



優質教育基金
Quality Education Fund
資源中心 Resource Centre

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1: 資源中心

2009/0090



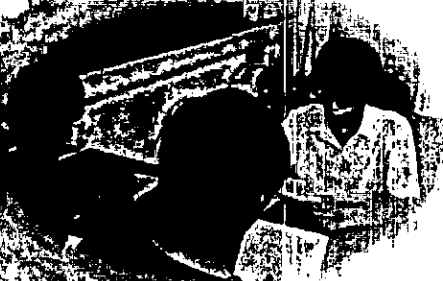
School-based Implementation

Model of Student Learning Profile:

I Tell You My Story



Communication



Integration



Self-reflection

Let The Life Speak

YB Learning Network

Bishop Hall Jubilee School

CCC Heep Woh College

United Christian College



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Introduction



In order to enable students to achieve **whole person development**, the new senior secondary curriculum proposes schools to facilitate their students to develop a Student Learning Profile (SLP). Other than the academic performances in the school, the profile records a student's learning experiences and achievements during the senior secondary years. It provides supplementary information to the HKDSE, and will serve as a reference to tertiary institutions and potential employers.

In line with the curriculum guide, this project aims at providing schools with a school-based implementation model of SLP that **facilitates students' learning**. It promotes to develop a reporting system that could motivate students to reflect. Through the guidance process of the "Individual Student Planning" (ISP), students could have more understanding about themselves. In addition, they learn how to organize and plan for their learning. They will build up the habits of self-evaluation and reflection, and make long and short-term goals. Students are also encouraged to tell their learning stories, through which their communication skills and ownerships of learning are enhanced.

Objectives



- ❖ Students are able to integrate their learning experiences and develop a SLP that they can share in front of others;
- ❖ Students are able to build up the habit of reflection and set up learning goals at different stages;
- ❖ Students' learning motivation and self-efficacy will be enhanced;
- ❖ Students are able to make progress plans for their future;
- ❖ Schools are willing to modify their school-based reporting system so that the communication among students, parents, and teachers is improved.

Training contents



About 20 students
in each school



Getting to know
each others

Training in Groups

Learning about learning



My goals and plans

Success and Failure

The Story (1st draft)



My e-portfolio



Collect, Select &

Reflect

Story of others



May Chan, an arts therapist, was invited to
demonstrate how to tell a story

More

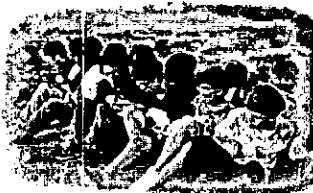


Outdoor Adventure

Let my friends tell me who I am.....



After an one-day outdoor training through different adventure games, students were encouraged to share with each other how they perceive one another.



Student-led Conference

Let my teachers and parents have more understanding about me.....



Students' feedback:

It was touching! They wept!

In fact, it was difficult to share what I thought. It was also rare to hear the comments from my teacher. A really valuable chance to me!

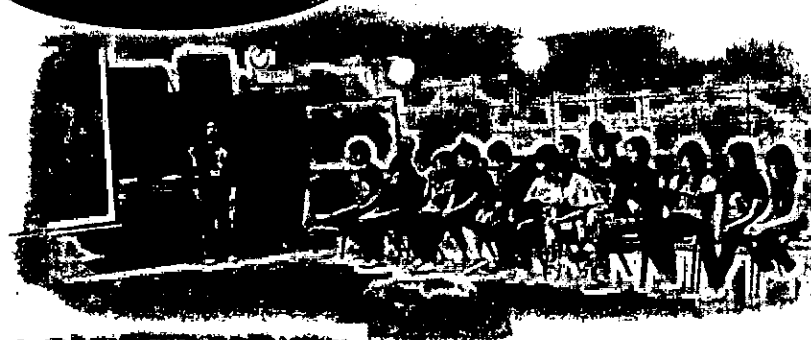
Parents' feedback:

This was my first time to listen to my daughter's sharing on how she felt about the past and present learning experiences.

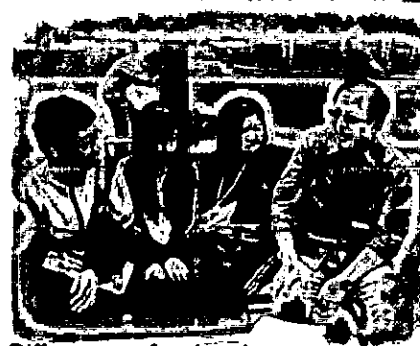
I most appreciate the change of my daughter in this learning experience. She was confident to share. She even has plan to overcome her deficiencies in future.



Inter-school Training Camp



Students were invited to share their stories with other people.



Different professionals were invited to share their stories. They were from:

- Medicine
- Business
- Social Work
- Science
- Engineering....

Students learned about themselves through different adventures and cooperative games



They know everyone owns a story, and the story is ever changing!



心聲寄語

我對孩子在學校的表現有了更多的了解。例如：我從來沒想過他可以在短短的幾分鐘內，自我介紹，指出弱點表現得自如。這些都是我意想不到的。(家長 A)

學習成果展示會應繼續下去，讓學生能不斷改善學習態度。(家長 B)

這次活動可以令我更加認識自己。(同學 A)

令我對將來更有信心並能使我更有動力讀書。(同學 C)

他們會理解我的想法，就算我說我的失敗事，也被諒解。(同學 B)

訓練的起初是難掌握的，有些東西對學生來說比較遠，例如問他們將來想怎樣，同學開始由想不出來到寫下一些東西，都是一個重要的學習過程。(教師 E)

認識自己在學業上的變化，對自己目標了解了更多，但有些事可能做得更好。(同學 D)

參與訓練後，同學在三方面的自我效能感*（學業發展、個人與群性發展、及事業發展）均有提升，其中個人與群性發展的提升為顯著。

After training, students' self-efficacy in three areas (Academic, Personal & Social, and Career Development) is enhanced. The enhancement of Personal & Social Development is statistically significant.

顧問：香港大學教育學院袁文得博士
Consultant: Dr. YUEN Mantak, Faculty of Education, HKU

整個計劃，技巧的訓練不算多，反而是製造了一個空間，這個空間在學校裡是少提供的，這個空間能給他們思考，也是一個平台讓學生「執權桶」，讓他們能有效地整理他們的經歷，創作自己的故事。(教師 F)

A successful one with positive and warm atmosphere. It is a valuable chance for students to express his feeling in front of parents that they probably never did so before. (Teacher A)

Students are in general serious about their presentation and thus, well-prepared. (Teacher C)

家長感到很高興，認為子女在家中沒這樣坦誠地剖白，難得的經驗，感謝校方的安排。(教師 B)

學生認真、家長感動、老師開心，從另一角度了解學生！(教師 D)

Reference

Yuen, M., Gysbers, W. C., Au, E. K. P., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., Leung, T. K. M., & Ke, S. Y. (2004). Academic development / Personal-social development / Career development self-efficacy inventories: Users' manuals. Hong Kong: University of Hong Kong Faculty of Education Life Skills Development Project.

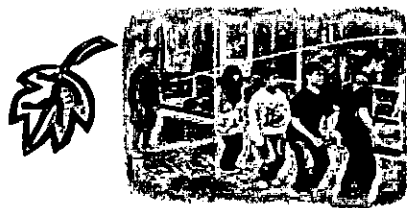
還有更多有用資訊 / More details <<http://yblearning.net/mystory>>

戶外歷奇

讓別人告訴我：「我是誰？」



經過一天的遊戲，以及不同的挑戰，讓同學間坦誠地分享對彼此的看法。



學習成果展示會議



讓老師、父母對我有更多了解……

學生回饋：

他們很感動，哭了！

其實很難像這樣訴說心中的想法，而且很少時間能夠聽到老師對我的評價，以及對於我的意見，這實在是一個難得的機會。

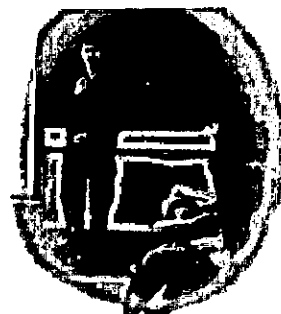
家長回饋：

是我第一次聽到女兒講述自己現在及過去的學習過程中的感受。

我最欣賞是在這次學習經歷看到女兒的改變，有自信，敢言，計劃將來，改善自己不足之處。



聯校訓練營



同學向其他人分享他們的故事。



透過不同的歷奇和合作遊戲，同學對自己有更多認識。



不同的專業人士被邀請到來向同學分享他們的故事：

他們的專業包括：

醫護界
商業界
社工界
科學界
工程界……

同學都認識到每個人都擁有一個屬於他自己的故事，並且故事是會不斷改變的！



簡介

為了促進學生的全人發展，新高中課程建議學校需要協助學生建立「學生學習概覽」(Student Learning Profile "SLP")，概覽除了記錄學生在校內高中學科成績外，亦展示學生在高中階段各類活動的參與表現和成就；它可作為「香港中學文憑」的補充資料，成為大學及未來僱主參考的文件。

配合新課程的建議，本計劃希望為學校提供其中一種能促進學生學習的SLP校本推行模式，推動發展一套能加強學生參與及反思的報告評估系統，讓同學可透過「學生生涯規劃」(Individual Student Planning-ISP)的輔導過程，更多認識自己，主動組織及規劃自己的學習，習慣在學習的過程中能自我評估及反思，並能訂定長短期目標；在協助他們建立SLP的同時，讓他們有機會向人分享自己的學習故事，增強他們的溝通能力，以及提升他們對學習的擁有感。

目標

- ❖ 學生能組織學習經歷，建立一份可跟別人分享的「學生學習概覽」；
- ❖ 學生能習慣在學習過程中反思，並在不同階段建立學習目標；
- ❖ 學生的學習動機及自我效能感得到提升；
- ❖ 學生能持續並積極地為將來的升學及就業作規劃；
- ❖ 學校能改善已有的校本報告評估系統，以增強學生、家長及教師的溝通。

訓練內容

各校參與學生約20人

在校內以小組形式進行的訓練



破冰/彼此認識

認識學習/成長

成就與遺憾



我的目標與規劃



我的 e-portfolio



別人的故事



邀請了藝術治療師
陳小薇姑娘來示範說故事



搜集、篩選與反思

還有 ➡



「學生學習概覽」校本推行模式

「我的故事」創作訓練



溝通能力



整合能力



反思能力

細聽生命的故事

懷博學習網絡

何明華會督銀禧中學

中華基督教會協和書院

匯基書院



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