



In-depth Use of LMSs

Promoting Social Justice in School

1	Session 1: Social Justice	6	No class-Online task (group)	11	Presentations	
2	Session 2: John Rawls	7	Session 6: Social Injustice	12	Online task (individual)	
3	Session 3: Amartya Sen	8	Session 7: Personal values	13	Session 8: Justice in schools	
4	Session 4: Iris Young	9	No class-Group preparation			
5	Session 5: Missing links-ECE	10	Consultation			

Leading Organizational Change
Doctor of Education

Welcome

This module provides you an opportunity to critically reflect upon major issues relating to organizational change in the region especially in schools. As an advanced course designed for practitioner-scholars, you will be challenged to employ varied theoretical perspectives towards the analysis of organizational change in the Asia-Pacific region. You will learn both to analyze organizations as contexts for change and to design and evaluate strategies for effective change implementation.

This course is organized around a problem-based computer simulation: Making Change Happen? Through the simulation you will learn to apply change principles drawn from a variety of research-based change theoretical models. These models of organizational change include those developed by Kotter, Hall and Ford, Fullan, Lewin, Crandall, and Lewis. While the course uses the simulation as a tool to enhance the leadership skills and perspectives of students in the course, we also look more broadly at the impact of culture on education reform and change in Asia Pacific. You will engage current scholarship about change and reform in the region through research studies recently conducted by the Course instructors as well as Research Fellows of the APCLC.

Finally, the course provides you with an additional opportunity to refine essential research knowledge and skills. You are required to plan, conduct, analyze, and write up a small-scale interview study following structured guidelines provided by the instructors. You will receive substantial feedback designed both to guide you in further skill development and establish a quality benchmark for your future efforts.

Please select the below links for important information related to this course.

School Governance For Teachers

1	Session 1 Sch Governance	6	Interviews	11	Project Preparation	
2	Session 2 Accountability	7	Session 6 Sch-based Mgt	12	Group Presentation	
3	Session 3 Ed Ord & IMC	8	Session 7 Online Present	13	Individual Consultation	
4	Session 4 Tchr Leaders	9	Session 8 Sch Improve			
5	Session 5 Exp sharing	10	Session 9 Exp sharing			

Organizational Dynamics

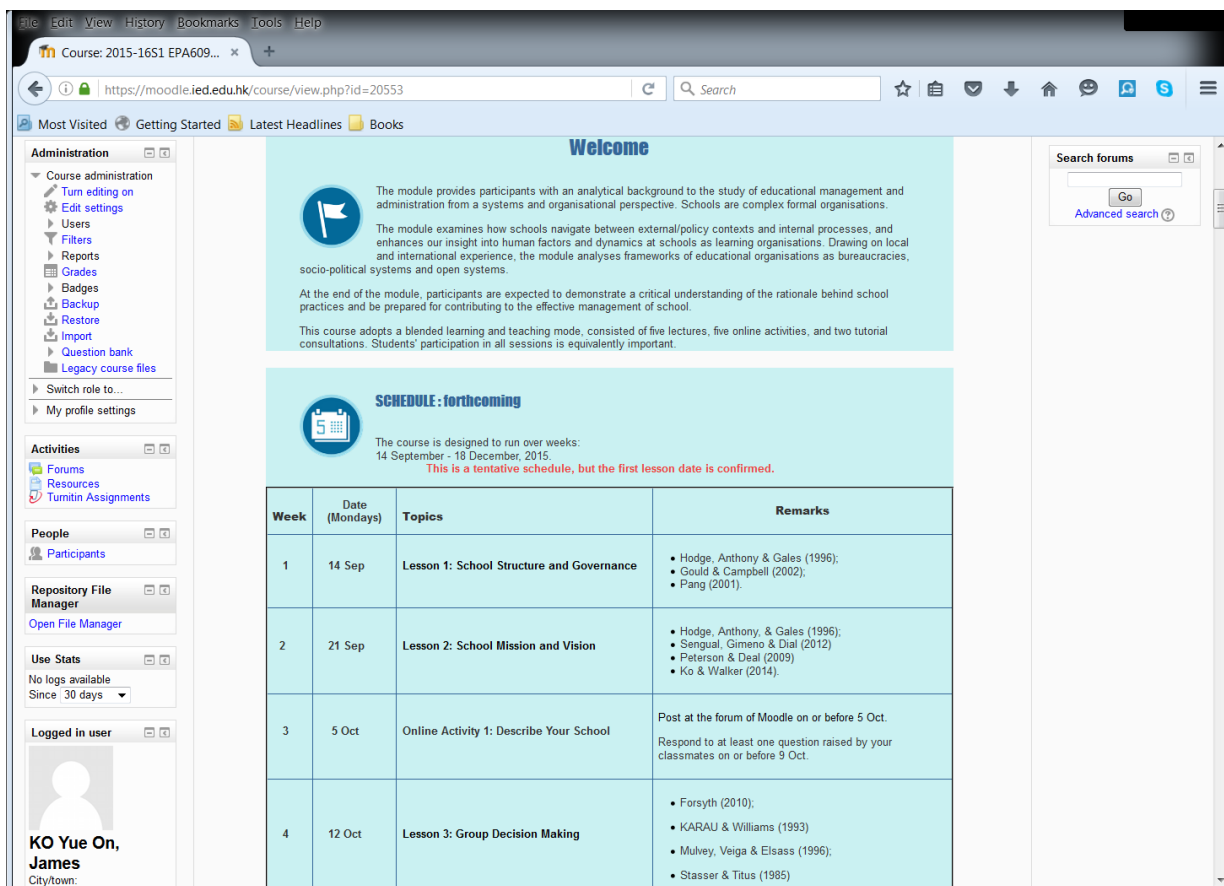
1	Lesson 1	6	Lesson 4	11	Lesson 7	
2	Lesson 2	7	Online Activity 3	12	Online Activity 5	
3	Online Activity 1	8	Lesson 5	13	Consultation	
4	Lesson 3	9	Online Activity 4			
5	Online Activity 2	10	Lesson 6			

Dr James KO

Enhancing self-regulated learning with Moodle features

- 1) Course Organization
- 2) Promoting dialogues through Online forums
- 3) Snowballing engagement with Participation Forums
- 4) Self-paced learning through Online Journals
- 5) Experimenting Virtual Poster Presentation
- 6) Developing Self-contained E-lessons

1. Course Organization



Welcome

The module provides participants with an analytical background to the study of educational management and administration from a systems and organisational perspective. Schools are complex formal organisations. The module examines how schools navigate between external/policy contexts and internal processes, and enhances our insight into human factors and dynamics at schools as learning organisations. Drawing on local and international experience, the module analyses frameworks of educational organisations as bureaucracies, socio-political systems and open systems.

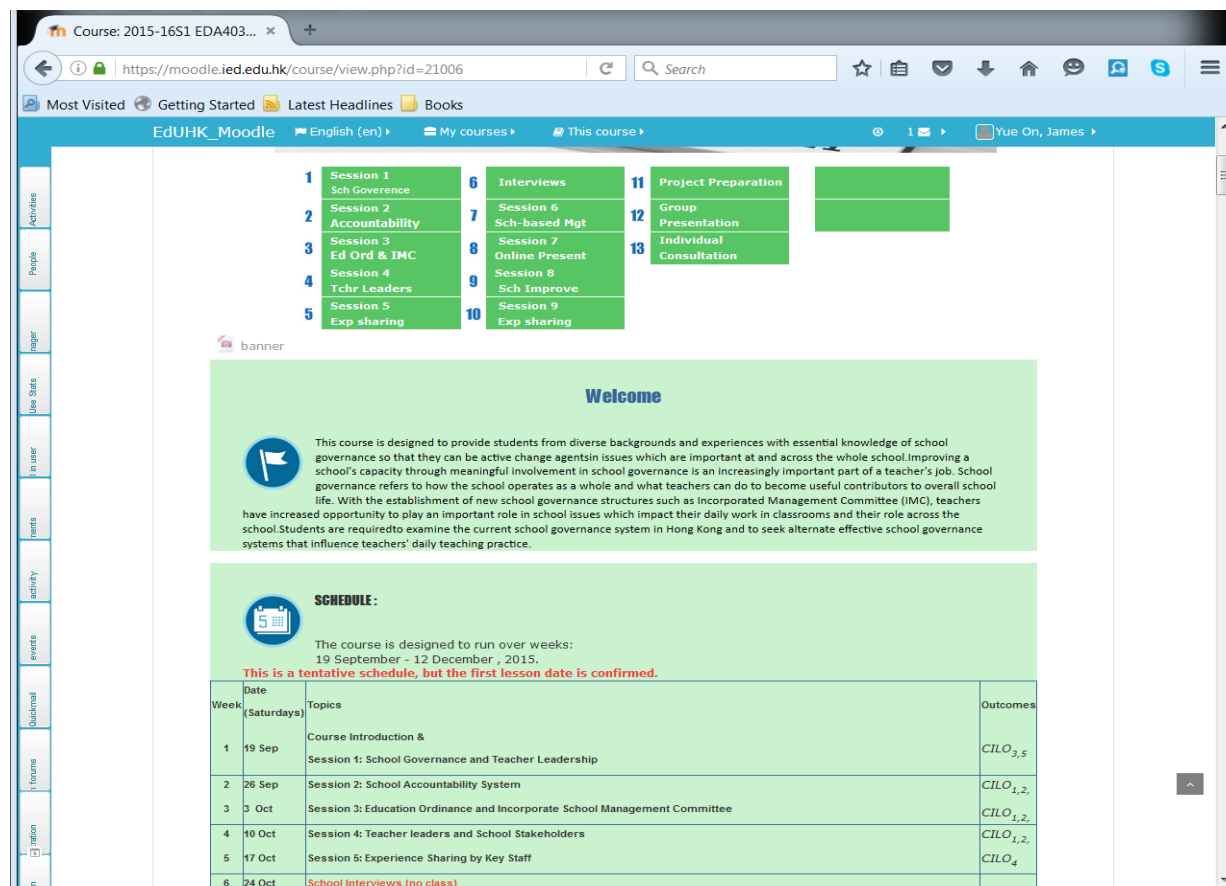
At the end of the module, participants are expected to demonstrate a critical understanding of the rationale behind school practices and be prepared for contributing to the effective management of school.

This course adopts a blended learning and teaching mode, consisted of five lectures, five online activities, and two tutorial consultations. Students' participation in all sessions is equivalently important.

SCHEDULE: forthcoming

The course is designed to run over weeks:
14 September - 18 December, 2015.
This is a tentative schedule, but the first lesson date is confirmed.

Week	Date (Mondays)	Topics	Remarks
1	14 Sep	Lesson 1: School Structure and Governance	- Hodge, Anthony & Gales (1996); - Gould & Campbell (2002); - Pang (2001).
2	21 Sep	Lesson 2: School Mission and Vision	- Hodge, Anthony, & Gales (1996); - Sengul, Gimeno & Dial (2012) - Peterson & Deal (2009) - Ko & Walker (2014).
3	5 Oct	Online Activity 1: Describe Your School	Post at the forum of Moodle on or before 5 Oct. Respond to at least one question raised by your classmates on or before 9 Oct.
4	12 Oct	Lesson 3: Group Decision Making	- Forsyth (2010); - KARAU & Williams (1993) - Mulvey, Veiga & Elsass (1996); - Stasser & Titus (1985)



Welcome

This course is designed to provide students from diverse backgrounds and experiences with essential knowledge of school governance so that they can be active change agents in issues which are important at and across the whole school. Improving a school's capacity through meaningful involvement in school governance is an increasingly important part of a teacher's job. School governance refers to how the school operates as a whole and what teachers can do to become useful contributors to overall school life. With the establishment of new school governance structures such as Incorporated Management Committee (IMC), teachers have increased opportunity to play an important role in school issues which impact their daily work in classrooms and their role across the school. Students are required to examine the current school governance system in Hong Kong and to seek alternate effective school governance systems that influence teachers' daily teaching practice.

SCHEDULE:

The course is designed to run over weeks:
19 September - 12 December, 2015.
This is a tentative schedule, but the first lesson date is confirmed.

Week	Date (Saturdays)	Topics	Outcomes
1	19 Sep	Course Introduction & Session 1: School Governance and Teacher Leadership	CILO _{3,5}
2	26 Sep	Session 2: School Accountability System	CILO _{1,2}
3	3 Oct	Session 3: Education Ordinance and Incorporate School Management Committee	CILO _{1,2}
4	10 Oct	Session 4: Teacher leaders and School Stakeholders	CILO _{1,2}
5	17 Oct	Session 5: Experience Sharing by Key Staff	CILO ₄
6	24 Oct	School Interviews (no class)	

2. Promoting dialogues through Online Forums

Most Visited Getting Started Latest Headlines Books

Lec 2 PPT
Lec2_Activity 2_Interview Script
Individual Learning Log_EDA6094

Topic 3

Online Activity 1: Describe Your School

- Read carefully the organizational structure of ELCHK Wo Che Lutheran School and an analysis done by a student last year. See how he applied the concepts discussed in the class in his analysis. He got an A for this online assignment. You have to raise at least one question to initiate other classmates to join the Forum
- Write 300 words
- Describe, explain and evaluate the formal structure of your school (or choose from

- 福建中學 Fukien Secondary School: <http://www.fms.edu.hk/> ;
- 天主教南華中學 Nam Wah Catholic Secondary School: <http://www.nwcsc.edu.hk/> ;
- 基督教宣道會宣基中學 Christian & Missionary Alliance Sun Kei Secondary School: http://skss.school.hk/system/tool/announcements/index.php?charset=iso-8859-1&netroom_id=1326&tool_id=15748.

- Analyze your school organization by applying concepts introduced in Lesson 1
- Raise one or two related questions concerning organizational structure and design

Reminder:

Post at the forum link below on or before **5th Oct.**

Respond to at least one question raised by your classmates on or before **9th Oct.**

An example of online activity:

ELCHK Wo Che Lutheran School's organizational structure
An analysis of the organizational structure of ELCHK Wo Che Lutheran School

More examples of online activity:

Examples of blogs and feedbacks
Analyze the organizational structure of a school

2015-16S1 EPA6094 (01-) ORGANISATIONAL DYNAMICS

You are logged in as Yue On, James KO (Log out)

Home ► My courses ► 2015-16S1 ► 2015-16S1_EPA6094_01- ► Topic 3 ► Analyze the organizational structure of a school

Analyze the organizational structure of a school

1st online activity
Best answers by Ji YAOJIE & LEUNG TAK YIN BILLY

Add a new topic

福建中學組織架構圖分析
by WEI LIU - Sunday, 4 October 2015, 11:38 AM

福建中學學校組織架構圖.pdf

學校概況：
福建中學是一所政府直接資助中學，2000年9月遷入位於觀塘橫街道的廿一世紀全新設計，美輪美奐的千禧校舍。現在全校中一至中六合共有36班，學生有1187人，校長連教師合共99位，師生比例為1:12。本校學生學業成績表現優異，是一所優質高增值之學校，在教育局公佈的增值指標從2004至2011年已連續八年，在會考中英數三科主要科及最佳六科連入級及最高九級正增值；過往學生會考成績五科及格率連續二十九年達百分之九十二以上。

我的分析：
在這校有校長，副校長，但校長不是最高權力機構，其上還設有校監及校董會，然後各部門分工明確，各司其職，是通過了合理的分...

Read the rest of this topic (48 words)

Edit | Delete | Export to portfolio
Discuss this topic (1 reply so far)

天主教南華中學組織結構分析
by YAOJIE Ji - Saturday, 3 October 2015, 8:55 PM

天主教南華中學行政架構圖[1].pdf
南華中學簡介.PDF

天主教南華中學是創辦於1946年的教區中學，現校址位於九龍深水埗，有初中同高中，共設27個班。其奉行「有教無類」的精神，以服務區內清貧子弟為目標。教學成績不俗，畢業學生獲香港大學等知名高校取錄。根據學校情況，其行政管理架構必定具有可取之處，方能面對挑戰取得佳績，同時根據我的觀察，也存在一些值得商榷之處。

總而言之，其比較符合科學管理原則。原因如下：
1. 從學校行政架構圖可看出，其分為校長領導下的三大功能類別，分別為學生成長事務類、學生學習類和行政類別。這符合Fayol的勞動分工原則（Division of Work）。因為分工的出現，提高了管理工作效率，更明確人員的權利和責任...

Read the rest of this topic (87 words)

Edit | Delete | Export to portfolio
Discuss this topic (2 replies so far)

中山南中三水實驗學校組織結構分析
by YUEYUAN WU - Tuesday, 6 October 2015, 4:17 PM

3. Participation Forums (snowballing)

Navigation

Administration

2015-16S2 EDA3035 (01E, 02E) PROMOTING SOC JUSTICE IN SCHL

[Home](#) ► [My courses](#) ► [2015-16S2](#) ► [2015-16S2_EDA3035_01E02E](#) ► [Topic 13](#) ► [Oral Speech Submission](#)

7

Search forums

Separate groups (Oral Speech)

All participants ▼

- Please **post a link** of your audio speech (uploaded to your Google drive provided by HKEd gmail account) here by May 31 (Tue), 12:00 midnight. Remember to set your speech in audio format is open to others. Don't attach your sound track to your post. We just need your web link to the speech.
- Only **upload the audio speech**, NOT the written one. You don't have to upload a still picture and your recorded speech to YouTube, for example: <https://www.youtube.com/watch?v=HWqKPVO5T4o>
- Your **grouping information is shown as below**. You will rate this members later in this new group between May 4 and May 6. Your posted links will be shown only to your group members (randomly generated) who will give their ratings of your speech in another link:

Group A	YUN YAN MAN, MUNG LO WONG, YAN YING YAN, WING LAAM YEUNG	4
Group B	JAMES SHUN YUEN FUNG, LUCY JANE GRIFFIN, HONG WONG, YAN LING YAN	4
Group C	TING HANG CHAN, BETTINA DOMINGUE Y. SORIANO, NING YIP WONG, LIANGYU WU	4
Group D	WING MAN ALICE CHEUNG, SUET YING HO, KWAN CHAM LEUNG, SRUANA PUN	4
Group E	KA KI CARRIE CHU, CHING LAM P, TSZ YAN MA, CHIM MAN SZE TO	4
Group F	YIM TING HUI, PUI YAN HUNG, HUIER LAO, KA HO WONG	4
Group G	HEI TUNG CHU, HOI TUNG LIN, CHUNG KWONG LOW, MAN HO PO	4
Group H	HUI TING CHAN, KA YAN CHUNG, PUI YI MA, HUI LING MAK	4
Group I	TING FUNG KWAN, CHUNG HO MA, YIK FU TAM, YAN SHAN WONG	4
Group J	WING YI LAM, ZHE YI LI, HOI YAN PIN, CHAI HUI YAN	4

This discussion activity is automatically rated based on participation, using the [Participation Forum methodology](#)

Contributions to this discussion must be posted by 1 January 1970 to increase your rating.

- A member from each group should click the "Add a new group post" button which creates a post restating the discussion topic questions, and enter the Group name in the Subject line, and some text in the Message area (such as group member names, etc). *(this post gets no rating)*
- Each member of the group should Reply to their Group Post with their First Post: notes, or a summary of their initial thoughts about the discussion topic questions. *(this post will automatically receive a rating of 6 out of 10 points possible)*
- Read the first posts of your group members, and post a Question to them by Replying. *(your rating will increase to an 8)*
- Read the questions that have been posted to your group. Do some research, and construct your Answer to a question by Replying. *(your rating will increase to 8.67)*
- A day or two before the Forum due date, Reply to create a Reflective post. Did exposure to others' thoughts change your viewpoint? *(your rating will increase to 9)*

Each student should put up a minimum of 4 posts. The more Q & A you post, the higher your participation rating, but be SURE to keep the quality up with thoughtful posts! Note: use Reply Type "Social Comment" to post non-substantive social comments, which do not increase your participation rating (but are often appreciated). Include pictures if you feel they illustrate the concept, and include links or attach files to support your position.

The Participation Forum was designed by [Ernest Kruizen](#) and the plugin developed by [Thomas Leich](#) and is released under the [Creative Commons BY-SA license](#).

Add a new group post

Navigation
[Edit](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

Group B

by LUCY JANE GRIFFIN - Wednesday, 11 May 2016, 7:49 PM

There was a lot of information in your speech, and it was interesting to learn so much about inclusive education from so many different angles. I especially liked the way you addressed the concerns and needs of the key stakeholders, it was a nice way to separate and present the different points of view. It seems that while the Hong Kong government seems to be quite passionate about inclusive education, there may be room for improvement in policies that also effect SEN students, such as the banding system.

While all the information was useful, the speech was quite long, so there was a lot to absorb which was a bit difficult. Perhaps the focus could have been narrowed further.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

Group B

by HONG WONG - Friday, 13 May 2016, 4:52 PM

Dear James,

You have done a really great job on the statistics. From your speech, I could obtain so much useful information about SEN students in Hong Kong from different perspectives. The inequality for SEN students sounds bad for me as they mostly have to admit to the schools with lower banding.

Your speech is a little bit too long but I think that is acceptable. Also, you speak fluent English but sometimes you just got stuck, this could be avoided.

Other than that, you have investigated deeply with the topic! Here's a question that I want to ask:

How to help more SEN students admit to normal schools?

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

Group B

by JAMES SHUN YUEN FUNG - Saturday, 14 May 2016, 11:58 PM

Haha wow, you're right. It is super long. I wanted to give more information and also more perspectives for analysis. But I did try to keep the main points clear with the detailed analysis that followed each part.

I'm not too sure still whether it is a good idea for SEN students to be included into mainstream education, because while all the different stakeholders I've highlighted are the main decision makers in a students' enrolment, I don't feel that it is a one-framework-fits-all approach when it comes down to students with different needs. Every student has different needs, but not every school understands all of those needs. But for Special Needs students to enter into mainstream schools, I feel they need to identify their needs early, preferably even before they step into primary school, and seek additional external help for both the parents and the students to learn to regulate themselves and to learn to adapt their learning practices and environment, and apply. And most schools appreciate proactive parents and proactive students who are more capable of adapting because they already have the means to take care of themselves.

I have answered assuming that you are actually asking how they can get into higher banding normal schools, because policy encourages schools to receive SEN students through extra funding, and lower band schools like funding. As for students with multiple disorders or very severe disorders, they should be better off in special schools.

That said, I don't believe in mainstream schooling, and so I am fine with students going to non-mainstream schools to obtain the education that they need. In all practicality, to me at least, inclusive education in a society as functional as ours is not a complete concept. It is good for educating the future generation to accept and appreciate students with different needs, but at this moment, it is a tough slope to climb.

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

Group B

by JAMES SHUN YUEN FUNG - Sunday, 15 May 2016, 12:00 AM

Yeah, you're quite right. I wasn't too strict with the timing. I had intended to stay within the word limit (assuming 120-160 words per minute), but naturally, I also spoke slower than I thought I had.

4. Self-paced Online Journals

https://moodle.ied.edu.hk/moc

Search

Most Visited Getting Started Latest Headlines Books

Navigation Administration

2015-16S2 EDA3026 (22E, 23E, 24E, 32E) TEACHERS TCHG IN CONTEXT

You are logged in as Yue On, James KO (Log out)

Home > My courses > 2015-16S2 > 2015-16S2_EDA3026_22E23E24E32E > Topic 2 > Online Activity 1 based on reading Reagan, Case & Brubacher (2000)

Online Activity 1 based on reading Reagan, Case & Brubacher (2000)

[View 35 journal entries](#)

Answer the following questions (you can do this before your group is formed):

1. How can you tell you are in an ethical dilemma? Try to think of a personal example. How did you make your decision? Based on preference claims or value judgments? (Read page 66 last paragraph— page 67- 2nd paragraph before giving your own example)
2. What rights do you have as a teacher? What rights do your students have? What are the consequences if they are not given to you or to students? Think about the consequences in terms of ethical practice and dilemmas. (Read the section, "Competing Ethical Theories and the Educator" pp.68-71 before giving your answer here)
3. What are some of the ideas discussed by Reagan, Case, and Brubacher that you found most helpful to you in confronting ethical dilemmas? (Give your answer in one sentence)
4. In your own understanding, what are some differences between rights, responsibility, accountability, and duty? What roles do they play in teachers' ethical practice? (There is no straightforward reading related to this, but try to answer this AFTER you finish the above questions first)

Label your answer with the corresponding question. Don't attach your answer, just copy and paste your answer after you click the link above into the forum and add an entry.

Navigation Administration

1. When i was young, once i broke the glass of the classroom. I did not tell anyone right after the accidents occurred. However, it is a problem of honesty and responsibility. Although i may avoid being charged and punished, if i keep it my own secret. My intuitive knowledge will blame myself and i shall live in irresolute thinking. So, i tell the true to my teacher at the end of the incident.

2. As a teacher, I have been given the right to determine the process of teaching and learning. For my students, they are allowed to learn in a desirable environment as well as a promising teaching quality.

3. We should think of different factors/stakeholders to make decision under the dilemma.

4. Rights: the power that you deserve

Responsibility: something that it is your job or duty to deal with

Accountability: responsible for what they do and must be able to give a satisfactory reason for it

Duty: part of your job

Feedback: No grade...

KWOK TUN HO Last edited: Tuesday, 8 March 2016, 11:46 PM

1. When i am force to make a choice of two opposite option, i am in an ethical dilemma. Once when i was in secondary school, i saw my classmate cheating in an examination. It was clear that if i told the teacher what behavior he was having. He would had been punished as well as losing the marks of the whole exam. However, it is not fair if he had good result due to the cheating behavior.

2. Rights are the power that deserve. As a teacher, we are entrusted to determine the learning & teaching process. For example, when we are told to teach a volleyball unit, we may design what students should learn and how they are taught as well as assessed.

3. Making decision is difficult under the ethical dilemma; we should consider factors first. Like telling lies is not good but sometime telling lies are better than truth.

4. Rights: the power that you deserve

Responsibility: something that it is your job or duty to deal with

Accountability: responsible for what they do and must be able to give a satisfactory reason for it

Duty: part of your job

<https://moodle.ied.edu.hk/mod/journal/report.php?id=321695>

5. Experimenting Virtual Poster Presentation

► Poster Grading

Assessment Tasks	Weighting (%)	CLO
a. Poster presentation: students are required to give presentations after their group discussion on the key concepts and issues of the course	20%	CLO _{1, 2,3,4}

Please use the following Guidelines to rate the presentations of other groups
EDA 4032 Poster presentation (Grading Guidance)

Design: the extent to which the design of the poster attracts readership and highlights the content.	1 Design -- 20%* ☐ Very poor ☐ poor ☐ Average ☐ Good ☐ Very Good
Content: the extent to which issues related to teachers' participation in school governance are discussed.	2 Content - 20%* ☐ Very poor ☐ poor ☐ Average ☐ Good ☐ Very Good
Interview: the extent to which the interviews illustrate teachers' participation in school governance in one or two case study schools.	3 Interview - 20%* ☐ Very poor ☐ poor ☐ Average ☐ Good ☐ Very Good
Presentation: the extent to which the oral presentation of the group is clear and coherent.	4 Presentation - 30%* ☐ Very poor ☐ poor ☐ Average ☐ Good ☐ Very Good
Reference: the extent to which the group has cited relevant references on the topic.	5 Reference - 10%* ☐ Very poor ☐ poor ☐ Average ☐ Good ☐ Very Good

You have to click the link with the loudspeaker icon to give your five grades for each group.

Poster Presentation

Please submit your presentation video clip(s) by **the link above**.

Submission will include (a) **a video clip or individual video clips of presentation**; (b) **e-copy of the poster in either A1 or A2 side**.

Since there is size limit for submission to Moodle; the video should be first upload to an external site like YouTube and then you submit the link for private viewing. Any member of the group can submit for the others. Only one submission for one group is required.

Presentation can be in **Chinese, English or mixed** as you may refer to your interview scripts.

Due date is on or before Nov 21 midnight.

Peers have to submit their grading online after viewing other groups' work and presentation.

Grading will be on group basis.

Peers have to submit their grades online on or before Nov 28 midnight.

- Group 1 - Poster Presentation -- Peers Grading (Group 1 excluded) (Group 1 excluded)
- Group 2 - Poster Presentation -- Peers Grading (Group 2 excluded) (Group 2 excluded)
- Group 3 - Poster Presentation -- Peers Grading (Group 3 excluded) (Group 3 excluded)
- Group 4 - Poster Presentation -- Peers Grading (Group 4 excluded) (Group 4 excluded)
- Group 5 - Poster Presentation -- Peers Grading (Group 5 excluded) (Group 5 excluded)
- Group 6 - Poster Presentation -- Peers Grading (Group 6 excluded) (Group 6 excluded)
- Group 7 - Poster Presentation -- Peers Grading (Group 7 excluded) (Group 7 excluded)
- Group 8 - Poster Presentation -- Peers Grading (Group 8 excluded) (Group 8 excluded)

Some e-posters

Most Visited Getting Started Latest Headlines Books

EdUHK Moodle English (en) My courses Yue On, James

Group 6:

This is the link of our presentation
https://www.dropbox.com/s/2m473h7rdp1w21/EDA%20PRESENT_GP6.mp4?dl=0

Attached please find our poster softcopy
 26 words

ANALYSE TWO CMI SCHOOLS: SCHOOL MANAGEMENT & ORGANIZATION AND TEACHING & LEARNING

EDA4032 (2015)

Introduction

This poster focuses on two main domains:
 (1) Management and Organization
 (2) Teaching and Learning

It will compare the situation between two different schools in Hong Kong.

In the first domain, it is mainly about school management (i.e. planning, implementation and evaluation) and professional leadership (i.e. leadership & monitoring, collaboration & support and professional development).

In the second domain, it is mainly about curriculum & assessment (i.e. curriculum organization & implementation & evaluation and performance assessment), student learning and teaching (i.e. teaching process, feedback and follow-up).

Method

- Interview with two schools
- Three key of school stakeholders (parents, teachers and students)

Background information of two schools

COMMON FEATURE

CMI BAND2

LOW LEARNING MOTIVATION

Presented by Group 6:
 Cheung Ka Man (11063679) Chan Yin Chi (11066231)
 Chung Ka Wai (11064229) Kuo Lok Yung (11049811)
 Zhong Junyi (11072321)

Result

A School-based Management Framework

Evidence based on interviews with 3 key school stakeholders in 2 schools

Discussion

(A) Management and Organization

Valued Cultural Autonomy among schools
 School A: Principals decide general affairs while teachers follow.
 School B: High reluctance for teacher's initiative.

Insufficient empowering motivation of teaching staffs
 School A: Including verbal praise and gift cards annually.
 School B: Only verbal praise on some public occasions.

Limited school-parent collaboration
 School A: Weak participation in communication.
 School B: Parent attitude toward communication is weak.

(B) Teaching and Learning

Autonomy enhance teachers' learning
 School A: Flexibility in teaching.
 School B: High reliance on their teaching pedagogies.

Accountability in teacher's teaching
 School A: Submit annual teaching report.
 School B: Evaluation and Students' feedback in teaching.

Activities enhance students' learning performance
 School A: Different subject classes.
 School B: Enhance students participation in learning.

Various School Activities
 Enhance motivation of students.
 Teachers' caring enhance students' motivation.

Most Visited Getting Started Latest Headlines Books

EdUHK Moodle English (en) My courses Yue On, James

Re: Poster Presentation
 by HUI SUEN LEE - Saturday, 21 November 2015, 9:43 PM

Hello everyone!

We are group 5 who is discussing about "How does school autonomy play an important role in school system?" in this case study. Here are the poster and video we made.

Please enjoy!

Introduction

This study aimed to investigate the school governance and management of a primary school in Tai Po. It focused on investigating the autonomy of the school.

How does school autonomy play an important role in school system?

Methodology

We have interviewed the principal and one of the panel heads in Mathematics in a primary school. Face-to-face interviews were conducted to know their opinions towards school policy, school management and staff cooperation structure.

3. Cultural Autonomy in practices

SBM vision/beliefs

- Regular meetings to discuss school policies and affairs
- Do moderation for TSA since 2004.
- Reports of TSA may somehow affect the vision and objects of development of the school.

Multi-level self-management/learning

- School Development Team: discussing school and teachers' development every week
- Teachers can opt to join different administration teams
- Evaluations done by parents
- Principal evaluation from teachers: the feedback is generally positive

Collaboration and partnership

- Administration team: consist of teachers from different levels and work on administrative work. Every teacher gets to participate and make decisions
- Core curriculum team: 'Cross-subject reading' learning scheme combining Chinese, English, General Studies, Art... into one reading.
- Group activities of teachers in Taiwan to enhance the partnership

Adaptability and Flexibility

- Adaptation of the new campus
- Insist on the original direction
- Change with the changes in the society, generation, children's development and society needs
- Successful implementation of 3-year development plan
- Modifying the content and objectives of exercises of TSA

1. Functional Autonomy in areas

Staffing

- Hiring more APSM teachers to take up some administrative work or curriculum development work.
- According to the panel head, "The principal can appoint teachers to work in suitable positions in most of the time."

Student Policies

- School development team: discussing school affairs and policies.
- The school will change school activities, the ways to build up relationship with students and parents from time to time according to the changes in the society.

Curriculum and assessment

- The school will modify the curriculum according to the changes in the society
- TSA in the school is about doing some exercises that matches with the level of students in the school instead of mechanical drills.

2. Structural Autonomy at levels

Individual

- Teachers are encouraged to make their own decision in the teaching & learning process.
- Teachers are asked every year to see whether they are interested in joining different administration team or who wants to participate more.

Group

- Teachers show respects and agree with other teachers' opinion.
- Teachers can be involved in different group/teams according to their interests and strengths

Organization

- Teachers have high ability in organising and leadership.
- Meetings for school issues mention all the administration work at the same time. All teachers participate and make decisions together.
- The teacher leads an administration team and subject team to collaborate with other teams.

Here is the link of the video:

Youtube <https://youtu.be/rx0MxGM8LK4>

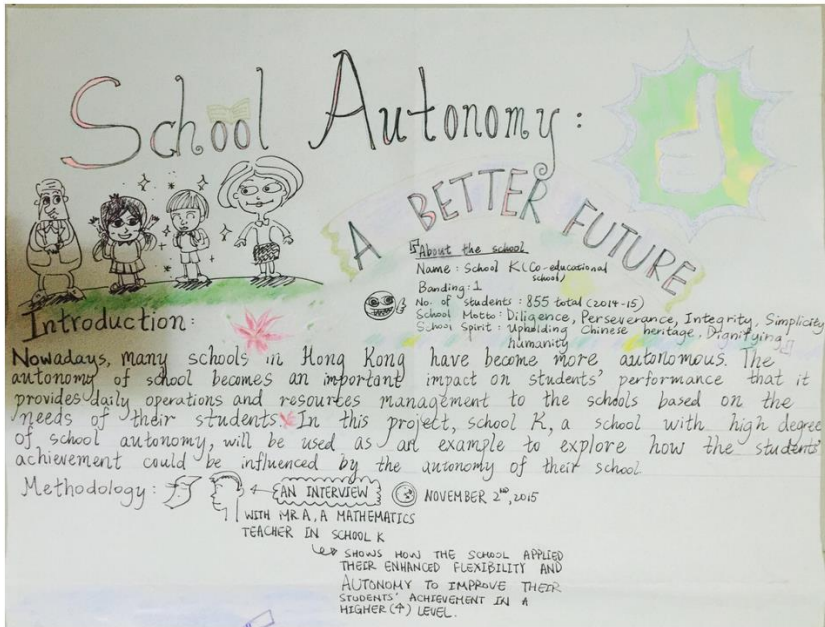
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Not quite successful e-posters

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(2)_a1_Functional Autonomy at Area
(3)_a2_Structural Autonomy at levels
(4)_a3_Cultural Autonomy in Practices
37 words



School Autonomy: A BETTER FUTURE

About the school
Name: School K (Co-educational school)
Banding: 1
No. of students: 855 total (2014-15)
School Motto: Diligence, Perseverance, Integrity, Simplicity
School Spirit: Upholding Chinese heritage, Prioritizing humanity

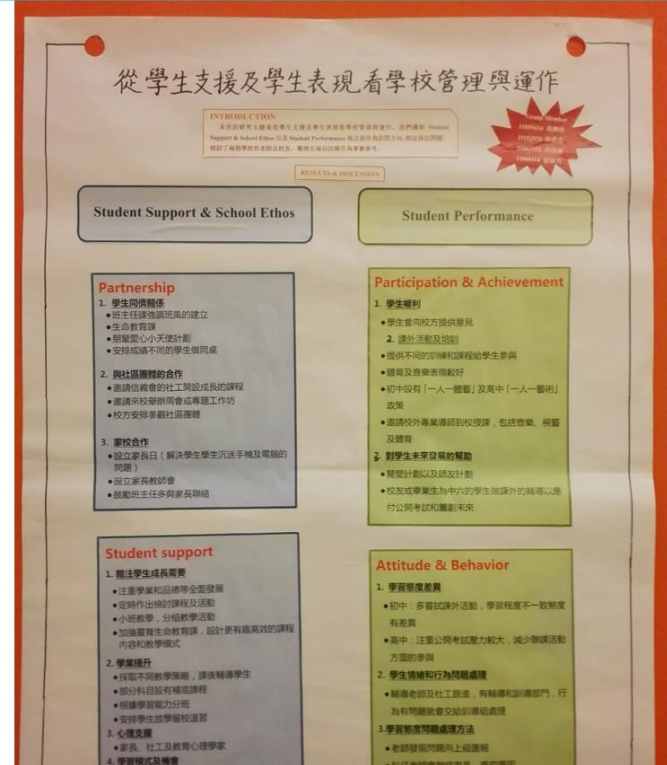
Introduction:
Nowadays, many schools in Hong Kong have become more autonomous. The autonomy of school becomes an important impact on students' performance that it provides daily operations and resources management to the schools based on the needs of their students. In this project, school K, a school with high degree of school autonomy, will be used as an example to explore how the students' achievement could be influenced by the autonomy of their school.

Methodology:  **AN INTERVIEW**  NOVEMBER 2nd, 2015
WITH MRS. A, A MATHEMATICS TEACHER IN SCHOOL K

SHOWS HOW THE SCHOOL APPLIED THEIR ENHANCED FLEXIBILITY AND AUTONOMY TO IMPROVE THEIR STUDENTS' ACHIEVEMENT IN A HIGHER (+) LEVEL.

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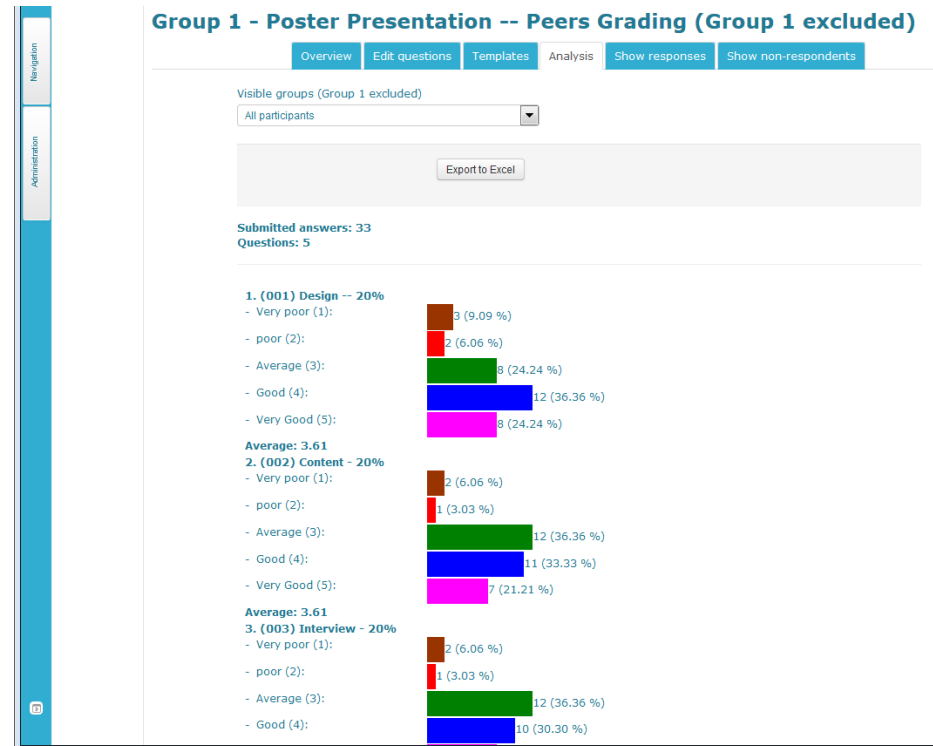
從學生支援及學生表現看學校管理與運作

INTRODUCTION
本研究旨在探討學生支援及學生表現與學校管理與運作之關係。我們選擇了 School K (中學) 作為研究對象，該校以高程度的學校自主性著稱。研究將探討學校如何運用其自主性來改善學生支援及學生表現。

RESULTS & DISCUSSION

Student Support & School Ethos	Student Performance
Partnership - 學生與教師關係 - 班主任與學生關係的建立 - 生命教育課 - 開展愛心小天使計劃 - 安排成績不同的學生做同座 - 與社區團體的合作 - 邀請社區團體的社工開展成長的課程 - 邀請來校舉辦研習會或專題工作坊 - 校方安排參與社區服務 - 學校合作 - 設立家長日 (解決學生沉迷手機及電腦的問題) - 設立家長教師會 - 鼓勵班主任多與家長聯絡	Participation & Achievement - 學生福利 - 學生會向校方提供福利 - 課外活動及計劃 - 提供不同的訓練和課程給學生參與 - 體育及音樂表現較好 - 初中設有「一人一藝」及高中「一人一藝」政策 - 邀請校外專業導師到校授課，包括音樂、繪畫及體育 - 對學生未來發展的幫助 - 職業計劃以及師友計劃 - 校友或畢業生為中六的學生做課外的輔導以應付公開考試和圖劃未來
Student support - 關注學生成長需要 - 注重學業和品德等全面發展 - 定時作出檢討課程及活動 - 小班教學，分組教學活動 - 加強課後生命教育課，設計更有創意的課程內容和教學模式 - 學業輔導 - 採用不同教學策略，讓導師輔導學生 - 部分科目設有補修課程 - 根據學習能力分組 - 安排學生放學後留校溫習 - 心理支援 - 家長、社工及教育心理學家 - 學習輔導及輔導	Attitude & Behavior - 學習態度差異 - 初中、多嘗試課外活動，學習程度不一致程度有差異 - 高中：注重公開考試壓力較大，減少課後活動方面的參與 - 學生情緒和行為問題處理 - 輔導老師及社工介入，有輔導和訓導部門，行為問題就會交給訓導處處理 - 學習態度問題處理方法 - 老師發掘問題向上級匯報 - 科任老師與導師家長、導師溝通

Virtual Poster Presentation—Analysis and Participation Record



Group 3 - Poster Presentation -- Peers Grading (Group 3 excluded)

Overview Edit questions Templates Analysis Show responses Show non-respondents

Analysis (Submitted answers: 32)

Visible groups (Group 3 excluded)
All participants

non anonymous entries (20)

First name : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Surname : All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
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User picture	Surname / First name	Date	
	ZHANG JUNYI	Monday, 30 November 2015, 9:18 PM	Delete entry
	YUEN LOK YEE	Thursday, 26 November 2015, 11:17 PM	Delete entry
	YIP MING SZE	Friday, 27 November 2015, 8:41 PM	Delete entry
	YEUNG YIU FAI	Wednesday, 2 December 2015, 3:52 PM	Delete entry
	YAU SHUK FAN	Thursday, 26 November 2015, 6:40 PM	Delete entry
	YANG XINYU	Tuesday, 1 December 2015, 9:43 PM	Delete entry
	YANG YILIAN	Sunday, 22 November 2015, 7:59 PM	Delete entry
	WU WING SHAN	Friday, 27 November 2015, 9:38 PM	Delete entry
	WAN HAU TUNG SUZANNA	Wednesday, 25 November 2015, 11:41 PM	Delete entry
	TSE MAN LOK	Friday, 27 November 2015, 11:55 PM	Delete entry
	SHAO JINGJING	Sunday, 22 November 2015, 7:45 PM	Delete entry
	NG CHEUK HANG	Wednesday, 2 December 2015, 3:59 PM	Delete entry
	NG KWAN PUI	Saturday, 28 November 2015, 9:30 AM	Delete entry

6. Developing Self-contained E-lessons

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2015-16S2 EDA8003 (01E) LEADING ORGANIZATIONAL CHANGE

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Leading School Change in China:
More Similarities than Differences?

Dr. LU Jiafang

Slide Title Duration

- Leading School Change... 00:03
- Lesson Learning Object... 00:03
- Outline 00:41
- Motives of Research 01:33
- Motives of Research 01:01
- Successful Change Lead... 00:56
- An Interview Study 01:03
- Selection of Key Inform... 01:42
- Profile of Key Informants 01:40
- Interview Data and Anal... 00:45
- Research Findings 00:44
- Finding: Context of Cha... 00:20
- Slide 13 00:37
- Finding: Context of Cha... 00:34

00:03 / 24:10 Minutes

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Understanding Education Reforms in HK

Dr. James Ko
Assistant Professor of Department of Educational Policy and Leadership, HKIED

Contact

Outline	Thumb	Notes	Search
Slide Title	Duration		
1. Understanding Educa...	00:27		
2. Overview	01:19		
3. Why we have to unde...	01:45		
4. Education reforms a...	00:20		
5. Success of education...	01:10		
6. Globalization cha...	04:06		
7. Globalization = Fla...	01:30		
8. Typical GERM strate...	04:40		
9. Nature of strategie...	03:49		
10. 'Good' to 'Great' ...	03:49		
11. Reflection I:	00:49		
12. Aims of education ...	03:34		

86 Minutes 44 Seconds Remaining

Understanding Education Reforms: Context and People

EDA8003
Dr James Ko

Slide 1 / 61 | Stopped

00:06 / 00:27

Q and A

- jamesko@eduhk.hk