

Life-wide Integrative Education for Health Curriculum evaluation

Curriculum evaluation forms a focal part of the implementation of the curriculum. To be authentic, evaluation is to be done on a cross-curricular and thematic basis. Life-wide learning activities and life events are to be used as convenient evaluation points.

While for a fuller realization of the curriculum objectives, sex, health and environmental modules are included in the formal, informal & hidden curriculum. An **INTERIM REPORT OF LIFE-WIDE LEARNING CURRICULUM --- PERSONAL GROWTH, SEX, HEALTH & ENVIRONMENTAL EDUCATION MODULES** was included for reference (Note 6)

c) How to learn and teach effectively

In order to make effective curriculum plan for the Education for Health (in fact, one of the domains in the School Extended Curriculum, a checklist to identify curriculum gaps has been used in LTFC.

[A sample of the extract--- *adopted from CUHK's Health Promoting School Scheme*]

1	Personal Health	
2	Food & Nutrition	
3	Mental & Emotional Health	
4	Family Life & Sex Education	
5	Prevention & Treatment of Diseases	
6	Smoking Alcohol & Drug Abuse	
7	Consumers' Health	
8	Safety & First Aid	
9	Environmental Health	
10	Life Education (life, death, old, ...)	

In enhancing the learning and teaching effectiveness of Health Education Focus Learning Area (FLA) and promoting a culture of Education for Health in LTFC, the HE Department and the PGHLU work hand in hand on some of the key tasks listed below. They are:

- Work out a whole-person development framework for promoting healthy culture in LTFC;
- Promote a whole-school curriculum integration by using Education for Health as the base
- Review existing curriculum, identifying gaps;
- Use multiple 'entry' points (for example: engaging students in cleaning, energy conservation, healthy eating and black spots reporting campaigns);
- Employ age-specific approaches (for the lower forms --- more on beliefs, skills and actions);
- Help students making responsible/informed decision;
- Encourage students to form healthy habits;
- Go beyond 'knowledge' and target for 'action';

- ☑ Establish role models (from teachers, parents, ...)
- ☑ Capitalize current / critical events

d) How to assess or appraise?

Education for Health as an essential component to foster students' whole-person development, it meant that it is related to students' personal growth, habit formation and development for adolescents as well as adulthood, if it is such, it is for sure that it cannot be assessed by merely using pen and paper. As one of the domains in our school's extended curriculum, we put much emphasis on the mode of assessment, especially the kind of internalized & formative assessment leading to the expected outcome. As practiced in our school, the nature and format vary. They may include:

- ⊙ No 'pure knowledge' testing
- ⊙ Assessment for learning (e.g. feedback, reflection, ...)
- ⊙ Using relevant contexts in assessment
- ⊙ Qualitative approach
- ⊙ Portfolios --- with outstanding performance or achievement in health-related learning activities.

In other words, LTFC has adopted a whole school approach for promoting Health Culture or rather Education for Health. We endeavour to:

- ☼ Promote a healthy school culture in an organizational level, e.g. curriculum integration & a holistic extended curriculum framework;
- ☼ Develop sustainable cultures of a compassionate & intimate campus, healthy school, environmental friendly school, a campus of life, green school;
- ☼ Foster very close partnerships with the Centre of Health Education & Promotion (CHEP), the Health Department, the tertiary institutions and NGOs;
- ☼ Curriculum, Ethos and Activities, a 3 in 1 approach;
- ☼ Self-evaluative mindsets, especially promoting healthy culture and individual health services through the Health Education Resources Centre (HER Centre);
- ☼ Cultivate a strong health promoting school concept conducive to students' whole-person development in personal qualities, positive values & attitude, individual study and career plans, genuine heart to serve and love, good citizenship, strong self and national identity.

Evaluation parameters & methods

In the course, a learning process is applied. We follow a 'ROAPR' process which is to **Reflect Critically, Observe, Act, Plan and Reflect Initially**. At the same time, teachers evaluate and learn following the same 'RPAOR' cycle. They focus on process and content and share their view critically. Shared understanding is attained through reflection and dialogue. Then they work collaboratively to improve the outcome.

R. Tyler (1949) viewed evaluation as the criteria for the achievement of the goals (Note 7a). To achieve the education goals in our Life-wide Integrative Education for Health curriculum, a double learning cycle for organization learning which is a quality learning cycle for evaluation and assessment is designed (Note 7b). It works for the establishment of a self-improvement evaluation model.

The Cycle runs as follows: Plan (planning the steps) → Do (having the experience) & Learn (concluding from the experience) → Evaluate (reviewing the experience) → Joint Assessment (evaluate the process/experience with teachers/the community). As the implementation and outcome of this curriculum involves learning experience, life-wide learning opportunities, development of skills, cultivation of attitudes and values, so a process-oriented, formative and continuous assessment for learning should be conducted. Evidence is generated from diversified sources. It is realized that one learning outcome will facilitate another outcome, similarly one product leads to another. If viewed as such, multiple assessment modes seem necessary. What we have in mind is assessment for learning, not assessment of learning. Process and outcome form core parts of the evaluation. It covers a wide range of aspects from moral, academic, physical, aesthetic and social which means intellectual, affective and social domains.

In assessing the quality or effectiveness of the experience which may be in the forms of formal, informal and life-wide learning, experience performance indicators can be devised as a tool of assessment. Questions may develop from the 5 essences of life-wide learning experience, namely directed learning, active learning, collaborative learning, learning to learn and taking responsibility of own learning. An authentic response and feedback can be gathered which allows consistent renewal and modification of the process and the cycle. (Note 7 a & b) It is indeed a self-evaluative quality framework by linking all learning experiences. It goes back to our school's composite performance indicators pertained in the 3-level and 6 stages. Students experience are recalled, built on and extended by setting indicators on the essences of quality learning experiences in the questionnaire survey, portfolio, discussion, presentation, etc.

Form of Assessment

Forms of assessment vary a lot as to the kind of activities. Four kinds of assessment will be employed.

- ✿ Authentic assessment
- ✿ Performance assessment
- ✿ Alternative assessment
- ✿ Portfolio assessment

Method: both qualitative and quantitative

Qualitative:

- ✿ Students' portfolio on Mission Accomplished Passport (MAP I) and My Attainment Profile (MAP II)--- our school's Personal Growth Programme and the Whole-person Development Award Scheme Record Book
- ✿ Celebrating successes
- ✿ Feedback from the navigator schools, community and the seed schools
- ✿ Evaluation Reports
- ✿ Student Performance Report
- ✿ Student Self-assessment & Self-reflection in sharing and presentation sessions

Quantitative:

- ✿ Number of participants in learning activities
- ✿ Utilization of the Health Education Resources Centre
- ✿ Number of activities organized for the Navigator & Seed Schools
- ✿ Involvement in the Learning Carnival
- ✿ Response from the dissemination activities

e) Summary & the Way Forward

- (1) Audit the existing learning opportunities related to Education for Health.
- (2) Make good use of MCE, Health-related, social life exemplars, current events and issues.
- (3) Get the best from expert organizations and optimize the use of LWL opportunities.
- (4) Set up a help desk, experimental station and a resource hub for curriculum development for Education for Health for the Junior Secondary and Health Management & Social Care for Senior Secondary.
- (5) Extend courses, experience sharing sessions, hand-on practice for teachers and heads to acquire concepts and practical knowledge about Education for Health.
- (6) Provide suitable information and resources for schools, e.g. the navigator schools and seed schools as well as other schools in HK.
- (7) Incorporate Education for Health & Health Promoting concepts in school development plan. School self-evaluation system.
- (8) Recognize student participation in health related activities and community services.