

HK School Principals' Conference 2008
Synergy For the Future

New Directions in External School Reviews:
Feedback on Learning & Teaching

29th May, 2008.

HKIEd

(Hui Wing-ho)

ESR

- Monitoring on School Accountability

SSE

- School Practice of Self Improvement

Quality Assurance

To achieve

International Compatibility

Students' All round development

QAI (HKCWC FYKMSS)
Year 2001
Being Principal 1994-2002



ESR I (PLK 1983 BOD College)

May 2004

Being newly-arrived Principal



ESR II (*PLK 1983 BOD College*)

October 2007

Being Principal 2003-now



Pilot school for 2nd Cycle

- Pilot SSE for 2nd SDA Cycle
(修定學校表現指標及試驗校外評核的其他模式先導計劃)
- Pilot ESR for 2nd SDA Cycle

Basic Documents

- School Development Plan
- Major Areas of Concern
- Programme Plans
- Others

Reflections Documents

- Stakeholders' Survey
- Key Performance Measures
- School Self-assessment Report
- Others

2007 = 自評 + 外評 + 重點視學

春

SSE

夏

Focused
inspection

秋

ESR

冬

Reports



洞悉先機，早著先鞭

- 班級總數 – 已經完成調整至**24**班
- 科目統整 – 已經接通八個主要學習領域
- 課時設計 – 每節**55**分鐘
- 共通能力 – 已經普遍重視和實踐
- 價值觀和態度 – 全面培育
- 其它學習經歷 – 行之有效



Students cheer milestone year

20th anniversary programme filled with activities, writes Joseph Tong

THE red carpet was rolled out earlier this month as the Po Leung Kuk 1983 Board of Directors' College (保良局八三年總理中學) marked its 20th anniversary. The celebrations were scheduled to be held two years ago but had to be postponed (延擱) while the secondary school constructed a new wing.

The delay, however, was seen as a blessing because the college had more time to plan for the event. There were Open Days (2-4 December), a walkathon and quizzes. Both teachers and students enjoyed preparing and taking part in the various activities, some of which were held earlier in the year.

Some competitions were open to parents and former students too. These included the slogan writing challenge. Two hundred entries were received and the winner was Alex Lau Hau-tak (劉昊德). His words of wisdom have been inscribed on a plaque that now hangs in the playground. A former student To Wai-yip (杜偉業) won the badge-design competition. His masterpiece (傑作) has been widely used for the anniversary promotional materials.

IT facilities

EARLIER in the year, there was a walkathon. The approximately 90-minute walk in March helped raise money to upgrade information technology facilities. Chao King-lin, the former chairman of the Po Leung Kuk Board of Directors, was the guest of honour at the walkathon.

The anniversary was a time for the school to do its bit for the green cause. The school's environmental education department invited Rebecca Lee, a global traveller and explorer (探險家), to host a forum called "The Exploration of Polar Areas." She talked about the environmental eco-system in the North and South Poles to give students a better understanding about the relationship between humans and nature.

Mooncake boxes were arranged to form the figure "20" in the playground. A slight push by the principle saw the boxes collapsing like dominoes (骨牌).

The highlights of the 20th anniversary celebrations were the open days and the opening ceremony for the new wing campus. An exhibition was held in the assembly hall to mark the school's experience in curriculum reforms, moral education, professional communication and other landmarks. The exhibition was supplemented by a student presentation covering news and culture so that visitors could see the progress being made at the school.

Sports events

THE school invited 14 other secondary schools in Tsuen Wan and Tsing Yi to take part in a series of sports events including basketball, volleyball and badminton. The tournaments started in late September and continued until early October.

The anniversary was also seen as an opportunity to advance academic standards. A quiz was held in November to help raise interest in Chinese and English culture. Schools that took part included the Tsing Yi Trade Association Primary School, S.K.H. Ho Chak Wan Primary School (聖公會何澤芸小學) and Po Leung Kuk Castar Primary School (保良局世嘉小學).

Dinners were organised for former students and current teachers and parents. Teachers performed Chinese dances while former students displayed their operatic (歌劇的) talents. And parents were invited to sing for the guests.



Two of the teams in the invitational tournament.



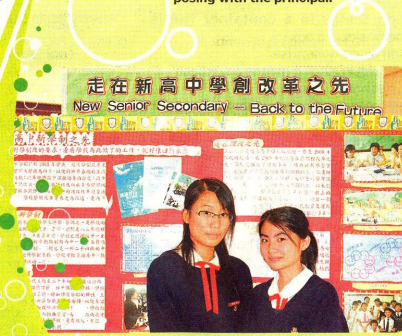
Former students at the Open Day posing with the principal.



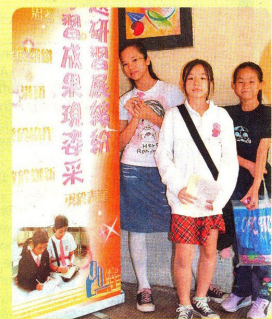
Some of the games stalls.



A family visiting on Open Day.



An exhibition on the school's development.



The special projects section of the exhibition was popular.

Shadowing of Students

即興表演魔術, 需要多少膽識? 多少勇氣?



Global Shift of Emphasis in school education

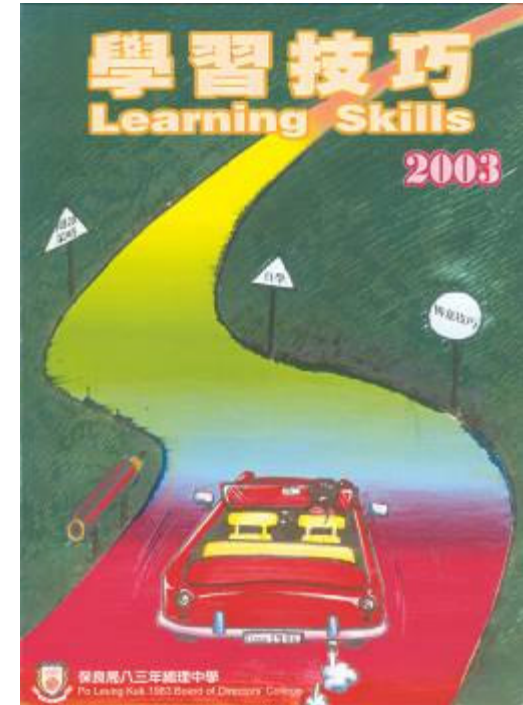
60s-70s Systemic Planning

80s-90s School Effectiveness

90s-00s Student Learning



Integrated Cultural & Practical Subject



1. 學校課程貫徹辦學團體和學校宗旨，對課改及教改有積極回應。課程統籌妥善，學務部負責課程政策的制訂，統轄各學習領域和學科部門，工作指引清晰，管理及監察措施合宜。課程規劃具前瞻視野，重視為學生提供全面而豐富的學習經歷，多年來藉整合規劃，推動課程發展。學科課程方面，高中設文、理、商等組別供學生選讀，初中則發展校本課程，將藝術及科技科目合併為「創藝實用科」，強調男女學生的均衡學習機會，又加入舞蹈及學習技巧等環節，令課程內涵更為豐富，亦富校本特色。

1. 此外，學校於多年前已推行「專題研習課程」，又在初中設「綜合人文科」，將議題為本和探究學習的研習模式滲透其中，去年實行「從服務學習到通識教育」計劃，將學習結合社區議題，從而培養學生的共通能力和研習技巧；其他學科亦著意透過考察、交流和體驗實踐等多元化活動，延展和促進課堂學習，能有效幫助學生建構知識和研習能力。對於學生的學習差異，學校利用評估資料辨識學生能力的強弱，然後按能力分班或分組，由相關學科實行小組或輔導教學及課後支援，而對能力較優的學生則提供增潤訓練，個別學科更剪裁課程，量材而授，學科課程的整體布置理想。



The Activity Curriculum Operation

1. 5 domains: Interest, Art, Sport, Service, Leadership.
2. Complete 1 or 2 domains in a year;
3. Complete first four domains by F5 graduation;
4. Complete all five domains by F7 graduation.
5. To complete a domain, spend Minimum 8 hours.
6. Register before proceeding to join activities.
7. Activities must be verified by person-in-charge.
8. Results appear in the Student report card.



OLE

SLP

2. 學校對其他學習經歷有周詳規劃，以「活動課程」總攬其他學習經歷的推展，中一至中五學生須自訂計劃，按要求完成各範疇的活動和訓練，高中學生則接受領袖培訓，課程設計能依循學生不同的成長階段作考量，整體部署得宜。學校設立機制監察和跟進學生表現，並作系統紀錄和評估，又致力提供機會，讓學生展示學習成果，從而獲取成就感，提升自我及發揮潛能。



English Speaking Days

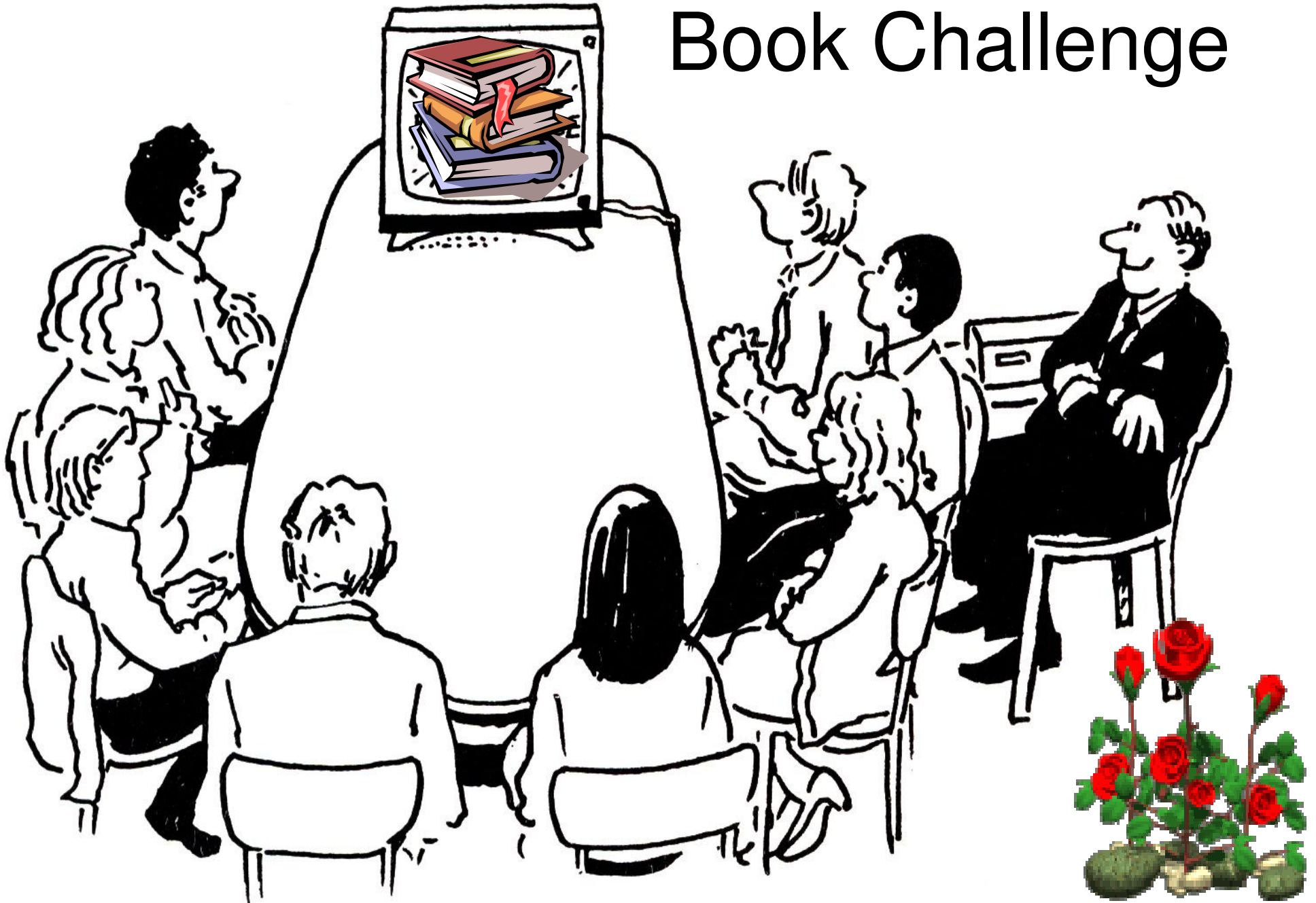
English Speaking Days
English Speaking Days.
Enjoy speaking English all the days!
If you think English is great,
Speak more right from today!

English Speaking Days
Learning English gives you fun
Let's lean English all at once

English Speaking Days
Learning English gives you fun
Let's lean English all at once

2. 學校努力營造英語校園環境，透過英語早會、英語日、英語話劇比賽、英語日營、星期六課堂和校園電台等渠道，加強學生對英語的接觸和運用。近年學校在推展學生的其他學習經歷方面，不遺餘力，成效甚彰，惟活動的項目和規模迅速擴張，學校本年度將部分活動的舉行時間和頻次加以調節，在一定程度上能紓緩對教師帶來的工作壓力和對常規課堂的影響；但長遠而言，學校仍須加強了解和聽納教師、學生和家長的意見，從而審視步伐及作適當調控。

Book Challenge



3. 學校關注學生自學能力的發展，除透過校本課程訓練學生的研習技巧外，又推行網上閱讀、英語自學課程、閱讀挑戰等計劃，以及透過電子校園和**e-class**上載自學素材，帶動學生進行不同形式的自主學習活動，同時實行「學生成長剪影」和「學生模樣」計劃，引導學生自訂目標和反思學習，從而培養獨立探索和自治自理的能力。從課堂學習所見，學生的自學能力普遍不俗。

4. 學校以「迎向新高中」及「優化學與教，提升學生成就」為關注事項。在「迎向新高中」方面，學校準備穩妥，教師積極參與相關的培訓活動，初中校本課程滲入議題探究的學習模式，高中則試行應用學習科，以銜接新高中。學校以「活動課程」推展其他學習經歷；又設「就業裝備剪影」計劃，學生於初中開始進行生涯規劃，並準備將「學生興趣與專長及全方位活動紀錄系統」發展成學生學習概覽，構思及做法皆屬先進。至於新高中的擬設科目和人力安排，學校亦已完成初步計劃，並準備諮詢教師和學生，惟家長亦宜包括在諮詢之列，令諮詢工作能廣及不同的持分者。

4. 在「優化學與教，提升學生成就」方面，學校措施繁富，除實行校本課程以啓動教師豐富和更新在教學和評估方面的認知外，又透過同儕觀課和教師借調計劃以促進教師的互相觀摩和擴闊視野；此外，學校又參加「優質學習圈」計劃，推展行動研究，藉教研結合提升課堂教學效能，惟研究結果和教師的經驗心得，尚須持續深化和進一步推廣交流，從而令整體課堂教學的效能得以同步提升。

5. 學校對上期校外評核報告有所跟進，各學科能配合學校關注事項制訂本科周年計劃和報告，英文科、經濟科、數學科和創藝實用科能就關注事項作周詳對應，能有效落實關注事項，但其他學科則多就關注事項的個別措施作簡單回應，規格和回應力度頗見參差；評估資料的運用方面，學校根據評估結果將學生按能力分班及分組，從而提供拔尖保底支援，學科亦利用評估資料檢視工作進度和成效，但較少運用評估結果以回饋策劃及作出跟進改善。德育及公民教育方面，學校設聯合小組協調各範疇價值教育的推行，活動豐富多元，涵蓋全面，惟尚可進一步就學生成長的不同階段作策略鋪排，使措施更能對應學生需要，而價值教育元素在課堂教學的滲透亦未見明顯，須要加強。

6. 學習評估方面，學務組統籌各學科的評估事務，指引清楚，協調良好。評估政策配合課程目標，課業設計多元化，有實驗設計、時事分析、創意寫作、宣傳設計等，讓學生有機會應用知識，發揮創意和分析思考，運用溝通表達、資訊科技和自主學習等技能，並透過教師評鑑、學生互評和自評等評核模式，加強學習成效。學行成績報告表臚列學生在學科學習、課外活動、廣泛閱讀計劃、就業裝備剪影及活動課程的表現，評核和匯報範圍完備。學校主張總結性及持續性評估結合運用，但部分學科未有設持續性評估，評估政策尚待全面落實。

7. 課堂教學表現紮實，教師的教學態度認真，對學生開放鼓勵，富有耐性；學生上課專心，對學習有興趣，能依循指示參與學習活動，朋輩之間互相鼓勵，師生關係融洽。教師備課充足，本科知識足夠，講解及演示有條理；學生亦有良好的基礎知識，普遍能理解課題內容及應用所學知識。

8. 普遍課堂以提點、講授、鞏固和延伸的步驟開展，教師以評講學生的習作或測驗表現，或提示上節要點作引入，講授則輔以圖片、錄影片段和電子簡報等教具，引發學生興趣和幫助學生理解，同時以工作紙和堂課練習加以鞏固，並安排課業、預習或進深研習等任務以延伸學習，能有效幫助學生建構知識。學生願意於課前進行預習，課堂上專注聆聽及閱讀，有摘錄筆記的習慣，能與同儕合作和交換意見，課堂氣氛健康正面，學生的口語表達能力繼續保持良好水平。從課業所見，學生具備創意和合適的書面表達能力，並能運用資訊科技輔助學習。在運用英語教學的課堂，教師表達通暢，課堂語言清楚合適；高年級學生在英語運用方面的信心及能力均理想，初中學生願意嘗試，但自信心及流利程度則尚須改善。

9. 在教學效果突出的課堂，教師的演示生動吸引，講解和引例能聯繫生活，令學習內容更富趣味和更爲具體，並運用不同層次的提問、小組活動和朋輩互相問疑等技巧，發展學生的多角度思考和批判思維，幫助學生澄清概念和深入掌握，課堂氣氛、學生參與和學習成效均佳。在合適的引導和機會下，學生展現出不俗的多角度思考和分析能力。

10. 然而，一般課堂仍未能完全體現教學範式的成熟轉移，課堂模式仍偏重教師講授，教師雖有著意加強提問和學生參與，但提問主要用以考查知識，課堂互動局限於師生之間；教師雖安排進行小組討論或就近交換意見，惟指引及討論重點均欠明確，亦較少要求學生作系統匯報，教師的跟進及回饋未夠確切具體，小組討論的目的和作用未夠明晰，除能提供學生課堂參與的機會外，對提高學生的思考能力和學習層次，成效有限。課堂設計未能充分善用五十五分鐘的課節時間以增加朋輩互動和學生主動學習的機會，教師對提問、回饋，以及小組討論的掌握和運用，仍須進一步提升。另一方面，學生在課堂上表現亦較被動，較少透過主動發問和質疑以澄清學習疑難，而且受課堂教學模式所限，朋輩互動和協作學習的機會不多，學生在課堂上的主動參與尚可進一步加強。

11. 此外，教師主要透過個別支援幫助能力稍遜的學生解決學習困難，照顧差異的策略未夠多元化；至於德育及公民教育方面，教師在合適的課題滲透價值教育元素的意識和做法未見明顯，學校對上次外評建議的跟進工作不足。

Po Leung Kuk 1983 Board of Directors' College
Lesson Observation Reflection

Subject	Class	Teacher	Date	Time	Place
English	IDR (21)	Mr/Ms [Redacted]	28th April 2008	11.40 <input checked="" type="checkbox"/> Full lesson <input type="checkbox"/> Partial	Rm 106

Theme / Topic
Food

Format / Approach	Medium of Instruction	AV aids / equipments used
Questions-guiding learning	English	- Handouts & worksheets. - screen, projector, song.

Teacher-related Observations:		Pupils-related Observations:	
Teacher's Preparation	<input checked="" type="checkbox"/> Handouts	Pupils' Preparation	<input checked="" type="checkbox"/> Pre-set slides about Boy communicators in English
Discipline Management	<input checked="" type="checkbox"/> Listen! Don't just sit here	Pupils' Response	<input checked="" type="checkbox"/> Dim sum, sea food. It is "fat"
Lesson atmosphere / Motivation	<input checked="" type="checkbox"/> Fast food song	Engagement of pupils	<input checked="" type="checkbox"/> Listening to song Yesready.
Praise/criticism and Charisma	<input checked="" type="checkbox"/> "Well done" + Body language	Variety of learning activity	<input checked="" type="checkbox"/> Enough variety
Clarity of explanation	<input checked="" type="checkbox"/> Ham-b-w-ger well done	T-P interaction	<input checked="" type="checkbox"/> Q&A T walks around coaching
Use of AV, IT aids	<input checked="" type="checkbox"/> A lot of food pictures	P-P interaction	<input checked="" type="checkbox"/> Group discussion on food items
Questioning techniques	<input checked="" type="checkbox"/> A lot of Q&A.	Applien of Learning Skills	<input checked="" type="checkbox"/> 4 Groups apply presentation st Not too perfect, eye contact
Repertoire of T/L strategies	<input checked="" type="checkbox"/> Elaborated presentation	Progress in Learning	<input checked="" type="checkbox"/> Jerky English but a good try
Lesson development / Timing	<input checked="" type="checkbox"/> Let groups report 2 groups → Bill goes	Peer / Self assessment	<input type="checkbox"/>
Bringing the lesson to a close	<input checked="" type="checkbox"/> Simple closing Cross-word Puzzle.	Learners' satisfaction	<input checked="" type="checkbox"/>

Other observations /additional remarks (e.g. highlights, special incidents)

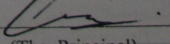
- A very interactive introduction. (good response)
- I.T. student helps with computer: Watching and hearing a song of McDonald, PizzaHut, etc.
- Class engaged in discussion (in groups of four) and answering endless questions from the teacher.
- Teacher walks to every group during discussion time.
- Groups publicly spoke up prepared ppt report. (Ma Po To Fu → Buddha jumps over the wall → Beggar chicken)
- Students begin to dominate in last 15 minutes.
- Teacher comments on group's report. The lesson accommodated 2 group reports.
- Lesson ends briefly upon lesson bell.

General Comments:

- Teacher has a loud enough voice: No need to use the microphone.
- Teacher manages a small class satisfactorily, but may not be firm enough.
- Teacher alone writes on the blackboard. May allow students more time and chance to dominate/share
- Sometimes, T-P compete to speak/voice.
- Nice for teacher to call students by names, eg. Iris, Alex.
- Class has been very attentive and active. But the group reporting was not focused.

Impression was by a HML scale as follows:

H High / Good
M Medium / Mediocre / Average
L Low / Fair / Borderline

Analysed by: 
(The Principal)
Date: 28th April, 2008.

Lesson Observation

- Dominance ratio
- T-P interaction
- P-P interaction
- Student engagement
- HOTS pedagogy
- Peer Assessment

June Maker's problem types

	Problem		Method		Solution	
	Presenter	Solver	Presenter	Solver	Presenter	Solver
I	Known	Known	Known	Known	Known	X
II	Known	Known	Known	X	Known	X
III	Known	Known	Range	X	Range	X
IV	Known	Known	X	X	X	X
V	X	X	X	X	X	X

Performance Appraisal



Tripartite Network





保良局屬校領袖紀律訓練營



Mock Trial Competition
模擬法庭比賽





自尊自導 勇闖我路

Taking Pride in What We Try!

發揮潛能 坐言起行

Tapping Our Potentials Right From Today

二十週年校園主題

昂首闊步 潛能再露

Taking pride in every new stride

自信自強 理想飄揚 Riding the Tides with Pride

滿懷大志 勇於嘗試 Venturing with Vision & Pride

How do you empower

斤斤計較的同工

老年的同工

有優越感的同工

工作成績平平的同工

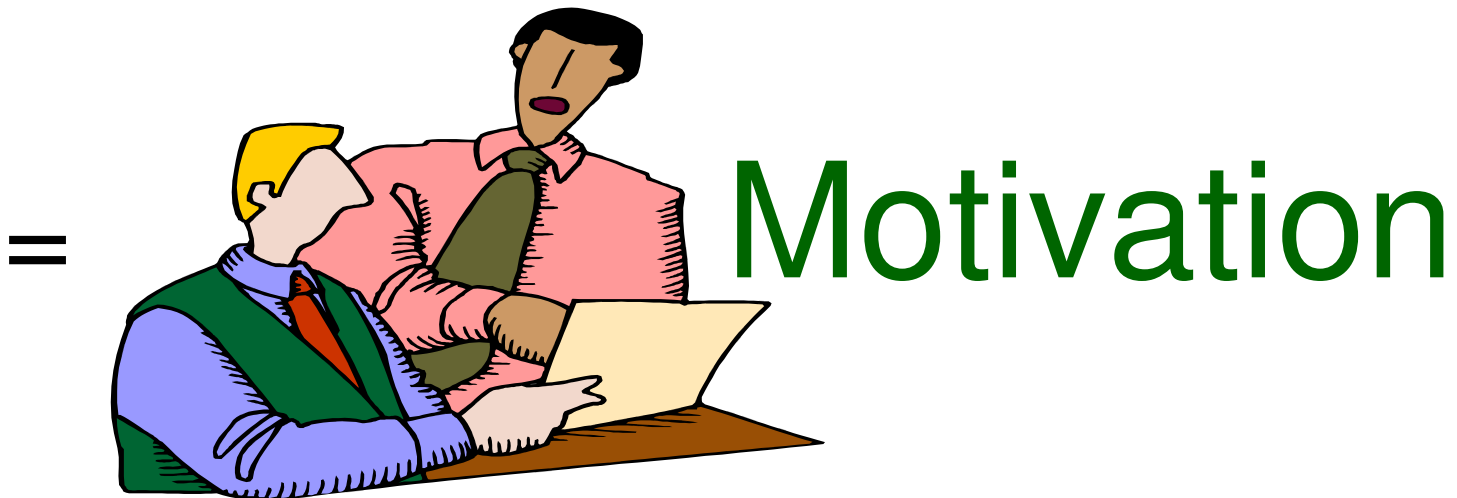


Personnel Management is that part of management concerned with people at work and with their relationships within an enterprise. Its aim is to bring together and develop into an effective organization the men and women who make up an enterprise and, having regard for the well-being of the individual and of working groups, to enable them to make their best contribution to its success.

(IPM: *The Institute of Personnel Management*, August 1979)

Focus on **the Person**

Focus on **the Situation**



Essence: *School Culture*



Chief Executive's Award for
Teaching Excellence 2006
Miss Law Wing-chung (Maths)



行政長官
卓越教學獎



Chief Executive's Award for
Teaching Excellence 2007
CML, TPN, CMY (Int Humanities)

Lesson
Observation

Staff
Development

Performance
Appraisal

SSE
SSA

