profiles of students' participation & achievements; Plan to turn students' experience into learning	Self-developed electronic system	▪ Class teacher periods & project learning periods	/	▪ Timetabled lessons ▪ Clerical support	Make good use of existing resources



Four Starting Strategies

3. Student-led, recording-oriented approach (Po Kok Secondary School)


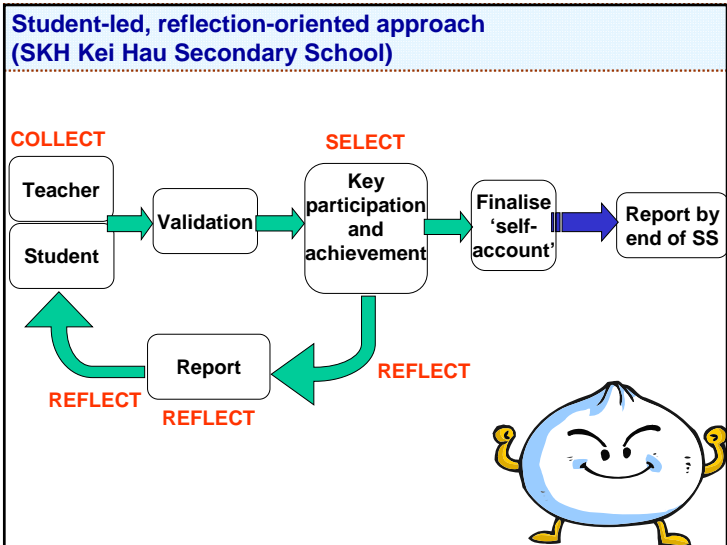
Reason(s) for choosing it	SLP tool(s)	Arrangements to help students build SLP	Validation	Create space for teacher support	Resources
Well established existing practice to build profiles of students' participation & achievements; Plan to increase student ownership	Existing self-developed electronic system (Intranet)	▪ Class teacher periods	Facilitate validation with: ▪ teacher preset items ▪ pull-down manual	▪ Timetabled lessons ▪ Clerical support	No extra funding

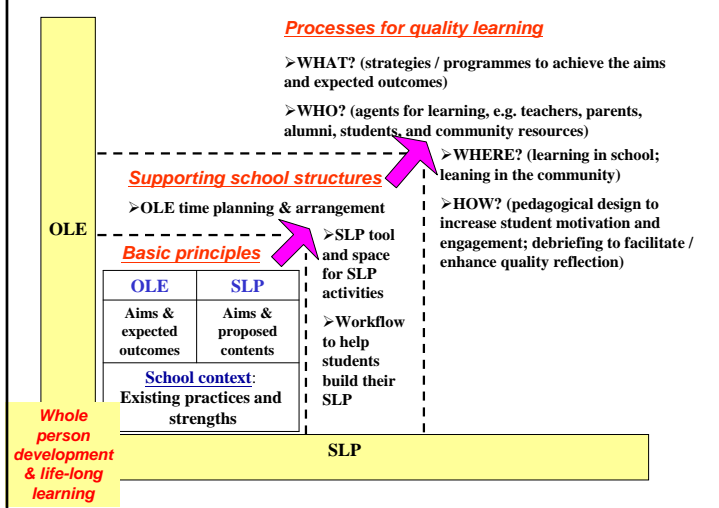
Four Starting Strategies

4. Student-led, reflection-oriented approach (SKH Kei Hau Secondary School)

Reason(s) for choosing it	SLP tool(s)	Arrangements to help students build SLP	Validation	Create space for teacher support	Resources
Well established existing practice to build profiles of students' participation & achievements; Plan to promote self-regulated learning	Existing self-developed electronic system (for recording) + Booklet (for reflection)	▪ Religious Education lessons ▪ Language lessons	Facilitate validation with <i>teacher preset items</i>	▪ Timetabled lessons for teachers to help students build SLP	No significant extra funding

Sustainable implementation of OLE and SLP in schools



Dos and Don'ts (1)

- ✗ OLE and SLP: new initiatives
- ✓ OLE and SLP: Built on schools' existing practices and strengths
- ✗ OLE = meeting the time requirements
- ✓ It is quality, rather than quantity that matters in OLE.
- OLE time allocation = ensure a reasonable amount of time be set aside for whole person development
- ✗ Aim of OLE = a presentable SLP
- ✓ Aim of OLE = lifelong learning capacities and whole person development

Dos and Don'ts (2)

- ✗ Starting strategy of SLP = A 'powerful & expensive' electronic system
- ✓ Starting strategy of SLP = Building on existing practices & strengths
- ✗ SLP = detailed record of all activities & achievements
- ✓ SLP = a summary record of participation and achievements

Dos and Don'ts (3)

- ✗ SLP should reflect the 15% OLE time
- ✓ It is not necessary to count students' OLE hours which are not supposed to reflect the 15% OLE time.
- ✗ Teacher validation: All information in SLP
- ✓ Teacher validation: activities that students arrange for themselves outside school (Optional)
- ✗ Reflection = written form
- ✓ Reflection = Step back and think upon a learning experience; not necessarily in written form

Some questions to think before planning school-based OLE and SLP

1. What are the school's existing practices about promoting whole person development?
2. What are the implementation / starting strategies under the school's overall OLE/SLP plan?
3. What arrangements will the school make to ensure sufficient space / opportunities to implement OLE and SLP (e.g. time arrangement; creating space for teacher support)?
4. Who will be the agents of learning in the implementation strategies?
5. Where will these OLE opportunities be implemented, in school or in the community?
6. Will school-community partnerships be built to facilitate OLE implementation?
7. How would school secure / enhance quality of OLE and sustainability of SLP?

Tools for planning OLE and SLP (inside the folder)

Supportive measures (summary)

1. Professional development programmes
2. OLE and SLP resources
3. Professional sharing opportunities and Databanks
4. Tools
5. Related Articles
6. Research & Development ('Seed') Projects

After-session network activities



OLE and SLP Clinic
Reply Slip



OLE and SLP details (including relevant examples) in *Senior Secondary Curriculum Guide (SSCG)*

<http://www.edb.gov.hk/index.aspx?langno=1&nodeid=7078>

**The Revised Moral & Civic Education Framework:
Self-auditing Tool (secondary)**

新修訂德育及公民教育課程架構：自我檢視工具
(中學部分)

http://www.edb.gov.hk/FileManager/TC/Content_6958/Audit-tool_MCE_chi.doc

Arrangements of OLE and SLP

Meeting on Preparation for 334 with School Leaders

Thank you **Getting Started**