



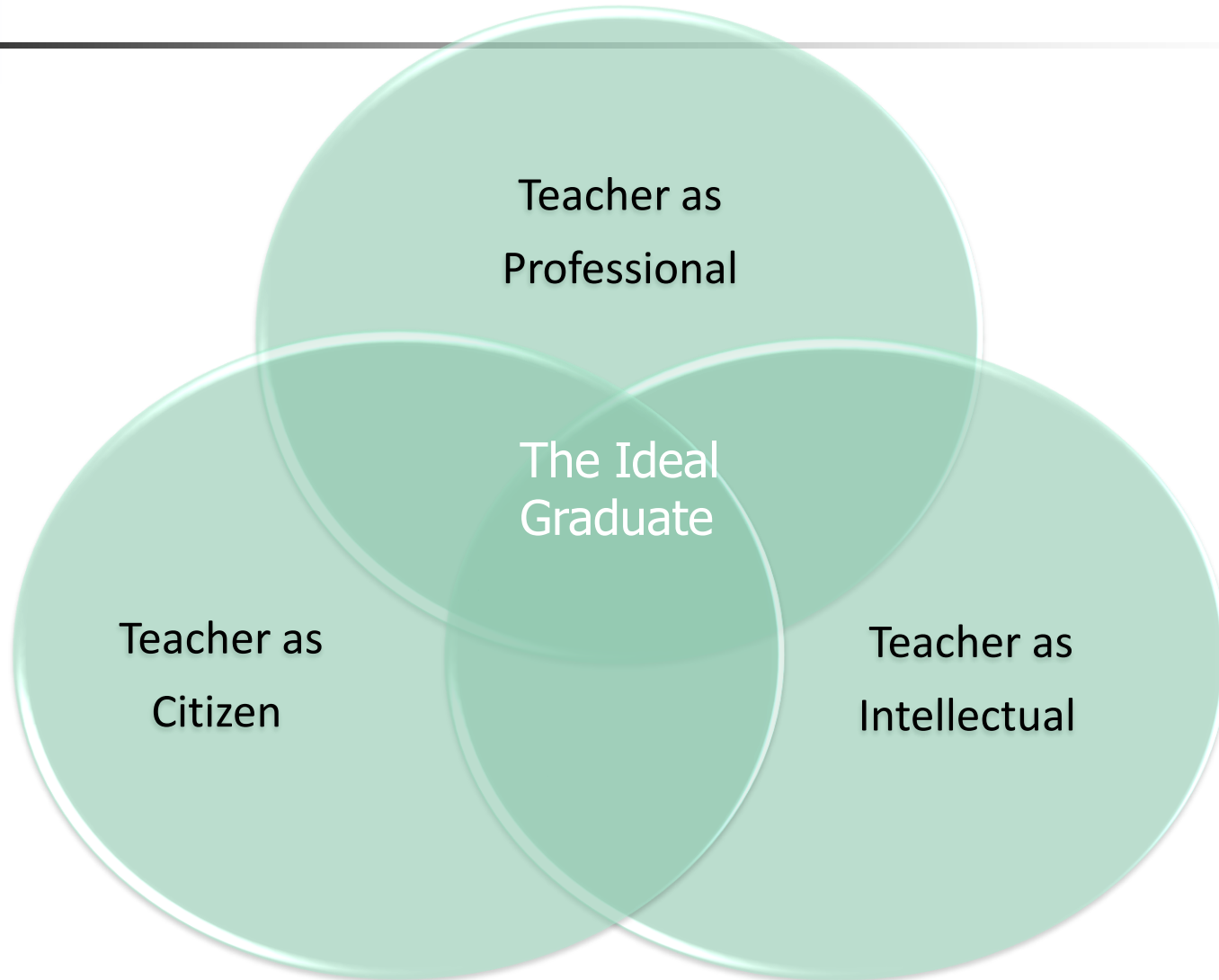
Building Staff Capacity for Implementing OBL Approach to Learning

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The Hong Kong Institute of Education

334 Symposium "Enhancing and Assessing Students' Learning
Outcomes for the New 4-Year Curriculum"

14 December 2009
Venue: Poly University

HKIED's Mission



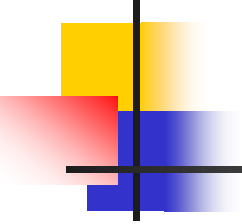


OBL at HKIED

Learning Framework

- **Character and Moral Education**
- **Cultivation of Wisdom & Intellectual Engagement**
- **Competence and Professional Excellence**
- **Citizenship and Social Responsibility**

Drive curriculum and aids professional development

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- Definitions and Conceptions
 - UGC's approach to OBL
"No one size fits all"
 - HKIED's position – a concept paper
<http://www.ied.edu.hk/obl/resources>



Issues and Challenges

- Understandings of OBL
- Another reform?
- Philosophical issues
- Institutional challenges



Implications

- Gradual and incremental
- “Bottom up” or “top down”?
- Culture building
- Appropriate professional development

Strategic Tasks



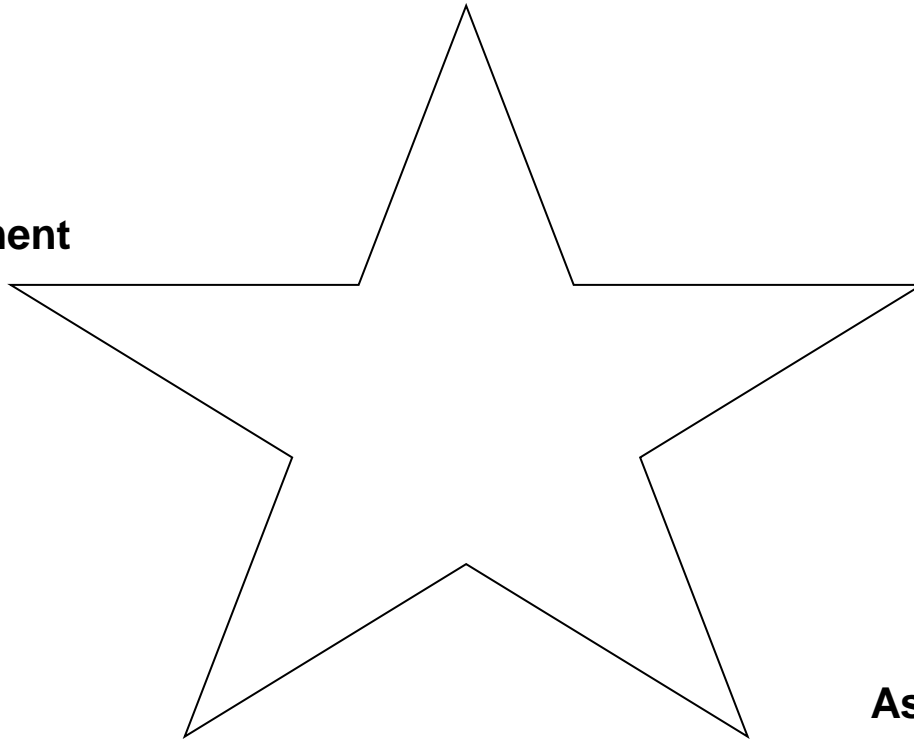
**Establishment of
Learner Outcomes**

Culture Enhancement

**Curriculum
Embedment**

**Professional
Development**

Assessment of Outcomes



Capacity Building

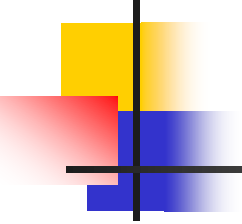


- Teaching staff
 - Understand direction of the institute
 - To prepare staff for changes and new tasks
- Students
 - Improve quality of student learning
 - Improve quality of delivery received by students
- Organisation
 - Develop the institute as a learning organisation
 - To develop staff resources and align to strategic direction of institute
 - to ensure successful implementation of initiative
- Ancillary staff
 - To ensure support staff have appreciation of the mission and purpose of the institute
 - To develop administrative and other services to support educational purpose of the organisation



A Culture of Support

- Developing norms of collegiality, trust
- Creating opportunities for disciplined inquiry
- Providing opportunities for teachers learning content in context
- Rethinking functions of leadership to include teachers
- Creating and supporting networks

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- Conversation is vital – shared language
 - Institute level – forums and seminars
 - Senior management retreat
 - Bi-weekly conversations with OBL champions
 - Departmental sharing

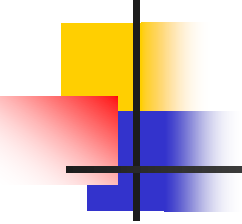


- Staff engagement through involvement

- Common project – course template
- Outcomes: ownership, collaboration, conversation peer sharing and learning, identity formation

- Leadership engagement

- Management retreats
- Institute forums
- Programme Development committee
- Working Group

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- Appointment of Department Champions as change agents
 - Formation of OBL Unit
 - Form a “critical mass” population and work with this critical mass population



- Pilot OBL approach

- Increase capacity building
- Inform large scale development and implementation
- 3 pilots – formal and informal



Professional Development

- PD plays an important role in changing teachers' teaching methods
- Positive changes in teachers' behaviours have a positive impact on students learning
- Reciprocal relationship between educational reform and teachers' professional development



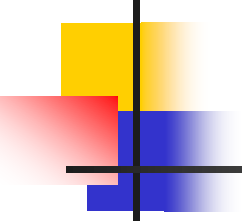
Characteristics of PD in Sustaining Change

- Emphasis on concrete and challenging goals
- Activities that include technical and conceptual aspects of instruction
- Collegial support
- Evidence of effects of efforts on student learning



Goals

- To clarify
- To prepare and equip with relevant skills
- Develop community of learners

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- Preparation
 - Conceptual & Philosophical issues
 - Awareness sessions
 - Culture building

 - Embedding into Curriculum
 - Learning outcomes -programme and course levels
 - Curricula design, templates and guidelines
 - Assessment issues
 - Teaching strategies – infusion of generic outcomes



Activities

- Institute forums and seminars
- Departmental retreats and briefings
- Focused professional development workshops
- Individual/Team support/coaching
- Conversations with OBL champions
- Action research



Issues

- Organisational values
- Time
- Allocation of funds
- Adequacy of staff developers



Implications

- PD must be systematically planned, supported
- Release time and financial support
- Variety of models and techniques of professional development
- Use of technology to support PD
- Coordinated effort
- Constructivist model for staff development