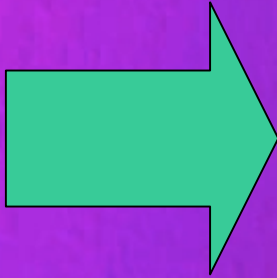


# Challenge to SBM

Students' continuous learning improvement should be the core target of SBM and educational reform

- Why & How SBM can facilitate learning improvement for students, teachers and the school organization?

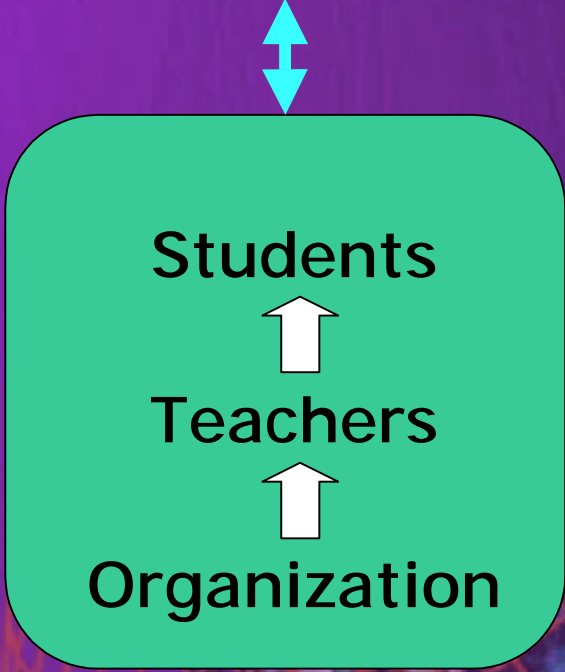
School-Based  
Management



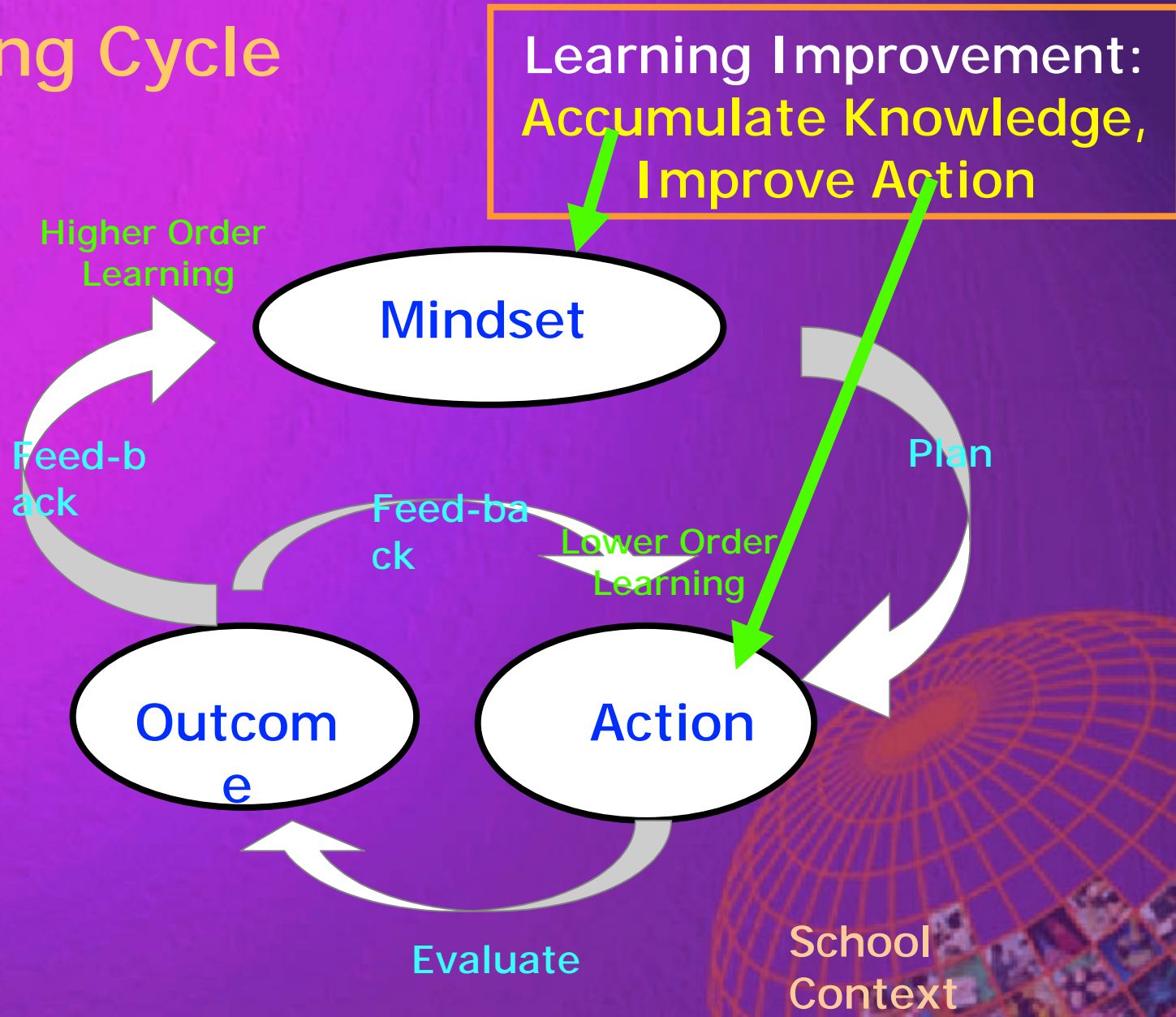
Learning  
Improvement

Why ?

How ?



# Learning Cycle

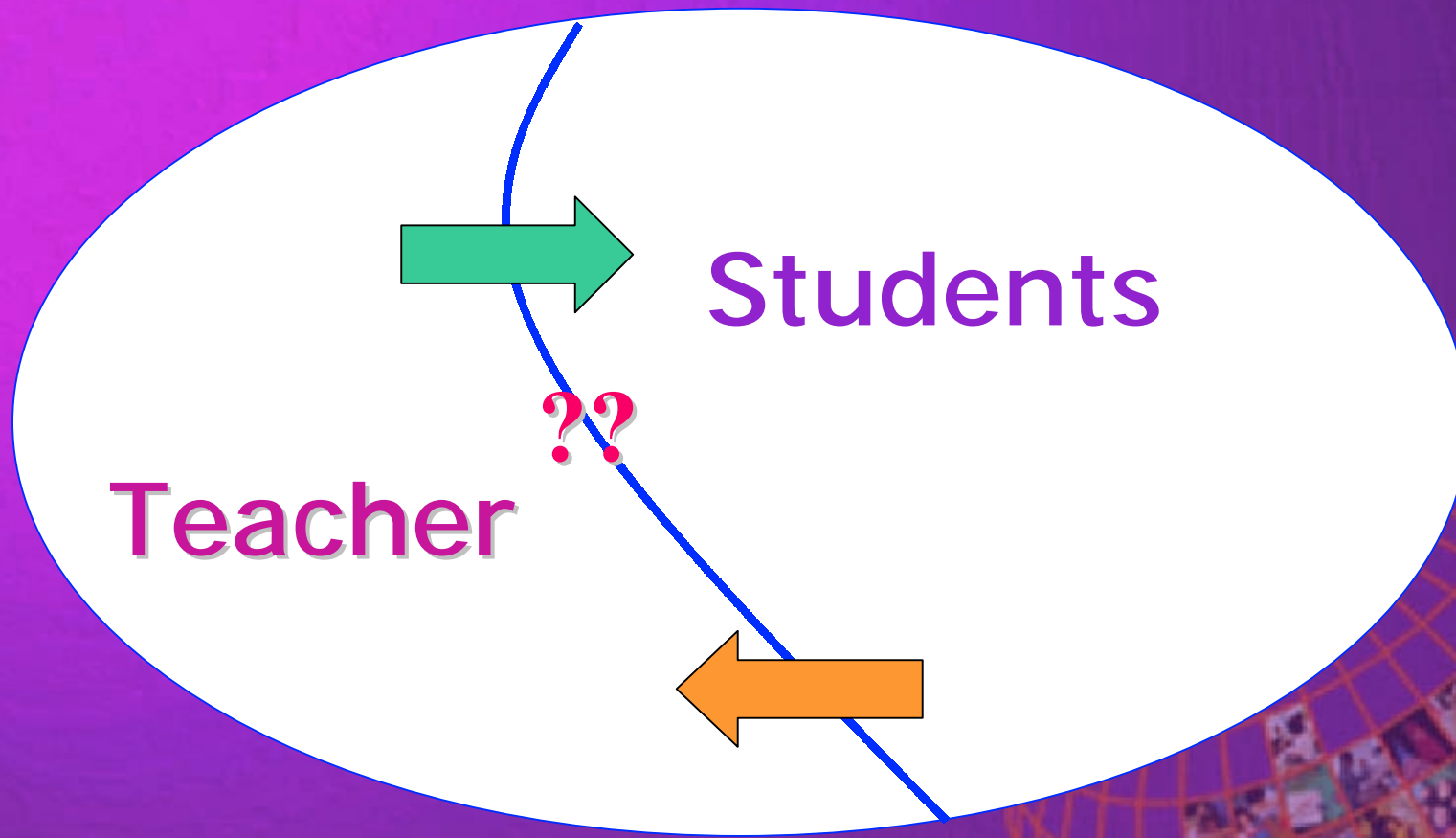




# Challenges to Teaching & Management

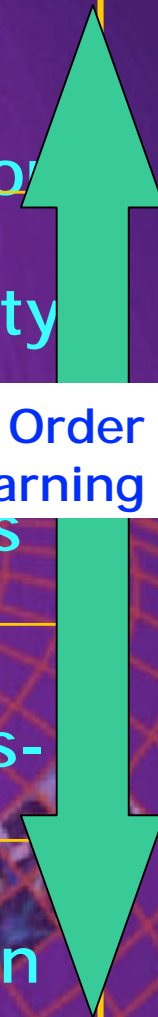
- How to motivate & facilitate students' continuing learning cycle with the improvement in teaching approach and learning environment?
- How to improve teaching through teachers' continuing professional learning?
- How to facilitate teachers' learning cycle with continuing improvement in organizational context?
- How to facilitate organizational learning & improvement?

# How to Improve Teaching & Learning?




Teacher's Role	Teaching/ Learning Process	Student's Role	Likely Student Quality as Outcome
1. Appreciator	As determined by student	Searcher	Self-determination
2. Partner	Participation	Partner	Responsibility
3. Patron	Making	Designer-creator	Creativeness
4. Guide	Searching, observing	Explorer	Adventurousness
5. Questioner	Experimentation	Searcher	Investigation skills

High Order Learning

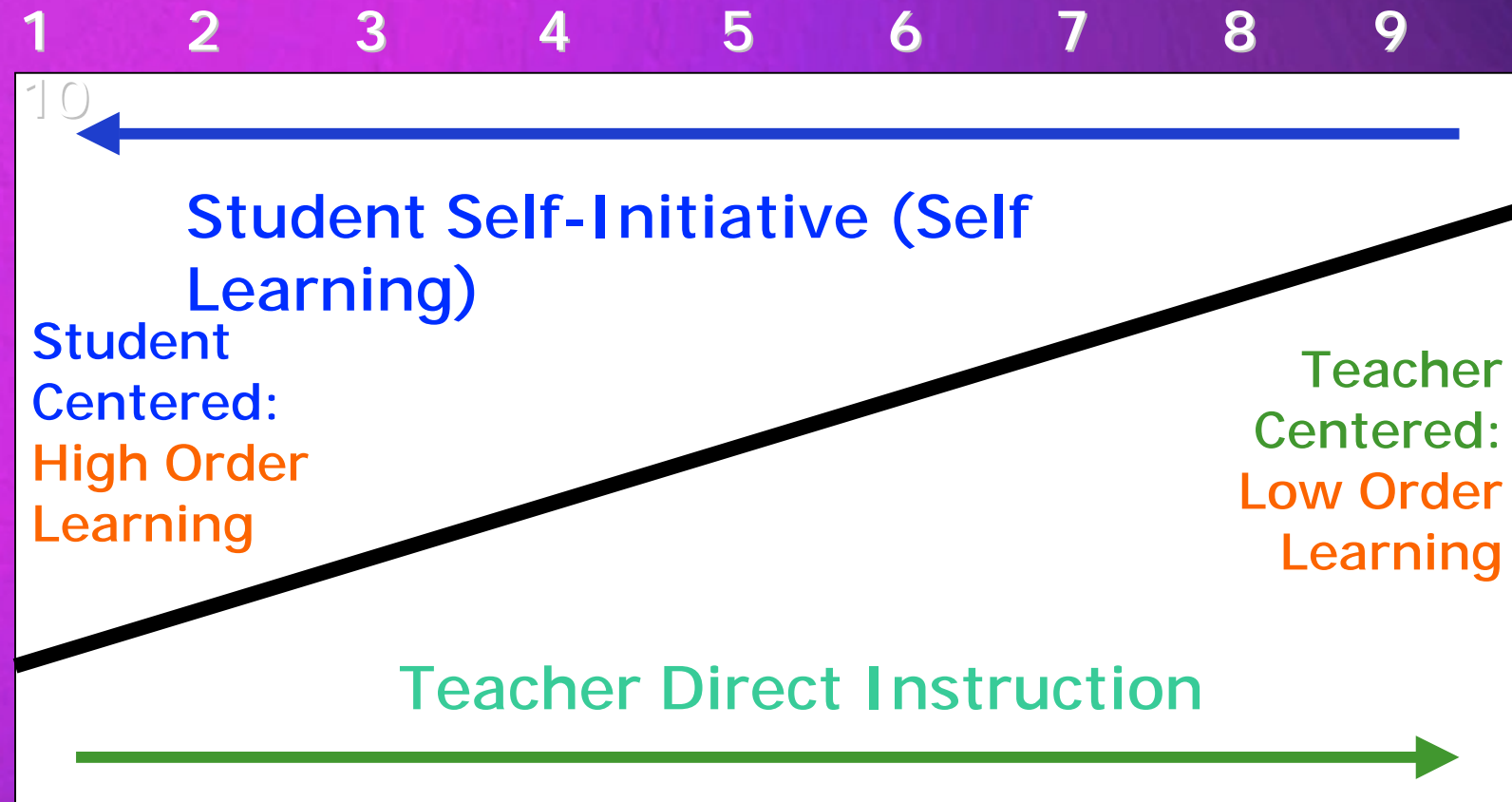


6. Tutor	Reflection	Thinker	Understanding
7. Counsellor	Expression of feeling	Client	Insight
8. Moulder	Conditioning	Subject	Habits
9. Instructor	Transfer of information	Memorizer	Possession of information
10. Exemplar	Imitation	Trainee	Skills



Low Order Learning

# Student Role



# Teacher Role

## To facilitate student self initiative....

How can we facilitate teachers and students to shift their roles from the **Lower** end (8-10) towards the **Higher** end (1-4)?

What implications for teaching and SBM?

# Challenges & Reflection

Do you know:

- Whether your school and teachers effectively accumulate knowledge and continuously improve practices to help students as effective learners?
- Whether your school is a *Learning Organization*?
- Whether your teachers are *Continuing Professional Learners*?

# The Essence of SBM

- **Decentralization:** Flexibility in Use of Resources to Solve SB problems and Achieve Educational Aims
- **Learning Organization:** Self-Planning, Self-management, Self-evaluation, & Self-improvement
- **Accountability**

# Organizational Learning

Learning Improvement:  
**Accumulate Knowledge,  
Improve Actions**



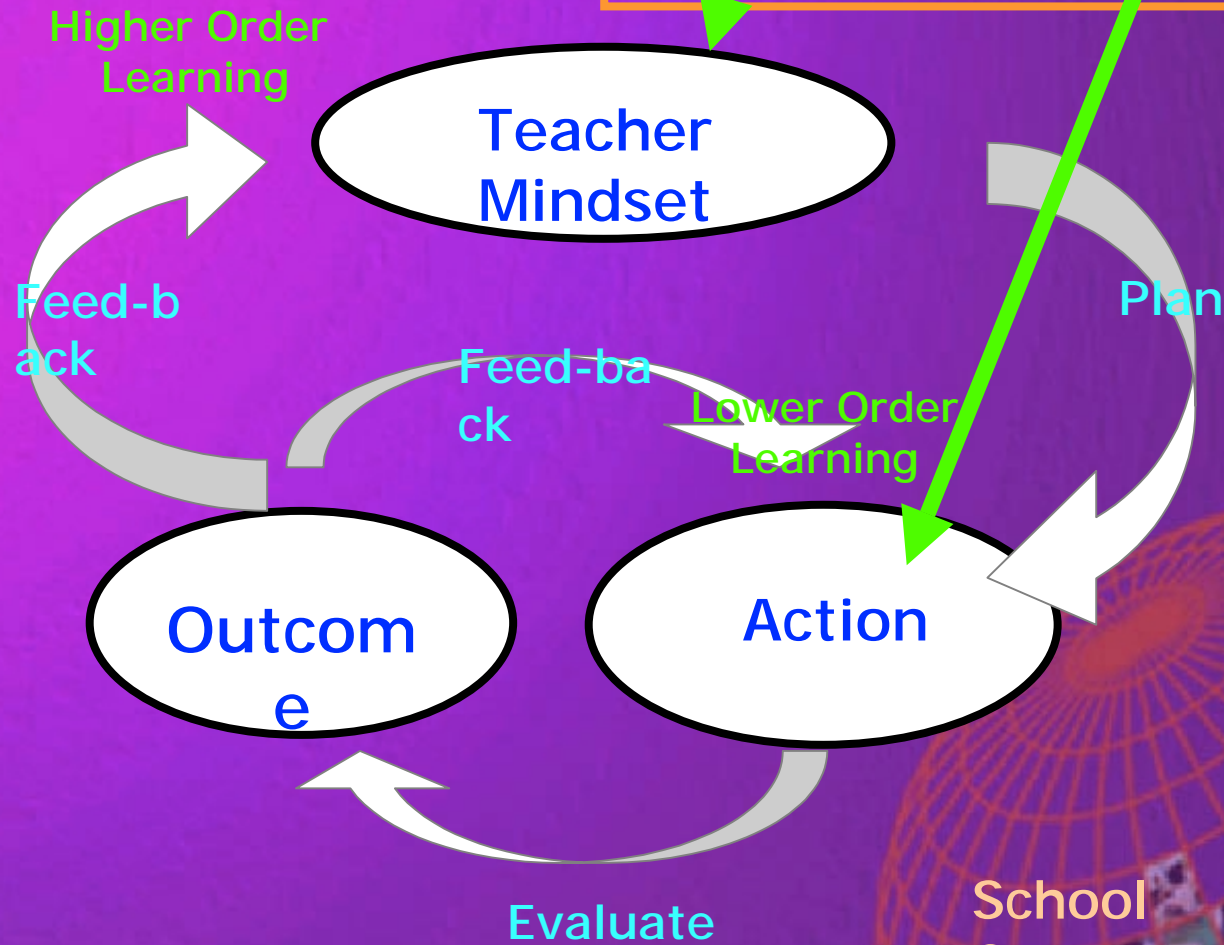
Local &  
Societal  
Contexts

# SBM as Organizational Learning



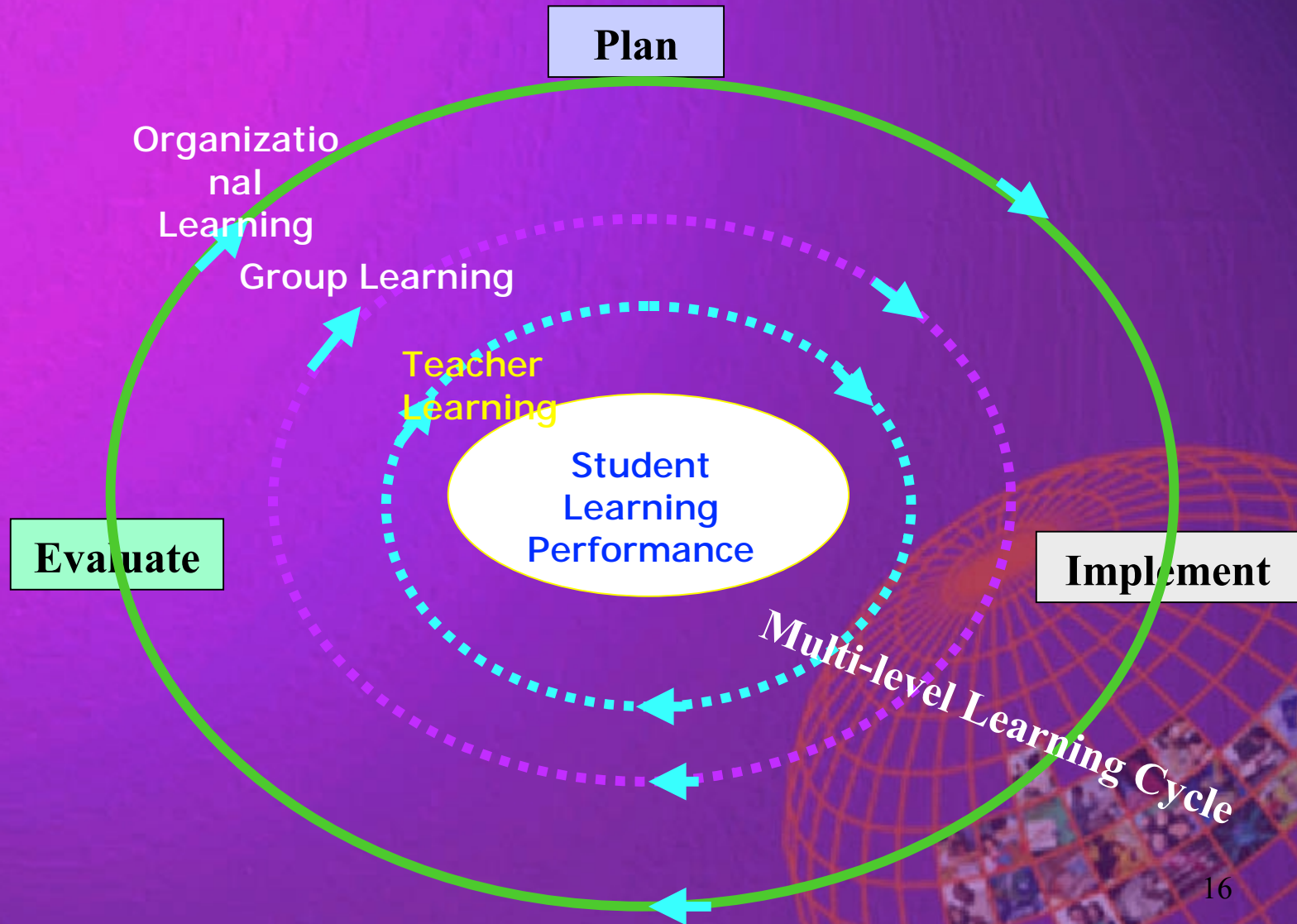
# Teacher Learning

Learning Improvement:  
Accumulate Knowledge,  
Improve Action

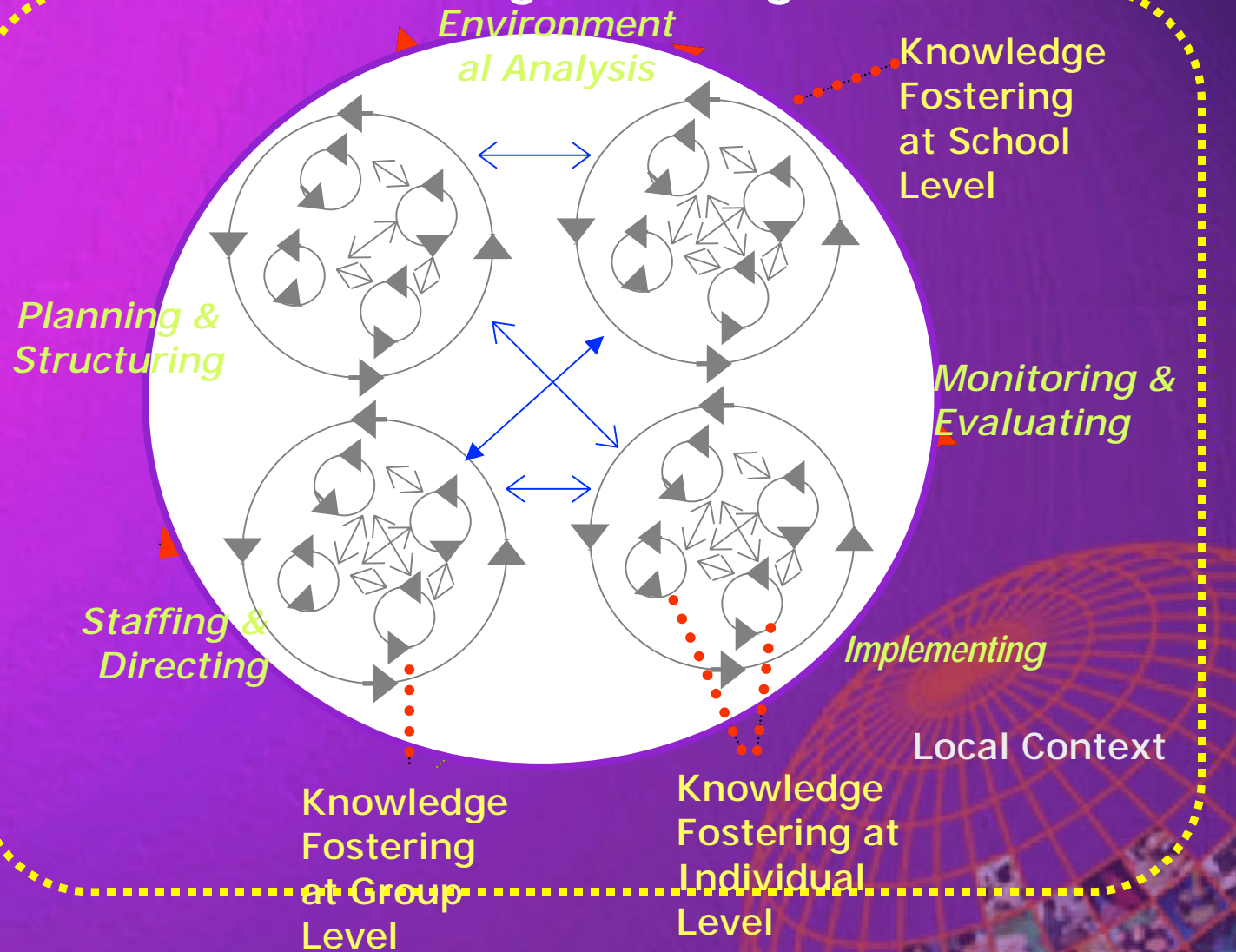


School  
Context

# Multi-level Learning Improvement with Student Learning as Focus

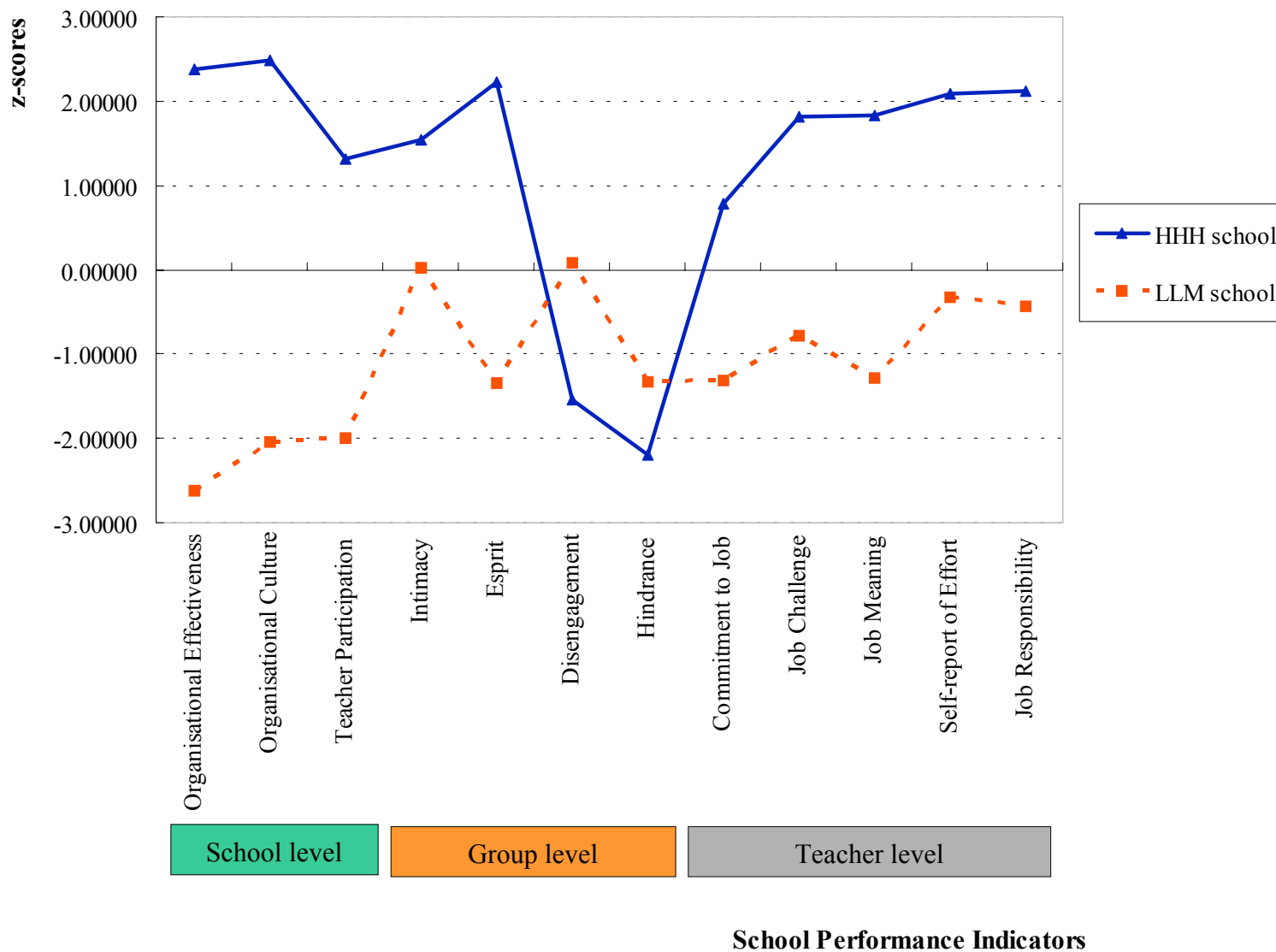


# Multi-Level Learning Improvement & Knowledge Building



Global Context

**PROFILES of HHH SCHOOL (overall strong self-management strength at three levels) and LLM SCHOOL (overall weak self-management strength at school and group level)**



	HHH School	LLH School
<b>Primary 3 Students</b>		
Overall	62.45	44.02
Chinese	58.21	52.81
English	64.62	29.75
Mathematics	64.53	49.48
<b>Primary 6 Students</b>		
Overall	62.24	53.96
Chinese	53.83	54.22
English	66.21	56.12
Mathematics	66.70	51.52

# Coherent Multi-level Self Management

## Much Better in:

- Organizational Effectiveness
- Organizational Culture
- Teacher Participation
- Teacher Intimacy & Esprit
- Job attitudes
  
- Students' Learning Outcomes (Grade 3-6)

# Challenges & Reflection

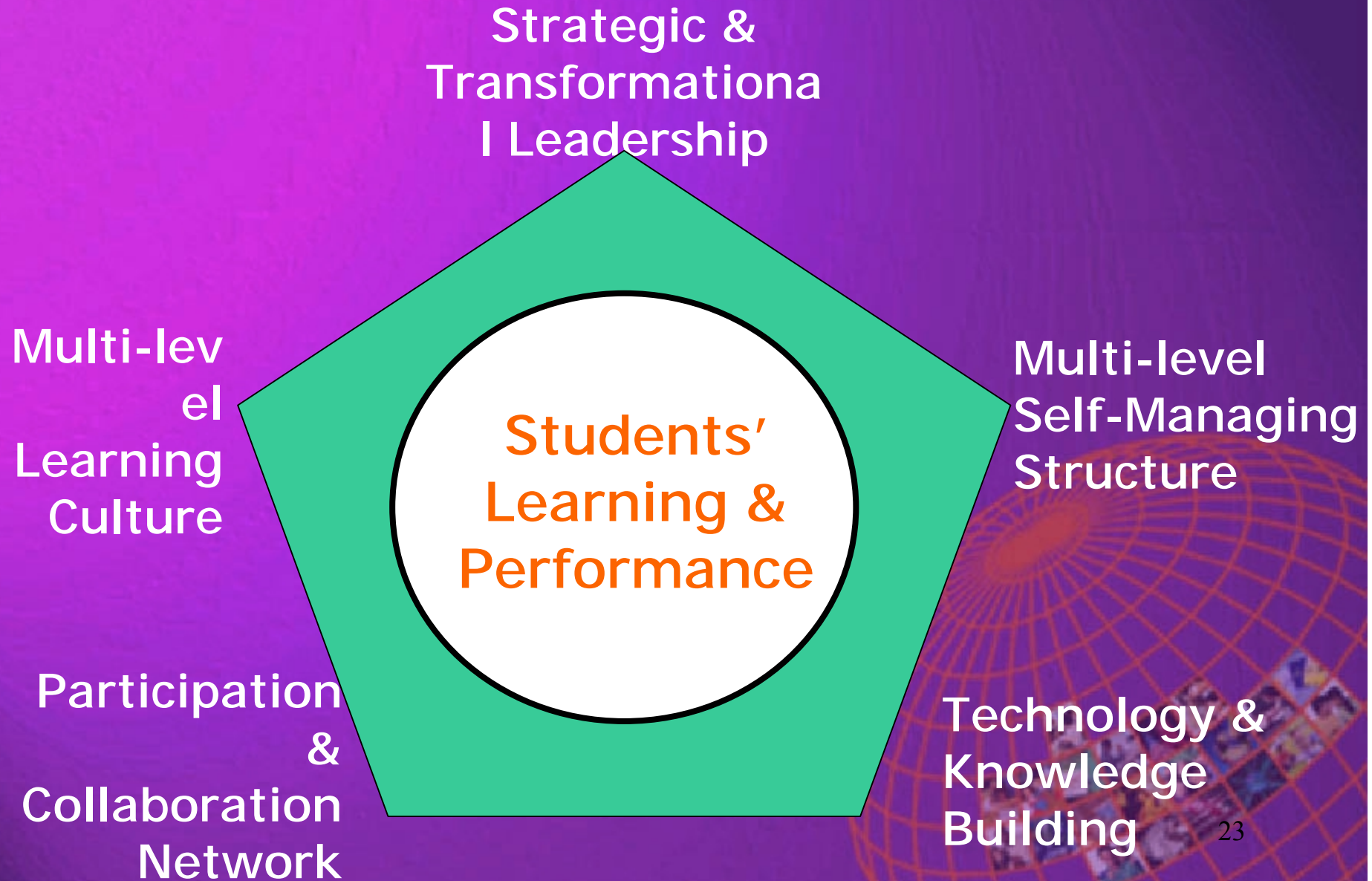
## *Do you know*

- Whether most school self evaluation reports are just for mere formality, not so useful to learning improvement?
- Why so many schools do not recognize the importance of organizational learning & self evaluation?

# Some Reasons

- Do not understand why teachers and the school also need continuing learning and improvement
- No such a school culture for open learning, discussing problems and continuing improvement
- Afraid of seeing any mistakes & No confidence to take up responsibility
- Do not understand the concepts, skills, and instruments for self evaluation and learning and knowledge management at both individual and group levels

# Pentagon Theory of SBM for Learning



# SBM as Multi-level SM Structure

to Maximize Initiative & Flexibility

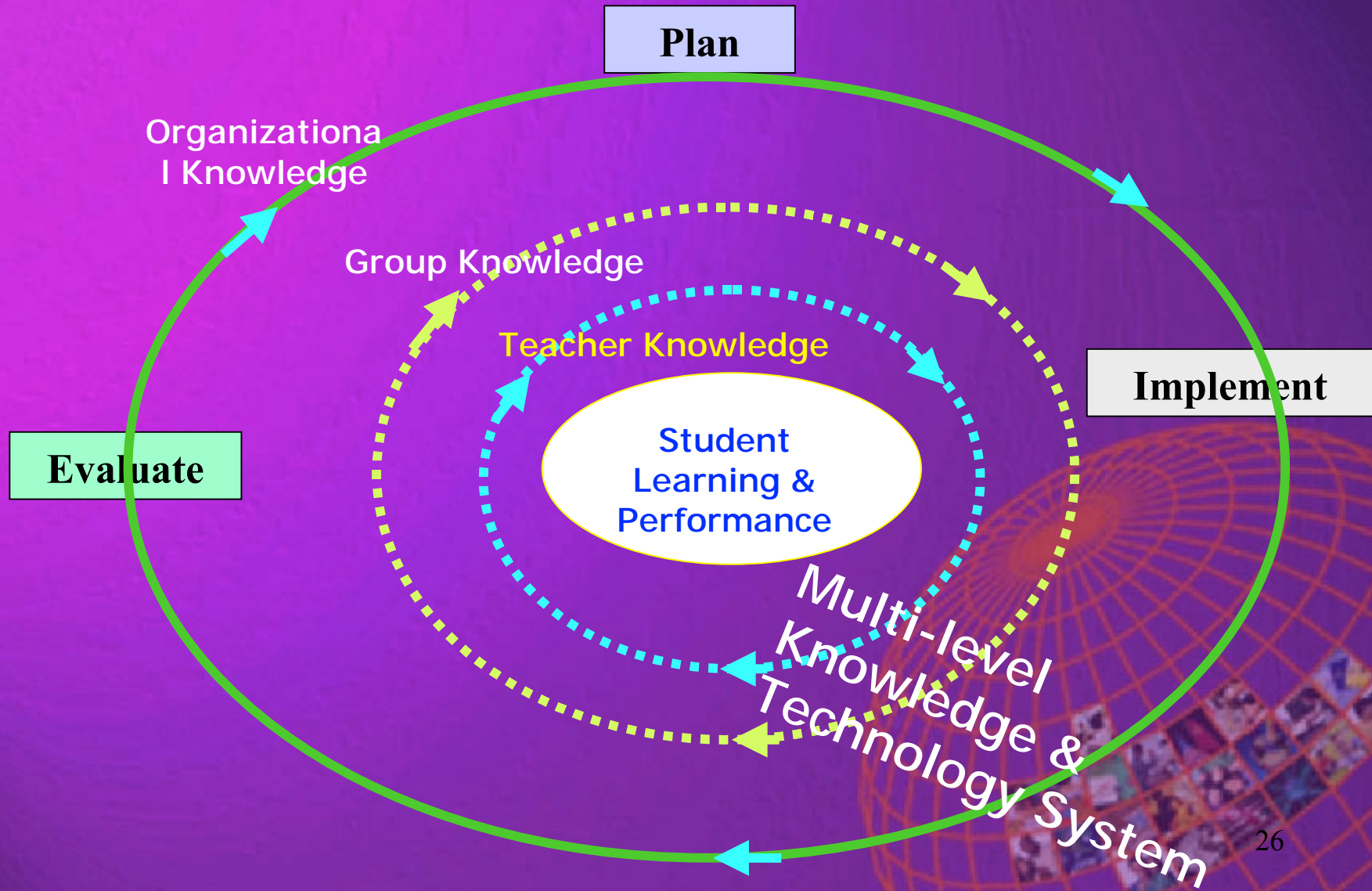
- School as SM Organization
- Teachers as SM Individuals & SM Groups
- Students as SM Individuals & SM Groups
- They have clear role, autonomy & responsibility to make plans and actions and use resources for effective learning and teaching
- They have their accountability mechanism to monitor & report their performance

# SBM as Multi-level Learning Culture: to Promote Continuing Improvement & Development



# SBM as Technology & Knowledge Building:

To enhance efficiency & effectiveness in L, T & M



# SBM as Participation & Collaboration Networking:

To build up synergy & multiply impact;

To establish a platform for sharing knowledge & technology;

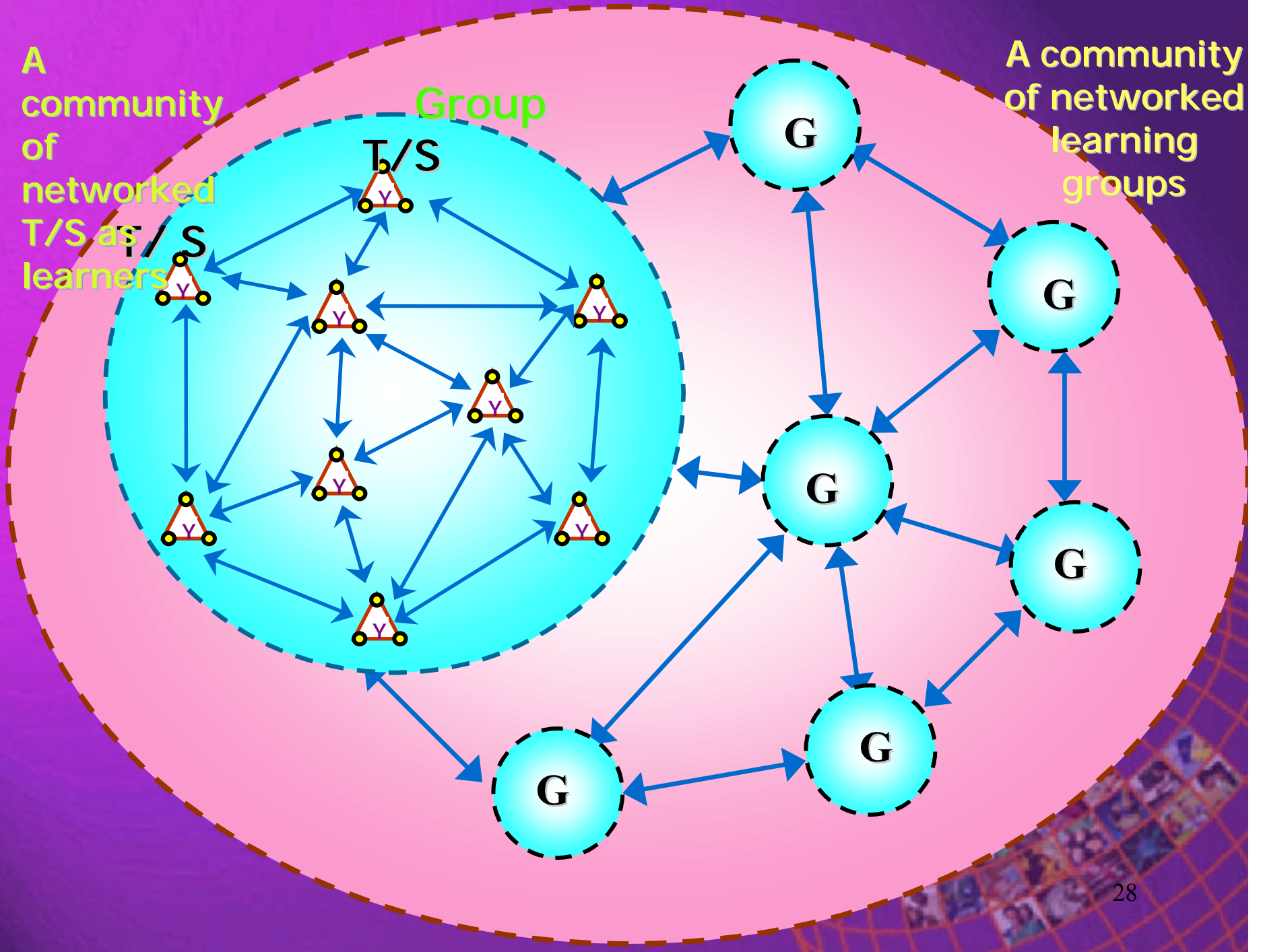
To avoid re-inventing the wheel & wastage;

To establish ownership and alliances with focus on students' learning

A community of networked T/S as learners

Group

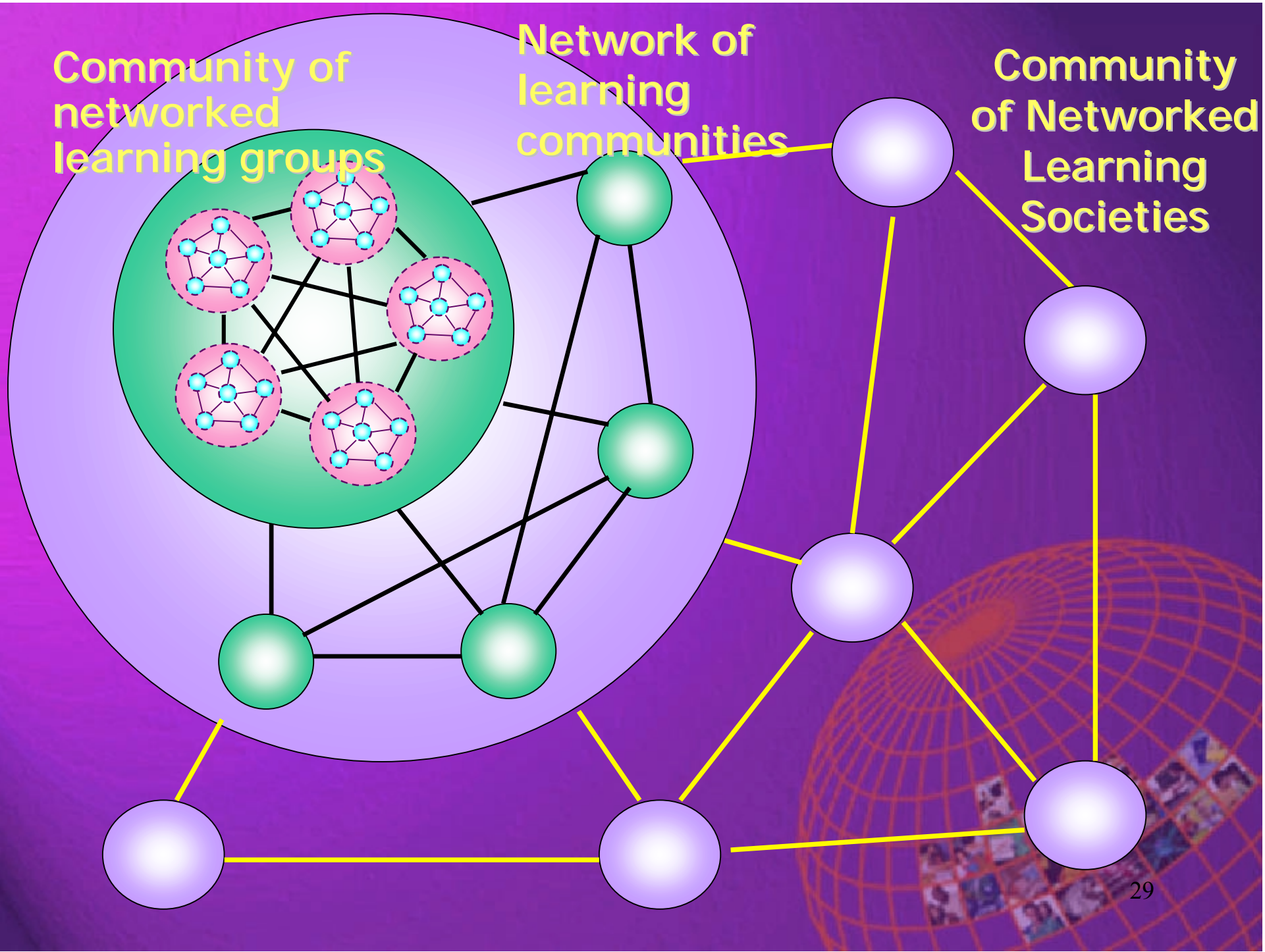
A community of networked learning groups



Community of networked learning groups

Network of learning communities

Community of Networked Learning Societies



# SBM Leaders as Learning, Strategic & Transformational Leaders

- Facilitate multi-level learning for students' learning improvement & development
- Establish self-managing structures at student (I&G), teacher (I&G), and organizational levels
- Build up system for knowledge management & pedagogic technology development
- Develop alliance, partnership & networking



*I have a dream...*

- After our effort, *every* SBM school can become a learning organization, pursuing continuing improvement for students' learning and development

- *Every* teacher and *every* student can perform today better than yesterday & tomorrow better than today

