

新高中課程

New Senior Secondary Curriculum

# 「其他學習經歷」 -

"Other Learning Experiences" :

## 指南針

What is it about?



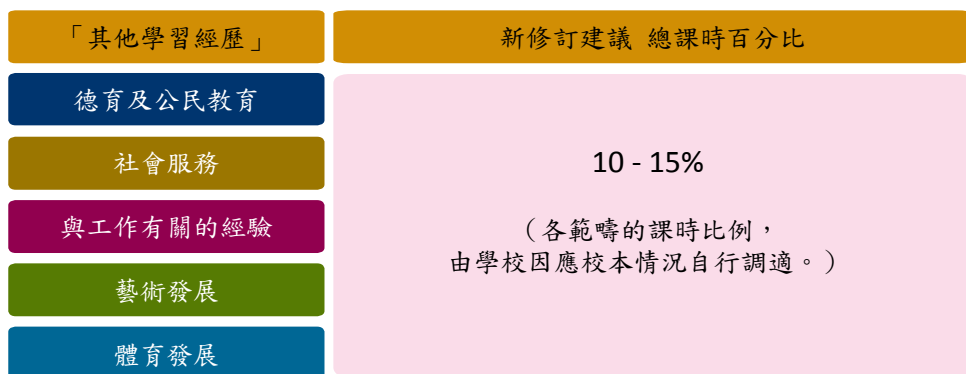
# 「其他學習經歷」-指南針

(新修訂內容補充) (二零一三年五月)

## 新高中課程與「其他學習經歷」

隨著在2012年首個三年新高中課程的教學循環及首屆香港中學文憑考試順利完成後，教育局、課程發展議會及香港考試及評核局攜手合作，共同展開新學制檢討，旨在檢視政策的推行成果、找出優勝之處、成功例子及面前的挑戰，為未來優化課程及評估政策提出切實有效的建議。我們因應檢討結果，就著課程、評估及銜接升學及就業出路等主要議題，已於2013年4月公佈新高中課程及評估的最新修訂建議。有關詳情，可瀏覽《新學制檢討專頁》(<http://www.edb.gov.hk/nas/review>)。

為符合課程的學習目標，為學生提供寬廣而多元的課程以促進學生全人發展，並尊重大部分學校的選擇及校本發展需要，新修訂建議「其他學習經歷」的分配課時為總課時的10至15%，讓學生在五個範疇（體育發展、藝術發展、德育及公民教育、社會服務、與工作有關的經驗）中，繼續獲得均衡發展。



在新修訂下，我們鼓勵學校靈活規劃三年高中的「其他學習經歷」（包括上課時間表以內及以外的學習時間），專業自主，彈性處理。同時，「其他學習經歷」應一如以往，重質不重量及強調反思，深化及鞏固學生所學，培養終身學習的能力，促進學生全人發展。在推行「其他學習經歷」時，學校不應只為滿足課時指引的要求，而應全面考慮及規劃有關學習經歷的學習目的及所期望的學習成果。

## 目的

- 拓寬學生視野
- 發展終身興趣
- 培育正面的價值觀及態度
- 實現全人及均衡發展的五育目標：「德、智、體、羣、美」
- 發展終身學習的能力

## 相關資料

學校應運用適當的策略與社區群體建立持續及互信的夥伴關係。其他學校、政府及非政府機構、家長及校友等都可以是學校推行「其他學習經歷」的合作夥伴。歡迎教師瀏覽「其他學習經歷」網頁。

<http://www.edb.gov.hk/cd/OLE/>



# 「其他學習經歷」

## ——德育及公民教育



### 1. 甚麼是「德育及公民教育」？

「德育及公民教育」是全人教育的重要學習經歷。藉「提高認知」、「孕育情感」和「付諸實踐」三個發展方向，培育學生的品德和公民意識，讓他們在不同成長階段遇上與個人、家庭、社會、國家以至世界相關的議題的時候，懂得如何作出分析和判斷，並持守正面的價值觀和積極的態度，勇於實踐和承擔。

### 2. 為甚麼要推行「德育及公民教育」？

二十一世紀資訊科技發達，新的事物和思維不斷湧現，青少年身處其中，常遇上一些與個人和社會相關的議題或價值衝突，「耳提面命」的教誨和提點，未必足夠幫助他們如何作出判斷和決策。「德育及公民教育」不單是培育學生品德，更要提高青少年的道德判斷能力和公民意識，懂得以正面的價值觀和積極的態度，處理實際生活情況，並作出合乎情理的決定。

Go!





### 3. 學習期望

- 在成長的不同階段，懂得以正面的價值觀和積極的態度，處理與個人及社會相關的議題；
- 當面對價值衝突的處境，能辨識當中蘊涵的道德及公民價值，並依據個人原則及參考社會規範，作出判斷和付諸實踐；
- 成為「明事理」、「辨是非」、「負責任」的社會公民，懂得關心別人、對社會和國家建立認同和歸屬感、並關注世界的議題。

### 4. 學習活動舉隅

#### 校內：

- 班主任時段
- 早會短講
- 倫理及宗教科
- 主題學習周
- 同儕輔導
- 時事新聞分享
- 服務學習計畫
- 升旗隊／制服團體
- 家舍計畫
- 辯論／話劇／壁報比賽
- 專題研習

#### 校外：

- ◆ 內地學習交流團
- ◆ 學界環保大使
- ◆ 國慶文藝匯演
- ◆ 領袖訓練計畫
- ◆ 社區義工計畫
- ◆ 清潔沙灘活動
- ◆ 參觀活動  
(濕地公園、米埔自然保護區等等)
- ◆ 共融體驗學習坊
- ◆ 地區公民教育活動
- ◆ 社區考察活動





### 1. 甚麼是「社會服務」？

「社會服務」是指個人或群體義務服侍其他人的行動，透過積極的參與，以及精心組織的服務安排，讓學生獲得學習和發展的機會，同時滿足社會上的不同需要。良好的體驗是一種重要的學習經歷，它能幫助學生面向社群，肯定自己在社會上的角色和價值，使他們在日後能成為積極和負責任的公民。

### 2. 為甚麼要推行「社會服務」？

「社會服務」可有效地培養學生對不同社會階層人士的同理心、社會關注和尊重，同時也培養德育及公民教育中的核心價值觀和態度（例如：尊重及關心他人、社會責任）。「社會服務」不單可以給學生自己帶來滿足，也給「被服務者」帶來喜悅。透過接觸社會上需要支援和協助的人和社群，學生學會更珍惜自己所擁有的一切，明白幸福並非必然的道理。同時，通過與不同群體的接觸，學生或會在某些範疇發展興趣、專長或作更多的了解，以致擴闊他們終身學習的路徑。

Go!





### 3. 學習期望

- 認識及關注發生在社會上不同階層的人、事和物，以作出反思；
- 建立相關的共通能力（例如：協作能力），並培養正面的價值觀和態度（例如：尊重及關顧他人、社會責任），為未來參與義工服務作好準備；
- 養成「社會服務」的終身興趣和習慣。

### 4. 學習活動舉隅

- 校內服務，如學生會、朋輩輔導計畫
- 參與社區服務中心的服務活動
- 走到社區，為不同群體（包括其他學校）舉辦活動
- 邀請目標社群到校，為他們舉辦活動（如新年慶祝晚會）
- 賣旗籌款
- 義賣活動
- 參與由制服團體所提供的服務機會
- 「清潔香港」活動
- 環保、保護文物和社區美化的有關活動……



## ——與工作有關的經驗

### 1. 甚麼是「與工作有關的經驗」？

「與工作有關的經驗」是讓學生對現今的工作世界有更多認識，它包含了學校為學生提供的一系列學習活動，學生可透過和這些與工作有關的事物接觸以擴闊經歷，增加對就業能力和工作道德操守的理解，以及反思他們的事業抱負和發展。

### 2. 為甚麼要推行「與工作有關的經驗」？

「與工作有關的經驗」幫助學生擴闊視野和個人經歷，協助他們面對新世紀的挑戰。透過不同的學習模式（如職業輔導課、講座、實地探訪）來認識工作世界的有關範疇，學生可以培養出正確的價值觀和態度（例如：承擔精神），以及發展他們在未來工作終身學習的能力，為面對未來瞬息萬變的世界作好準備。

Go!





### 3. 學習期望

- 增加對工作世界的認識和理解；
- 增加對有關工作就業能力的認識，鼓勵學生作個人規畫，並思考未來工作方向；
- 就現今的工作世界，反思與工作相關的道德操守和未來僱主的期望。

### 4. 學習活動舉隅

#### 課堂內：

- ◆ 課堂活動
- ◆ 與專家面談
- ◆ 學習領域的延伸活動
- ◆ 職業輔導課
- ◆ 生活教育課

#### 課堂外：

- ◆ 參觀工作場地
- ◆ 與職業有關的專題研習
- ◆ 商校師友計畫
- ◆ 組織校園電台／電視台／校園報
- ◆ 帶領學生會組織

#### 真實的工作世界：

- ◆ 年宵義賣
- ◆ 工作實習
- ◆ 工作影子活動
- ◆ 工作實況考察

接觸真實的工作世界



### 1. 甚麼是「藝術發展」？

「藝術發展」是高中「其他學習經歷」的重要組成部分。每位學生在高中三年內均享有「藝術發展」學習時間。由於「藝術發展」沒有公開考試，所以學生可以更輕鬆地透過欣賞、創作、表演及反思活動去學習藝術。

### 2. 為甚麼要推行「藝術發展」？

藝術的經歷是培養創意和美感的最有效途徑，既讓學生表達自我，調節身心，亦能拓闊學生視野，有助其他學科的學習。此外，學習藝術更可以提升他們的品味和修養，幫助發展正面的價值觀和態度；因此，「藝術發展」學習經歷有助學生達至全人教育的宗旨。

### 3. 學習期望

「藝術發展」學習經歷延續初中階段的藝術學習，並進一步：

- 發展學生的創意、美感及藝術評賞能力；
- 培養學生尊重多元價值及不同文化的態度；
- 培養學生對藝術的終身興趣。

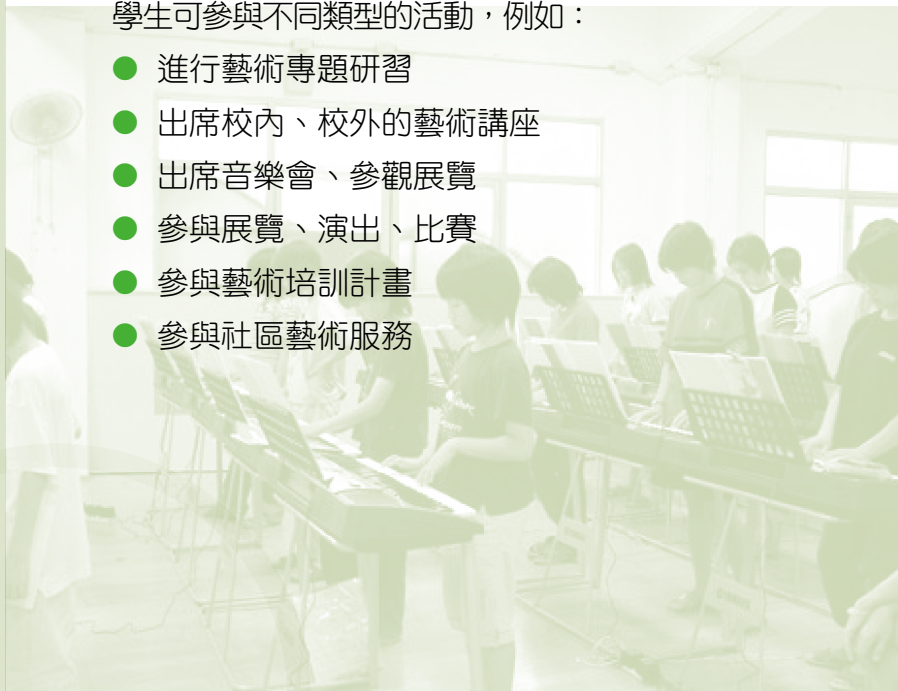
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#### 4. 學習活動舉隅

學習活動可包括多樣的藝術形式，如音樂、視覺藝術、戲劇、舞蹈和媒體藝術。為配合課堂內的學習，學生可參與不同類型的活動，例如：

- 進行藝術專題研習
- 出席校內、校外的藝術講座
- 出席音樂會、參觀展覽
- 參與展覽、演出、比賽
- 參與藝術培訓計畫
- 參與社區藝術服務



### 1. 甚麼是「體育發展」？

「體育發展」是學校課程中主要學習經歷之一，亦稱為「一般體育課程」。它涵蓋體育技能、健康及體適能、運動相關的價值觀和態度、安全知識及實踐、活動知識、審美能力等六個學習範疇，目的是幫助學生提升不同身體活動所需的技能，了解有關的活動知識及安全措施，以發展活躍及健康的生活模式。

### 2. 為甚麼要推行「體育發展」？

「體育發展」強調幫助學生建立正面的價值觀和積極的態度，提升自信，並發展協作、溝通、創造、批判性思考等共通能力和審美能力，以及養成堅毅的精神，是終身學習及全方位學習的重要基礎。

### 3. 學習期望

- 改善已學會的體育技能，學習一些新的體育活動，並



Go!





積極及持恆地參與最少一項與體育有關的聯課活動；

- 懂得分析身體動作，評估健康體適能計畫的成效；
- 在學校及社區中擔當體育領袖或小教練，服務社會，培養責任感及領導才能。

#### 4. 推行模式

**有組織的課堂學習：**這是「體育發展」的主要推行模式。每循環周或每星期的體育課，能讓學生獲取寬廣而均衡的體育發展經歷。

**聯課活動：**全方位學習是「體育發展」的關鍵，所以體育發展不應局限於課堂內，學校應鼓勵學生積極參與聯課活動，包括各類體育活動的興趣小組、訓練班、校際比賽和校外的體育活動。



### 德育及公民教育

在我來說，品德教育便是教育的全部；學懂怎樣做人，便能夠擁有正面和積極的人生態度，待人接物大方得體，無論在學業和工作，都是無往而不利。（學者）

同學們前往內地進行服務活動，不但可了解中國國情，認識自己的國民身份，加強對祖國的歸屬感，還可以經歷刻苦生活，學習服務他人，磨鍊堅毅的意志，提升靈活處事的能力，鍛鍊學生面對挑戰的勇氣以及建立他們的承擔精神。（老師）

### 社會服務

在通過商議及策劃服務的過程中，年青人不但學會「團隊精神」及明白有組織力的重要性。他們還學懂了放下「自我」和「偏見」，以上的經驗都是將來投身社會前的最好裝備。（家長）

參與社會服務，讓我再一次與年輕的學生們一同經歷和感受身邊事物的珍貴。（長者義工）

### 體育發展

我的女兒參加了攀岩課程後，人變得開朗和堅強，做事時計畫周詳和細心，更有責任感。（家長）

雖然只是學校陸運會的一個獎牌，但它是我辛苦練習和公平競技的成果，給我留下一個美好的回憶。此外，我和多位老師和同學都建立了良好的關係，他們原來是很隨和的。（學生）

Go!



## 與工作有關的經驗

這次義賣，不單能為社會福利服務機構籌款，更加深了學生對商業買賣運作的認識。（老師）

學校除須注重學業成績外，也要多讓學生走出課室，接觸商界，拓展及擴闊學生的視野。（社會人士）

與僱主的對話，令我了解到合宜的互作態度是何等重要。（學生）

我很開心能將不同的藝術和體育活動元素滲入在這次義工服務中，令服務內容變得更加豐富。（學生）

同學在生活中有很多接觸藝術作品和藝術元素的機會，但往往未必會察覺，藝術的學習可引發他們多留意身邊的事物。（學者）

## 藝術發展

藝術活動不單可以舒緩學科的考試壓力，我更看到子女從參與創作、欣賞和表演活動中所培養出來的能力。這些能力可以幫助他們在不同學科上的學習，以及提升個人修養。（家長）

# “Other Learning Experiences”: What is it about?

(Supplementary Note) (May 2013)

## New Senior Secondary (NSS) Curriculum and “Other Learning Experiences” (OLE)

Further to the implementation of the first 3-year cohort of the New Senior Secondary (NSS) Curriculum and the completion of the first Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2012, the Education Bureau, the Curriculum Development Council (CDC), and the Hong Kong Examinations and Assessment Authority (HKEAA) have jointly conducted the New Academic Structure (NAS) review. The broad objective of the review is to assess the implementation and policy outcomes of the NAS and identify the strengths, good practices as well as the challenges ahead with a view to making effective recommendations for the continual improvement of the NSS curriculum and assessment in future. Based on the result of the review and with reference to the main issues on the curriculum, assessment and articulation pathways for further studies and work, the new recommendations for fine-tuning the NSS curriculum and assessment were delivered in April 2013. For details, please refer to the webpage of the NAS Review (<http://www.edb.gov.hk/nas/review/en>).

In order to achieve the learning objectives of the OLE – providing students with a broad and balanced curriculum with diverse learning experiences to foster whole-person development as well as respect the choice of the majority of schools and their school-based development, the suggested time allocation of OLE is adjusted to 10 to 15% of the total lesson time for the continual enhancement of a balanced development of students through the five areas of OLE (Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development).

Other Learning Experiences	New Recommendation for Fine-Tuning OLE: Suggested Time Allocation (in percentage)
Moral and Civic Education	<b>10 - 15%</b>  (For each area, schools have the flexibility to make adjustments accordingly upon their existing practices and strengths.)
Community Service	
Career-related Experiences	
Aesthetic Development	
Physical Development	

Under the new recommendation, schools are encouraged to have flexible planning of OLE (including time-tabled and non-time-tabled learning time) for students throughout the three years of the NSS education. Besides, schools can make school-based arrangement upon their professional judgment and flexibility in the time allocation of OLE. All along, it is the quality of OLE that matters, rather than the quantity. Schools should facilitate students to deepen and consolidate their own learning through quality reflection so as to nurture students' life-long learning capability and foster their whole-person development. In the implementation of OLE, it is always NOT just about satisfying the suggested percentage of time allocation, due consideration should be given to the overall planning on the expected learning objectives and outcomes of the respective learning experiences.

## Aims

- To widen students' horizon
- To develop lifelong interests
- To nurture positive values and attitudes
- To realise the curriculum goal of whole person and balanced development as in the five essential Chinese virtues: 'Ethics, Intellect, Physique, Social Skills, Aesthetics'
- To develop the lifelong learning capabilities

## More information

Schools should devise appropriate strategies to build up a sustainable and trust abundant relationship with collaborative partners in the community. Partners such as other schools, Government departments, Non-government organisations, parents and alumni could contribute in school-based OLE programmes. Teachers are welcome to browse the OLE website for more information.

<http://www.edb.gov.hk/cd/OLE/>



# “Other Learning Experiences”

## —Moral and Civic Education



### 1. What is Moral and Civic Education?

Moral and Civic Education is an essential learning experience for whole person development. Through “Raising Cognition”, “Nurturing Affection” and “Taking Action”, students’ morality and civic awareness could be cultivated. Students are expected to analyse and judge issues or life events related to self, family, country and the world, that they may come across at different stages of development, and to develop positive values and attitudes, as well as taking proper actions and commitment when making the analysis and judgement.

### 2. Why Moral and Civic Education?

With rapid development of information technology in the 21<sup>st</sup> Century, new issues and new ways of thinking keep emerging. Young people may not be able to make proper judgement and decision by exhortations when facing dilemmas and personal and social issues. Moral and Civic Education does not only intend to cultivate virtues among students, but also aims to enhance their ability to make moral judgement and civic awareness, so that they could learn how to make reasonable decision for themselves in real life situations.

Go!





### 3. Expected learning outcomes

- To develop and exemplify positive values and attitudes when dealing with personal and social issues pertinent to the development of adulthood;
- To identify the moral and civic values embedded in personal and social dilemmas, and to make rational judgment and take proper actions with reference to their personal principles as well as the social norms;
- To become “informed”, “sensible” and “responsible” citizens who would care for others, develop a sense of identity and commitment to the society and the nation, and show concern on world issues.

### 4. Examples of learning activities

#### Inside School:

- ◆ Class teacher period
- ◆ Talk in morning assembly
- ◆ Ethics and religious education subject
- ◆ Thematic learning week
- ◆ Peer counseling programme
- ◆ Sharing on news and current issues
- ◆ Service learning programme
- ◆ Flag-raising team / uniformed group
- ◆ School as family programme
- ◆ Debate / Drama / Board decoration competition
- ◆ Project learning

#### Outside School:

- ◆ Exchange and collaborative educational programmes with the Mainland
- ◆ Student Environmental Protection Ambassador Scheme
- ◆ The National Day Extravaganza
- ◆ Leadership training programme
- ◆ Community volunteer scheme
- ◆ Beach cleaning activity
- ◆ Visit (such as Wetland Park, Mai Po Nature Reserve)
- ◆ Experience workshop on social integration
- ◆ Regional civic education programme
- ◆ Field study of the community



# “ Other Learning Experiences”

## —Community Service



### 1. What is Community Service?

Community Service refers to service volunteered by individuals or an organisation, whereby students learn and develop through active participation in thoughtfully organised service that meets the needs of communities. A good experience is an essential learning experience. It helps students to get in touch with the community and to realise their role played and value in society, so that they could become active and responsible citizens of tomorrow.

### 2. Why Community Service?

Community Service is effective for developing the empathy, social concern and respect for different groups in society, as well as the core values and attitudes (e.g. respect and caring for others, social responsibility) for Moral and Civic Education. Community Service does not only bring joy to the ones who serve, but also the ones “being served”. It teaches us to treasure everything that we have, through the contact with people and communities in need of support and assistance. Students will understand that nothing can be taken for granted. At the same time, through contact with different sectors, students would develop interest, expertise or more understanding in certain areas and would enrich their lifelong learning pathways.

Go!





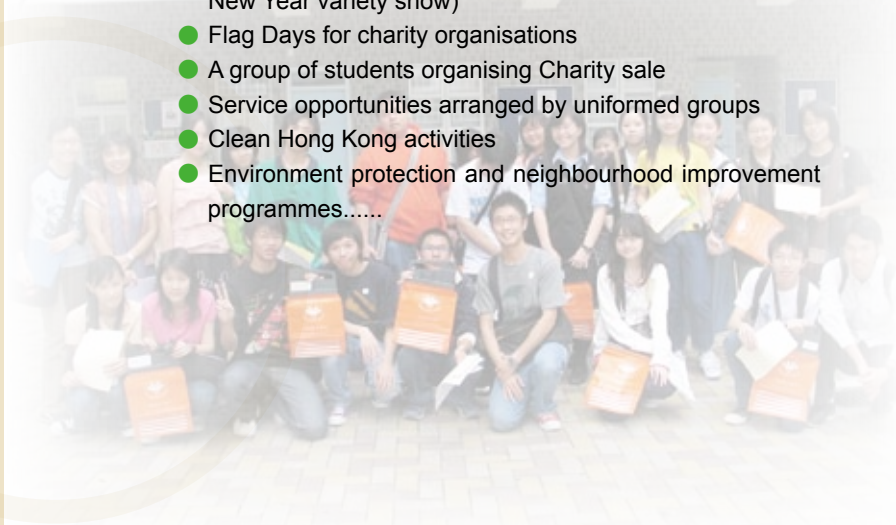


### 3. Expected learning outcomes

- To identify and reflect on various social issues / concerns encountered in Community Service experiences;
- To develop positive attitudes (e.g. respect and caring for others, social responsibility) and related generic skills (e.g. collaboration) to prepare for future voluntary service involvement;
- To nurture lifelong interest and habits in Community Service.

### 4. Examples of learning activities

- Service opportunities inside school, e.g. student union, peer mentoring scheme
- Participate in various Community Service activities organised by local community centres
- Organise events and activities for different social groups (including other schools) within the community
- Invite target groups to schools for activities (e.g. Chinese New Year variety show)
- Flag Days for charity organisations
- A group of students organising Charity sale
- Service opportunities arranged by uniformed groups
- Clean Hong Kong activities
- Environment protection and neighbourhood improvement programmes.....



# “ Other Learning Experiences”

## — Career-related Experiences

### 1. What is Career-related Experiences?

Career-related Experiences enables students to obtain up-to-date knowledge about the world of work. It encompasses a broad range of serial programmes / activities organised by school for their students. Through the exposure to a number of career-related issues, students would widen their perspectives, enhance their understanding on employability and work ethics, and reflect on their career aspirations and development.

### 2. Why Career-related Experiences?

Career-related Experiences helps widen students' horizon and prepare them to face the challenges of the new era. Through learning about the world of work in a variety of learning contexts (e.g. career guidance sessions, talks, visits), students could develop positive attitudes and manners towards works (e.g. commitment) and acquire lifelong learning capability and disposition for their future work for preparing to meet the challenges in this rapidly changing society.

Go!



### 3. Expected learning outcomes

- To enhance up-to-date knowledge about “the world of work”;
- To acquire knowledge related to employability, in order to encourage personal career planning and development;
- To reflect on work ethics, and employers’ expectations in the current labour market.

### 4. Examples of learning activities

#### Inside the classroom

- classroom activities
- career talks and interviews
- extended activities of related Key Learning Areas
- career guidance sessions
- life education sessions

#### Outside the classroom

- ◆ workplace visits
- ◆ project learning on careers
- ◆ business mentorship
- ◆ organising school campus radio / TV / newspaper
- ◆ leading student unions

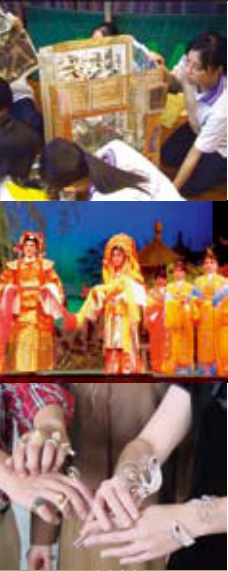
#### In the real world of work

- ◆ Chinese New Year eve charity stalls
- ◆ job attachment
- ◆ job shadowing
- ◆ field work projects in a real context

**Towards the real world of work**

# “ Other Learning Experiences”

## —Aesthetic Development



### 1. What is Aesthetic Development?

Aesthetic Development is an essential component of Other Learning Experiences. Throughout the three years of senior secondary education, every student should be provided with learning time for Aesthetic Development. Since no public examinations are required for Aesthetic Development, students may learn arts in a more relaxing way through appreciating, creating, performing and reflecting.

### 2. Why Aesthetic Development?

Engaging in arts experiences is the most effective way to cultivate students' creativity and aesthetic sensitivity. Arts experiences not only allow students to express themselves, regulate their bodies and minds as well as broaden their horizons, but also facilitate learning of other subjects. Moreover, learning of the arts can foster students' fine taste and cultivate their temperament, and helps them develop positive values and attitudes. After all, learning experiences of Aesthetic Development can help students attain the aim of whole person development.

### 3. Expected learning outcomes

Learning experiences of Aesthetic Development extend the learning of the arts at the junior secondary level, and further:

- develop students' creativity, aesthetic sensitivity and arts appraising ability;

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- cultivate students' attitude of respecting different values and cultures;
- cultivate students' lifelong interest in the arts.

#### 4. Examples of learning activities

Learning activities can involve diversified art forms such as music, visual arts, drama, dance and media arts. To complement structured learning in lessons, students may participate in different kinds of activities. For instance,

- conducting project learning related to the arts
- attending arts seminars inside or outside school
- attending concerts and visiting exhibitions
- participating in exhibitions, performances and competitions
- participating in arts learning programmes
- participating in community arts services



# “ Other Learning Experiences”

## —Physical Development

### 1. What is Physical Development?

Physical Development is one of the essential learning experiences in the school curriculum. It is also referred to as “General Physical Education (PE)”. It covers six learning strands, namely Motor and Sports Skills, Health and Fitness, Sports-related Values and Attitudes, Knowledge and Practice of Safety, Knowledge of Movement, and Aesthetic Sensitivity. It aims to develop students’ physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

### 2. Why Physical Development?

Physical Development develops students’ confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes, and perseverance in PE, provide a good foundation for students’ lifelong and life-wide learning.

### 3. Expected learning outcomes

- To refine the skills learnt and acquire skills of novel physical activities, and participate actively and regularly in at least one PE-related co-curricular activity;

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- To analyse physical movement and evaluate the effectiveness of a health-related fitness programme;
- To take the role of sports leader or junior coach in school and the community, and to demonstrate responsibility and leadership.

## 4. Modes of implementation

**Structured PE Lessons:** This is the major implementation mode for Physical Development. The PE lessons in each cycle/week help ensure that students can enjoy a broad and balanced programme featuring a variety of movement experiences.

**Co-curricular Activities:** Life-wide learning is very important in Physical Development as learning is not confined to lessons. Schools should encourage students to participate actively in co-curricular activities including interest groups of different physical activities, training courses, inter-school competitions and physical activities outside school.





# 「其他學習經歷」— "Other Learning Experiences" :

## 指南針 What is it about?

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