

## Learning in the Workplace – Institute-School Partnership

An Institute-School Partnership programme is designed basing on the learning outcomes identified from the course titled “Integrated Curriculum-Planning, Teaching and Assessment. School mentors offered lectures to students and took part in developing a school based curriculum plan which was implemented in their own schools; students visited the school and joined in the activities at various stages where the plan was being implemented. The overall plan was evaluated.

### **Planning, Doing, and Reflection in the Workplace**

In 2007/2008, I was assigned to teach a course entitled “Curriculum Integration: Planning, Design, and Assessment”, when I planned the course, I thought about the concept “institute-school partnership”, as by nature of this course, students should be best to learn with an authentic workplace experience. I decided to put it on a trial to initiate the Institute-school Partnership in delivering the course.

In my plan, I required students to develop a thematic integrated curriculum with the support of school teachers who were acting as their mentor and co-worker. The curriculum plan was put on trial in the school, and students participated in observing the implementation and assessment of the curriculum project. The course was delivered by a variety of modes including: a) the ordinary lecture which mainly to establish theories; b) school meetings in which students joined together with mentor teachers in developing the curriculum; c) students took part in the process of teaching and assessment related to the project; and d) by the end, students modified the curriculum plan and based on their own reflection, they presented to the school mentors as a final group assessment

The new mode of learning actually require the strategies of group work and the application of skills in planning and executing the project, it helps students to link theories to practice through the authentic school based curriculum development task, I used a lot of consultation and feedback channels to support students in making the plan and fitting into the school workplace. The mentor and school environment helped students acquire school experience of actually working through a process of curriculum development. The new course delivery mode is assessment-oriented, students received continuous feedback from tutors and school mentors, which supported their final assignment. The teaching schedule is shown below:

Teaching Schedule of the Institute-School Partnership Programme:  
'Integrated Curriculum: Planning, Teaching and Assessment'

Topic	Learning Activities
<b>Introduction to the Course/Integrated Curriculum (2 sessions)</b> 1. Course Curriculum and Assessment 2. Understanding Current Trends and Historical Development in Hong Kong regarding Curriculum Integration 3. Theories and Criticism 4. Appreciation of Good Examples (including a guest sharing)	<ul style="list-style-type: none"> <li>Lecture and guest sharing</li> <li>Group discussion</li> <li>Web search</li> </ul>
<b>Designing an Integrated Curriculum (2 sessions)</b> 1. Curriculum outline and scheduling 2. Procedures and resource management 3. Designing an Integrated Curriculum (Group Project)	<ul style="list-style-type: none"> <li>Lecture</li> <li>Mentor Teachers work with students to design an integrated curriculum to be implemented in school after the 2 sessions</li> <li>Hands-on workshop</li> </ul>
<b>Assessment of an Integrated Curriculum (3 sessions: 1 lecture/2 school visits)</b> 1. Areas and criteria of assessment 2. Assessment approaches 3. Assessment tools 4. Designing assessment tools (Group Project) 5. Reflection on observation on implementing integrated curriculum in class and teacher's role to play	Lecture and Meetings with Mentors in School <ul style="list-style-type: none"> <li>Students are to work in the school with teachers to design the curriculum</li> <li>Group report on integrated lesson plans'</li> <li>Group report on assessment tools</li> <li>Follow up with instructor in school after the discussion and observation with school teachers</li> <li>E-learn forum discussion</li> <li>Small group consultations</li> </ul>
<b>Curriculum Integration in Practice I (2 school visits/2 optional school events)</b> 1. Curriculum integration in action 2. Consultation and practice on school based curriculum project development	Observation in Schools <ul style="list-style-type: none"> <li>lesson observation, assist in school student assessment, discussion with teachers and instructor</li> <li>Follow up with instructor in school after the discussion and school observation</li> </ul>
<b>Curriculum Integration in Practice II (1 session)</b> 1. Celebrating learning experience – presenting the project and overall reflection of the course and receiving further advice from participating school teachers 2. Discussing issues at the implementation level	Meeting with mentors and instructor and group presentation: <ul style="list-style-type: none"> <li>Presenting the modified curriculum</li> <li>Feedback on implementation issues</li> <li>Feedback on learning experience</li> </ul>

**Outcomes of Learning:**

Positive evidence is found in terms of student learning. A representative quote is given below which is organized into two main themes.

Students developed deep learning through authentic experience gained in school

'When we are learning about pedagogy, subject teaching and classroom management in other modules, we always get the chance to practice such theories during our practicum. But when it comes to "integration" and related arrangements on the curriculum, teaching tasks across related or different subjects, as well as school management's beliefs, resource allocation and workload reallocation for integration of the curriculum, we must be able to think in the perspective of the entire school, individual subjects and all subjects as a whole.

Students appreciated the thought provoking environment and mentor support

'we have a lot of opportunities to ask questions, we think questions are useful for us to make things clear, and it was good that in meetings we were not just listening, mentors always asked us about our questions in mind, our instructor also posted many questions to us and discussed with us in e-learn, I think I benefit a great deal by learning in this way. I certainly would think this is the best approach to learn to be a teacher. I developed high quality learning from this approach and the course strengthen the skill, knowledge and professional attitude of a beginning teacher like me'

The institute-school partnership mode of delivery was proved to be very effective. The student evaluation report of the course was very satisfactory with the average score of 3.44 at a 4-point rating scale. Below are the summary and snapshots showing the rich and enjoyable learning experience of students in this learner-oriented process of learning.

院校合作活動	
活動	內容
A. 共同設計一個統整課程	<ul style="list-style-type: none"> <li>● 學校老師親臨學院兩次指導學員，一起研討並設計一個將會應用於協作學校的課程統整計劃。</li> <li>● 學員入學校與老師修訂這個課程統整計劃。</li> </ul>
B. 探訪學校汲取實務經驗	<ul style="list-style-type: none"> <li>● 參與推行共同設計出來的課程統整計劃，包括觀課、協助處理課堂活動、參與課程統整在初階段及最後階段的大型活動。</li> </ul>
C. 專業指導與學術研討	<ul style="list-style-type: none"> <li>● 學員入學校匯報他們最後版本的課程統整計劃，亦即是他們的單元課業。</li> <li>● 整個單元進行中，導師就課程統整必須要掌握的理念及背景，根據設計、教學及評估幾個重點主題，及學員掌握到的學校經驗，提供理論的探討及學術研討的機會。</li> </ul>
D. 回饋及檢討	<ul style="list-style-type: none"> <li>● 協作學校、導師及學員在計劃完成後一同分享今次協作學習的經驗及心得。</li> </ul>





## A. 共同設計一個統整課程

- 學員入學校與老師修訂這個課程統整計劃。





## B. 探訪學校汲取實務經驗

- 參與推行共同設計出來的課程統整計劃，包括觀課、協助處理課堂活動、參與課程統整在初階段及最後階段的大型活動。





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For more details of the project, please refer to the personal portfolio via:  
<http://tportfolio.ied.edu.hk/BickHarLam/>

The event is also published in a book and a CD with the following details:

林碧霞著(2009)。《課程統整的實踐：院校合作的發展計劃》。香港：香港教育學院。

林碧霞(製作人)(2009)。課程統整的實踐：院校合作的發展計劃。[影音錄像]。香港：香港教育學院。