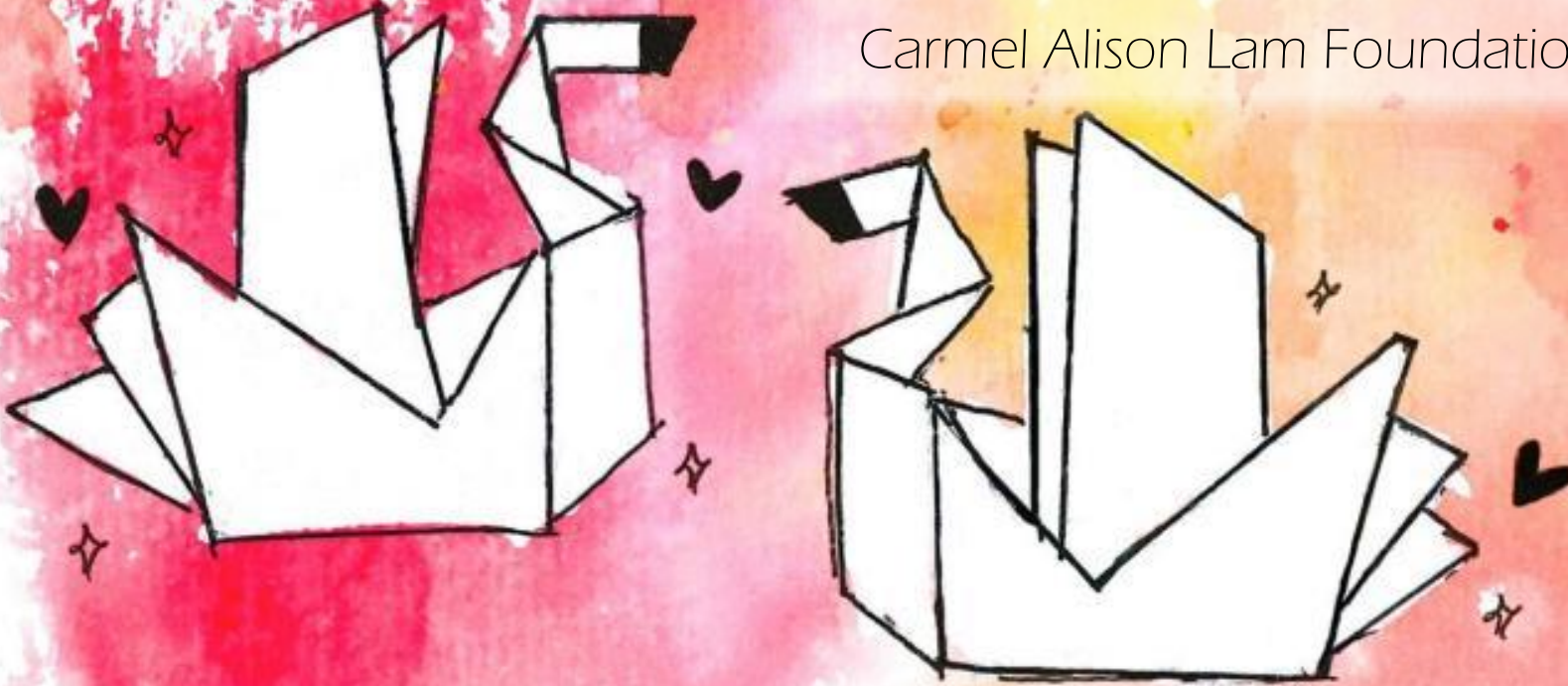


# On the Journey of Transforming L&T in the Convid-19 pandamic

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A framework to guide  
an education response  
to the COVID-19  
Pandemic of 2020

Fernando M. Reimers, Global Education Innovation  
Initiative, Harvard Graduate School of Education  
Andreas Schleicher, Directorate of Education and  
Skills, Organisation for Economic Co-operation and  
Development



“differences across school systems in their capacity to design and implement effective education responses during the exigency, will **amplify gaps in opportunity across jurisdictions**. As a result, absent an intentional and effective education response, the COVID-19 Pandemic is likely to generate the greatest disruption in educational opportunity worldwide in a generation. This **disruption will impact the livelihoods of individuals, and the prospects of their communities.**”

[https://read.oecd-ilibrary.org/view/?ref=126\\_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020](https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020)





## A checklist for an education response to the COVID-19 Pandemic: on system

- Establish a task force or steering committee
- Develop a schedule and means of frequent and regular communications
- Define the principles which will guide the strategy
- Re-prioritize curriculum goals given that the mechanisms of delivery are disruptive
- Identify the feasibility of pursuing options to recover learning time
- Identify means of education delivery & explore partnership
- Create a website to communicate with teachers, students, and parents
- Develop a plan for continuity of operations



## A checklist for an education response to the COVID-19 Pandemic: on L&T and assessment

- Define appropriate mechanisms of student assessment
- Revise regulatory framework in ways that make on-line education that support teacher autonomy and collaboration





## A checklist for an education response to the COVID-19 Pandemic: on support to Ts & Ss

- Clearly define roles and expectations for teachers
- Ensure adequate support for the most vulnerable students and families
- Enhance the communication and collaboration among students to foster mutual learning and well-being
- Create a mechanism of just in time professional development for teachers and for parents
- Means of providing mental health supports
- Develop a system of communication with each student
- Provide guidance to students and families about the safe use of screen time and on-line tools



Table 2 • How critical are the following education priorities in response to the crisis?

■ Did not respond ■ Not very critical ■ Somewhat critical ■ Very critical

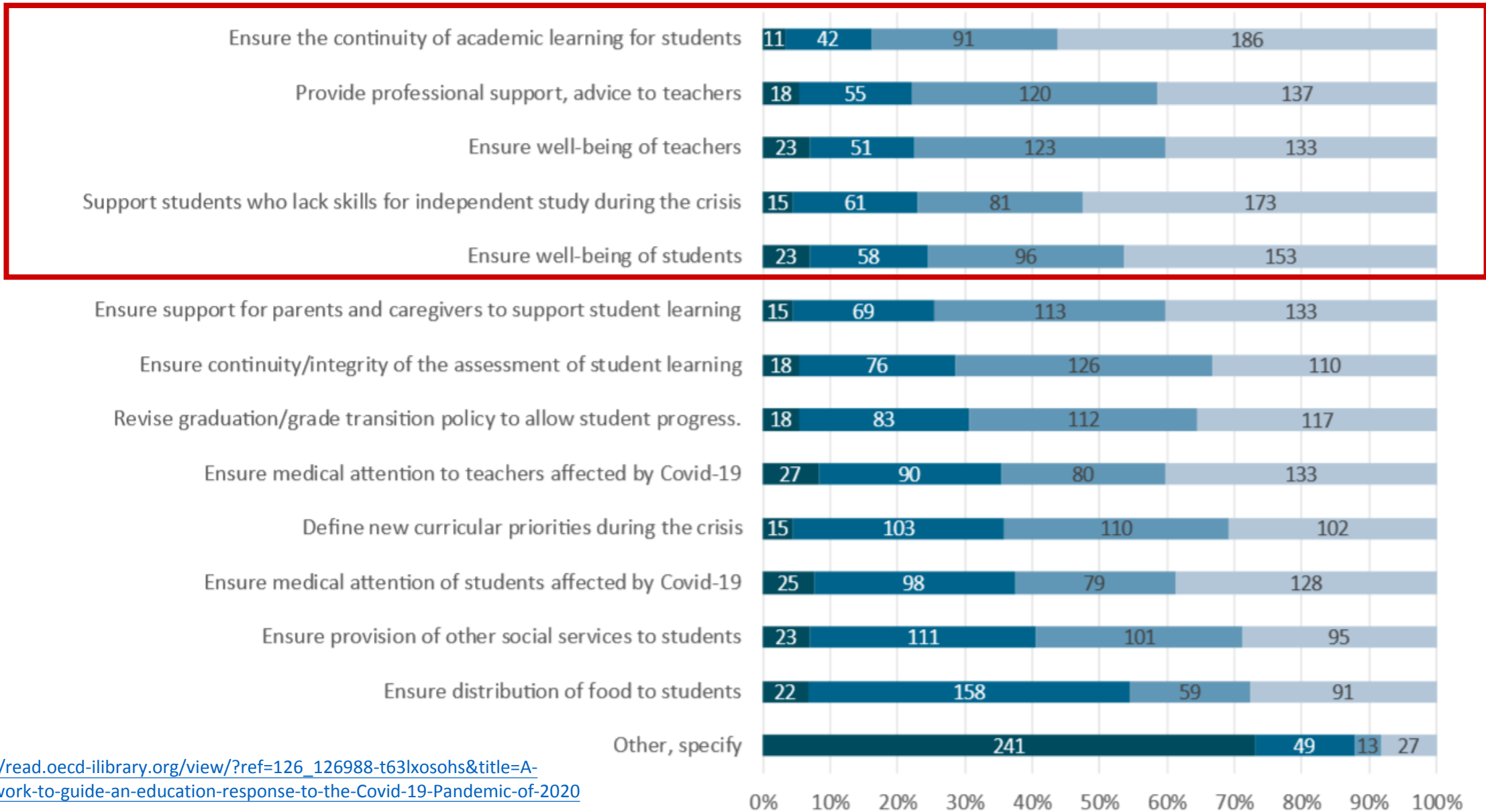
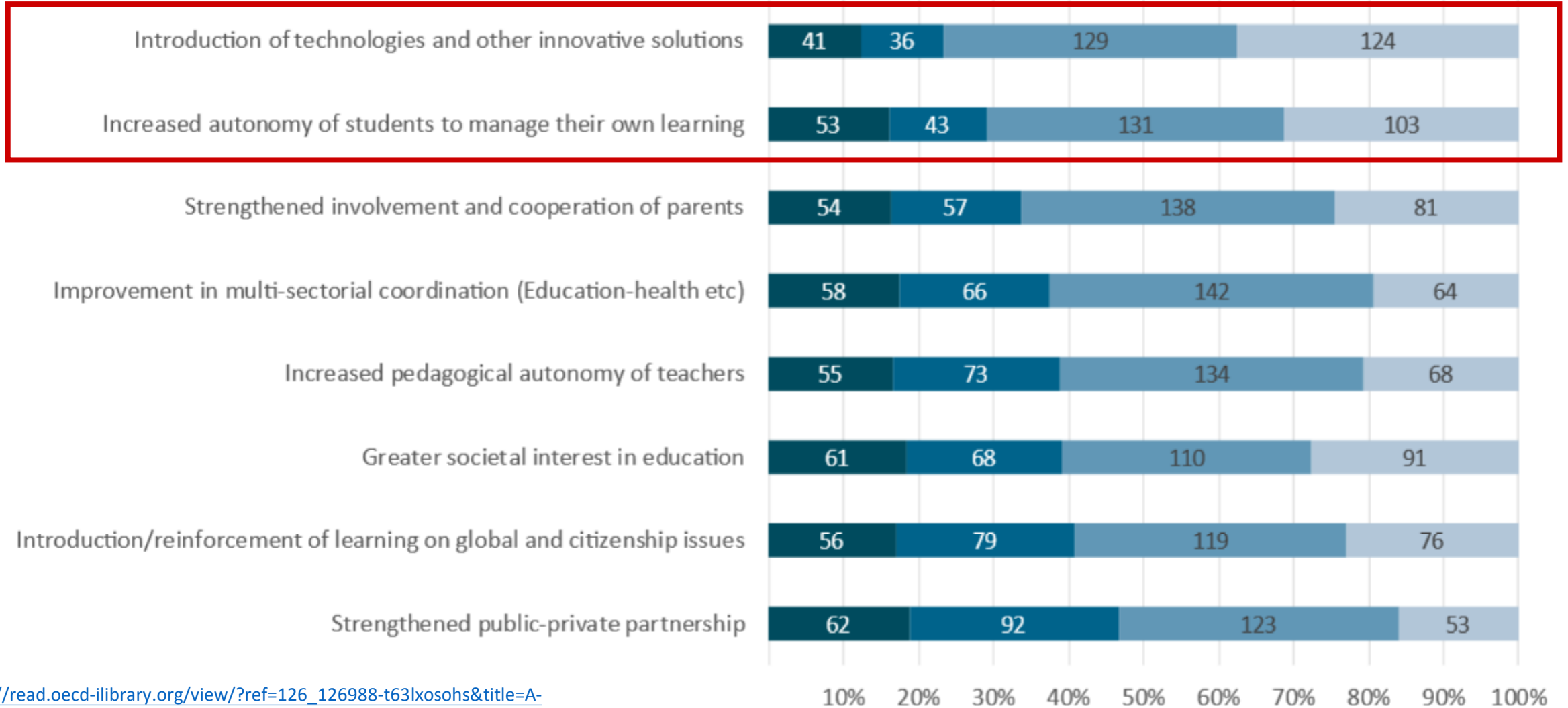


Table 5 • Have there been unexpected **positive educational results** from the changes?

■ No response ■ Not at all ■ To some extent ■ To a great extent



[https://read.oecd-ilibrary.org/view/?ref=126\\_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020](https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020)

Source: Global Education Innovation Initiative at Harvard and OECD Rapid Assessment of COVID-19 Education Response. March 18-27, 2020

## Phase 1 (Feb)

- Early kick-start of e-learning with clear and reasonable objectives (1/3 of curriculum)
- Technical and professional support to teachers
- Continuous communication plan with stakeholders, and mobilization of class teachers
- Defining e-learning as (i) real-time MEET/ZOOM lessons; (ii) flipped/self-accessible materials; (iii) assessment of/for learning through

## Phase 2 (Mar)

- Identification and following-up of student needs; with support from community resources
- Identification of technical problems/issues faced by teachers
- Interim evaluation of effectiveness

## Phase 3 (Apr – May)

- Professional development for all teachers with sharing of good practices
- Stepping up student support with positive culture-building through e-platforms

## Phase 4 (Class resumption and beyond)

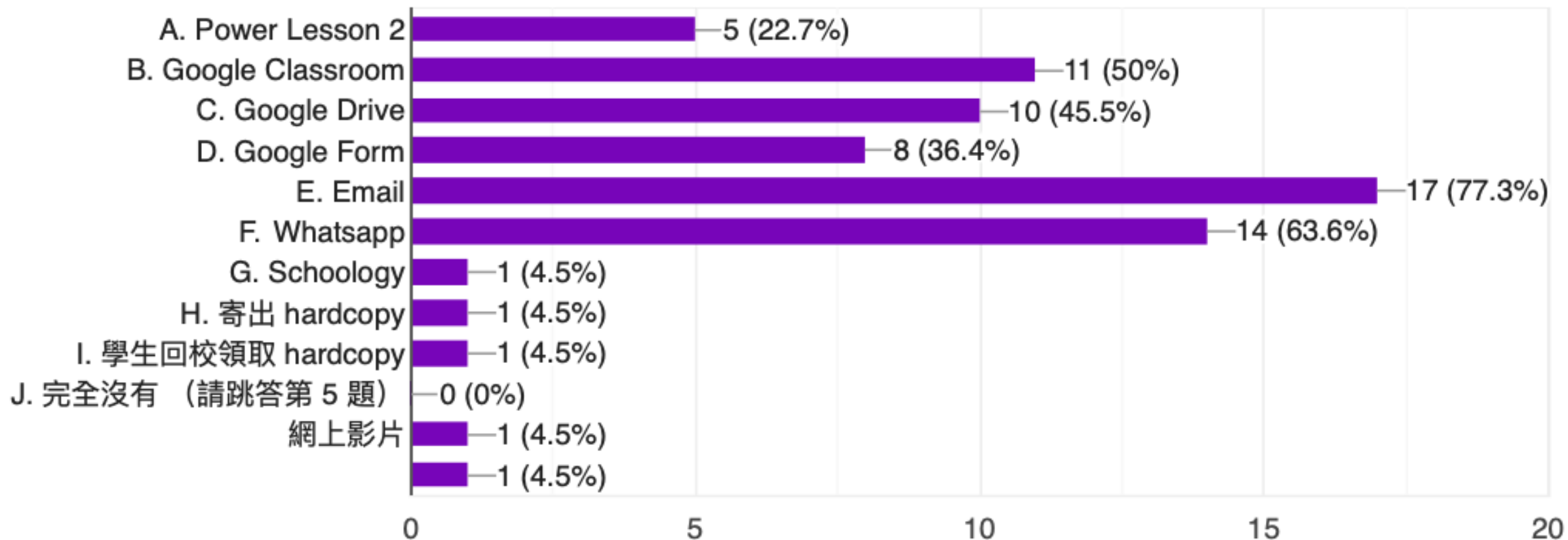
- Rescheduling of school calendar and year-end assessment → balancing the need for assessment of/for learning and expectations of stakeholders



# Excerpts from the L&T Survey by subject panel chairpersons in CALFSS

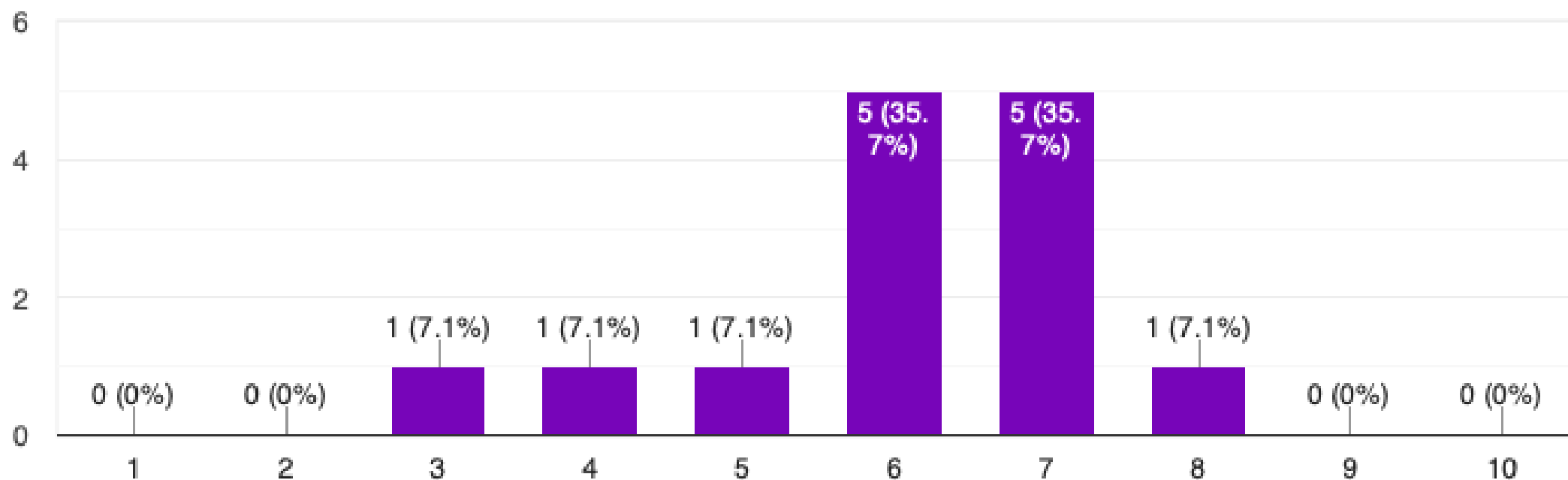
1. 在停課期間，貴科利用以下哪種方式向學生提供教材、課業或進行評估？（可選多項）

22 responses



## 6. 你認為利用網上實時教學的成效如何？

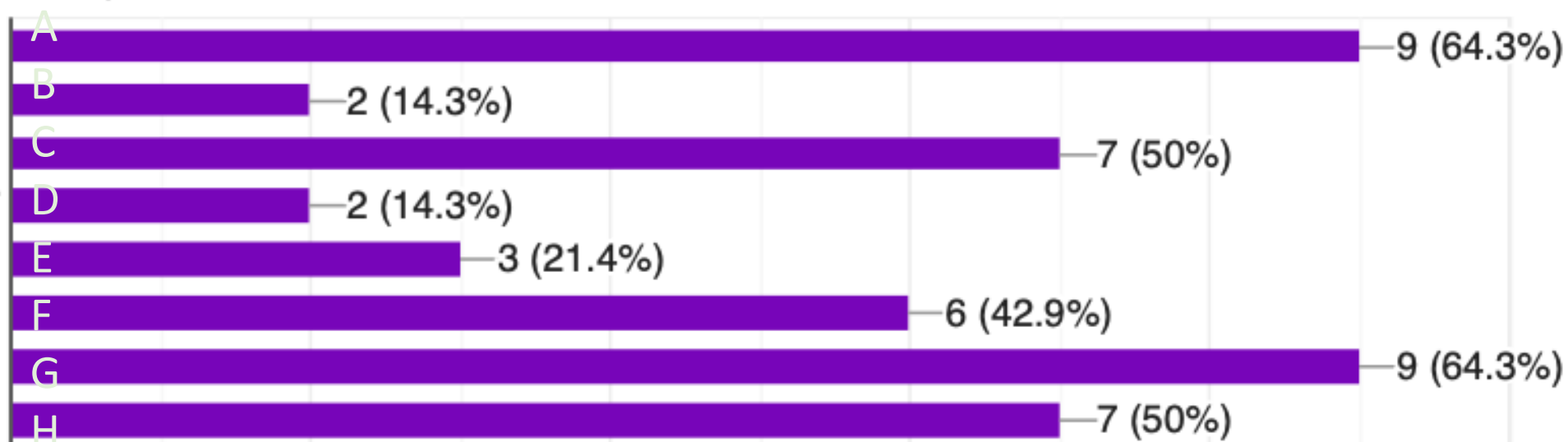
14 responses





## 7. 以下哪些為施行網上實時教學經常遇到的問題？（可選多項）

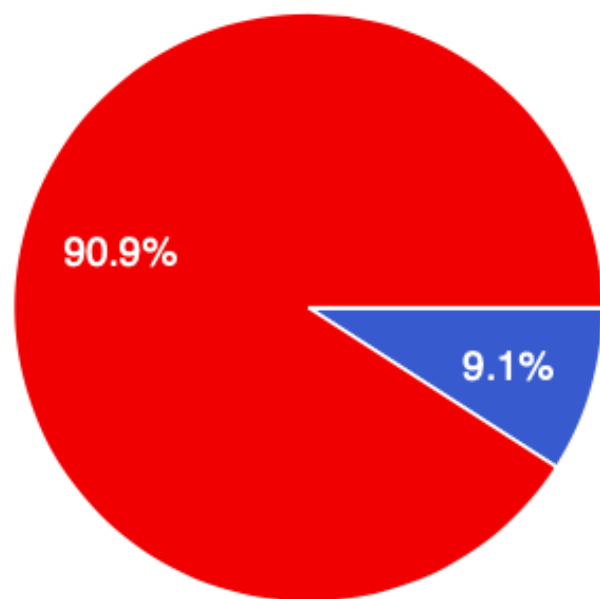
14 responses



- A. 學生不守時出席。
- B. 超過三份之一學生沒有出席。
- C. 授課內容與常規的有所不同，增加備課時間。
- D. 技術支援不足，影響課堂質素。
- E. 適合網上授課的教材不足夠。
- F. 有一些常規課堂運作未能進行，例如分組教學、照顧學習差異等
- G. 較單向授課，缺乏互動性。
- H. 未能有效進行評估活動。

## 5. 貴科未來會運用網上形式向學生提供教材、課業或進行評估？

22 responses

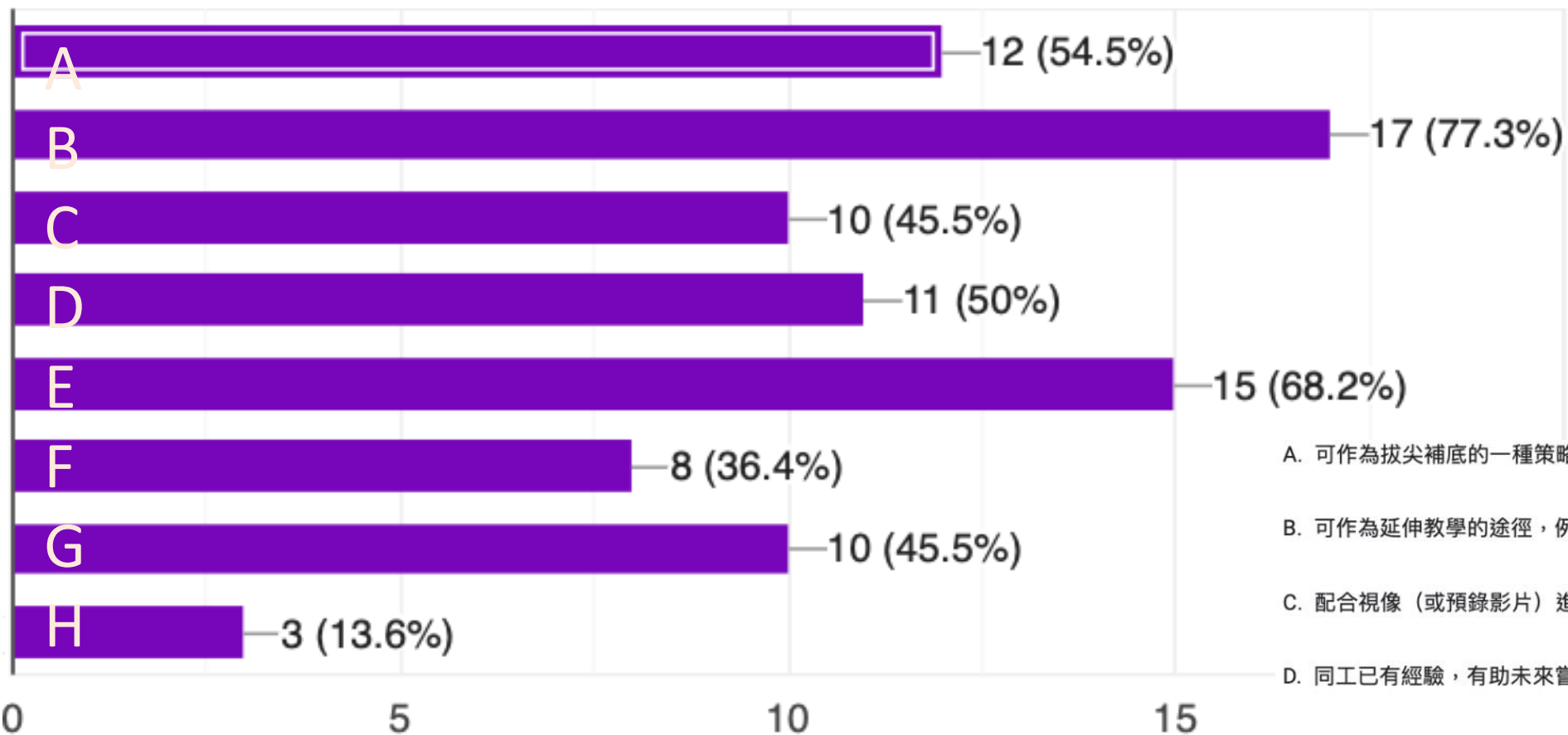


- A. 完全不會
- B. 只會在個別學習單元作出安排
- C. 每個學習單元都會有相應安排
- D. 完全取代過往的發放教材、課業及評估...



## 8. 你認為網上教學（不一定實時）這種模式如何幫助 貴科的學與教發展？（可選多項）

22 responses



A. 可作為拔尖補底的一種策略。

B. 可作為延伸教學的途徑，例如補課、增潤訓練、預習等。

C. 配合視像（或預錄影片）進行個別導修。

D. 同工已有經驗，有助未來嘗試多樣化的教學模式。

E. 鼓勵學生培養自我調適學習 (self-regulated learning) 習慣，擴大學習效能。

F. 發掘或開發更多適合網上教學的教材和技巧。

G. 推動科內同工更多利用科技進行教學活動。

H. 不會採用網上教學，仍以面對面 (face-to-face) 授課為教學模式。

停課 · 不停學

# 網上教學分享：通識科





停課 · 不停學

# 教學安排



自學形式學習單

科本的學習模式：  
先自學 後作鞏固



單元： 單元 1 主題 2 人際關係  
 書本課題： 課題 1 青少年的身份、角色與權責  
 課題 2 青少年的人際關係、與社會的關係及傳媒對人際關係的影響

## 二. 青少年的身份角色與人際關係

### 2.1 你望我、我望你

以下是一些父母對子女的期望	以下是一些子女對父母的期望
1. 每天做家务	1. 多給予獨立自主空間
2. 早睡早起	2. 尊重子女私隱
3. 最終能擁有大學學位	3. 只給金錢
4. 守規矩，不犯校規	4. 多給予獨立自主空間，不追問出外的細節資料
5. 每天完成家課及溫習	5. 有零用錢
6. 對長輩有禮	6. 嘗試了解子女
7. 勤進交才	7. 與子女商討零用錢的數目
8. 勤儉	8. 父母能在晚上和假日陪伴子女
9. 有健康的飲食習慣	9. 有較高的學歷
10. 假日能陪伴父母	
11. 凡事與父母商量	
12. 在父母同意下才有節	
13. 關愛家人多於朋友	
14. 在戀愛和交友上尊重	
15. _____	
16. _____	
17. _____	

**自學形式學習單**



問題

1 同學請先觀看短片，了解何謂從眾及青少年對朋輩關係的看法。並回答問題。

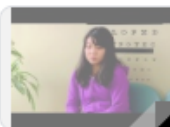


說明 (選填)

何謂從眾壓力？試利用短片Social Conformity - Brain Games或小丸子-明星相風波的例子說明。(100字)

📎 新增

+ 建立



Social Conformity - Brain Games

YouTube 影片 3 分鐘



櫻桃小丸子粵語 第022集 明星像風波1

YouTube 影片 10 分鐘

## 科本的學習模式：先自學 後作鞏固



## 十個關鍵學習習慣 10 Essential Learning Habits



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## 課堂表現分

<b>1</b>  準時到達 Arrive on time		<b>3</b>  尊師敬禮 Greet your teacher		<b>9</b>  反思所學 View and review	
<b>2</b>  趕快回座 Get back to your seat	<b>6</b>  正確坐姿 Sit properly	<b>5</b>  認真聆聽 Eager to listen		<b>7</b>  敢於思辨 Share your questions	
<b>4</b>  準備就緒 Ready to learn		<b>8</b>  邊聽邊記 Individualize with notes		<b>10</b>  及時整理 Effective organization	

# Reflective practice on e-learning

1 As substitution

2 For complementation

3 As platform for student-led learning

自強不息  
友誼同濟



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Password

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維己  
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