優秀教師選舉 2016 第十二屆

Dream fosters Achievements and Pursuit breeds Excellence
成就源自夢想　卓越始於追尋　【個案報告】

Serving as the Head of Liberal Studies Department, the nominee has initiated & launched a number of strategies to achieve various educational goals & objectives for the betterment of **students' academic and non-academic performances**; **staff professional growth** & **school development**. Some of the highlighted features and their effectiveness/reflection are reported as follows:

Domain I Professional Competence (專業能力範疇)
Strategy 1: Provide leadership in the design and implementation of school-based activities for students
Tasks completed / Strategies implemented / Programme launched

a. The nominee has made painstaking efforts in reforming the existing curriculum for junior form students, setting up a new **School-based Liberal Studies "Learning to Learn" Curriculum infusing critical/creative thinking and generic skills and teaching the pre-requisite knowledge for the future NSS LS Curriculum.**

b. The design of **School-based "Learning to Learn" Curriculum** is based on students' interest and daily-life encounters:
   ⇨ Out-sourced Programmes included **"Effective Presentation Skills"**, **"Issue Enquiry Skills"**, **"Critical and Creative Thinking Skills"** and **"Learning to Write"** were conducted to equip students with all the required skills.
   ⇨ **A wide variety of school-based seminars/workshops** were coordinated and arranged by the nominee in the capacity of LS Head of Department and led by teachers, university scholars, alumni, School Management Committee members and other invited guest speakers. Some of past events included:
   - 2016-02-27 Talk on **"Preserving Cultural Heritage"** by CUHK
   - 2016-02-23 **Liberal Studies Workshop on Information Literacy** for all S3 Students by Dr Sam CHU (one of the SMC Independent Members).
   - 2015-10-09 **In-house Staff & Students workshops** on **"Plagiarism: What It is and How to Recognize and Avoid It using UPCC Model in Liberal Studies"** <校本教師培訓工作坊 - 探討如何利用 UPCC 模組杜絕學生抄襲，提升課業素質。> (Guest Speaker: Dr Samuel CHU, Faculty of Education, HKU) (one of the SMC Independent Members)
   - 2015-03-07 **"3rd Experiencing Public Space" Scheme** organized by HK Public Space Institute
   - 2013-01-25 李燦榮的通識概念 - 如何教好、讀好通識！（主講：李燦榮先生）
   - 2013-10-25「中大新聞獎」講座系列（主講：香港電視創辦人王維基先生、星島新聞集團執行董事盧永雄先生、主場新聞創辦人蔡東豪先生）
   - 2012-05-09 港區人大代表政協委員講座 2012（主講：港區人大代表政協委員會劉漢銓先生）
   - 2012-05-23 香港廢物問題-你的抉擇（主講：港浸會大學黃煥忠教授）

Achievement and Reflection

i. Since such tailor-made curriculum and theme-based lectures/workshops are **highly related to students' daily life encounter**, they are effective in lifting up students' learning motivation / momentum leading to a more fruitful learning outcomes.

ii. **Commentary from External School Review Report 2014:** To equip students with appropriate learning strategies to enhance their learning is one of the focuses of the Major Concern. The school has set up a framework outlining the progression of the **development of different generic skills** at different levels so that **students are enabled to develop the target skills systematically** when they **progress from junior to senior levels.** Learning skills, such as reading strategy, data analysis skills and time management, are also duly incorporated in the curriculum.

Strategy 2: Developing appropriate teaching strategies and using suitable teaching skills to suit the diversified needs of different target groups of students, the context and environment - IT assisted teaching to enhance students' learning outcome（因應不同學生、情況和環境的不同需要，制定合適的教學策略及運用適當的教學技巧）

Tasks completed / Strategies implemented / Programme launched

a. **IT-assisted teaching** is a good mean to develop students' **independent and self-initiated learning** addressing their individual diversified needs. The establishments of **LS Interactive Web-based Discussion and Sharing Platform** can further **enhance students' collaborative learning and participation beyond the classroom**. This served also as effective means of assessment evaluating students' work and exercising **"Assessment for Learning"** and **"Self-regulated Learning"**.

b. With the support from Faculty of Education, HKU, all S1-S3 students have to adopt **Web 2.0 Interactive Platform (PBWorks) to carry out their LS Projects and Issue-enquiry web-based discussion & sharing** where **students' collaborative learning / Constructivist learning is further enhanced**.

c. Such web-based learning platform also assists in **catering Learner Diversity** since students are of different interest and abilities. Some students would like to **meet the basic requirement** only while those **high fliers**, they can add on and **achieve more in the platform**.

d. Besides, using **i-Pads**, **Smart Board**, **WebQuest** and **Flipped lessons** for promoting **interactive classroom** were proved to be effective in engaging students in the LS lessons which, in turns, enhance learning and teaching effectiveness.

Achievement and Reflection

i. Students welcomed expression of personal opinions and comments via web-based forum since they were **not confined to physical boundaries or time constrain.** The followings are highlights of **students' voices**:

⇨ It impresses me most is that once I pose something to it, numerous responses will be received. It **really helps me to collect different viewpoints** in a short period of time.

⇨ Another attractive feature about the use of Wiki IT platform is that we can **co-construct the assignment together which add "Joys and Fun" to our rather boring homework.** In the past, only the subject teacher could look at our assignment, but now **all my friends will have chance to appreciate my good work.** I can earn a lot of "like" from them as well. I really feel proud of it!

⇨ Besides, the prompt responses and feedbacks from teachers and students can help to **probe us to think even deeper**. Such **mutual and multi-stimulation** can help us to submit an assignment with **better quality**. We are no longer the "One-Man-Bank".

ii. **Commentary from External School Review Report 2014:**

⇨ A key strength of teaching is the **effective use of different kinds of resources.** Adept at the **use of IT in teaching**, teachers' use PowerPoint slides judiciously to present lecture content, and a good range of multi-media materials, such as video clips on the Internet, are aptly deployed to facilitate teaching. **Good attempts of mobile learning** are also made in individual lessons where online quizzes are used to **promote assessment for learning.** Teacher-made worksheets appropriate to the learning objectives are provided to help students stay on task or to practice their learning.

⇨ Mostly teachers are aware of the need to enhance students' participation in lessons **through engaging students in varied learning activities**, including group discussion, student presentation, competitions and Students' Forums. There are some well-designed learning activities providing **good opportunities for students to work in collaboration and interact in groups or pairs to develop skills and knowledge.** Motivated by those learning activities, students display **good collaboration skills** by contributing sound and logical ideas to facilitate peer learning, and some students are able to exercise creativity and critical thinking to process learning content.

Strategy 3: Adopting a student-centred teaching strategy, designing learning activities that are related to the daily lives of students, providing students with various learning experiences and enabling students to scaffold their knowledge – Life-wide Learning Programme「跑出課室、實踐全方位學習」計劃（以學生為中心的教學策略，設計與日常生活有關的學習活動，提供不同的學習經歷讓學生建構知識，建立正面的價值觀和態度）

Tasks completed / Strategies implemented / Programme launched

a. A number of programme aims at **bringing students to the real scenario for more effective, realistic and concrete learning** have been launched. Some of the try-out events included:

- 2014-16 A series of Liberal Studies Lunch Forum (午間通識論壇)
- 2016-02-29 港專社會發展通識講座—退休保障系列
- 2015-12-23 & 2014-03-22Visit to Landfill Site at Tseung Kwan O
- 2013-05-28 Visit to the Legislative Council and meeting with Hon Lam Tai Fai (與林大輝議員暢談)
- 2012-01-10 Video Shooting for TVB show "My 2011" (通識科學生協助拍攝無線電視節目「我的 2011」)
- 2012-01-16 Video Shooting for RTHK (通識科學生協助拍攝香港電台節目「放馬過來」)
- 2012-11-21 Conducted a field-based excursion in Wan Chi (應用 i-Pad 考察灣仔市區活動) 2011-12-08 Visit to the Legislative Council and meeting with Hon Emily Lau Wai-hing (與劉慧卿議員暢談)

<u>**Achievement and Reflection**</u>

i. Through the activity, **students' interest in learning was greatly motivated**. They found what they had learned was useful and could be **applied to their daily life.** Based on teacher's observation, student participants responded and performed well in the scheme and enjoyed going out for cross-curricular and life-wide learning.

ii. **Commentary from External School Review Report 2014: Co-curricular activities**, including visits, competitions and cultural exchange programmes, **are effectively organised to develop students' generic skills and broaden their horizon of learning**.

Domain II <u>Student Development</u> (培育學生範疇)

Strategy 1: Encouraging students to actively participate in inter-school or public contests / competitions so as to foster students' whole-person development and the development of generic skills.

Tasks completed / Strategies implemented / Programme launched

a. To promote **students' generic skills** & **higher-ordered thinking**, the nominee encouraged and led students to participate actively in various Public Project-based Learning Open Competitions and a number of prizes were awarded reflecting the effectiveness of the programme. Some outstanding awards included:
Liberal Studies Programme organized by HK Tuberculosis, Chest & Heart Diseases Association
⇨ 2011-12 :**Champion**; 2012-13 Senior Section : **Champion**
⇨ 2014-15 Junior Level: **Champion**; 2014-15 Senior Level: **1st Runner-up**

「幸福要走多步」社會專題研究暨師徒計劃
⇨ 2012初中組**冠軍**; 2013初中組**亞軍**
⇨ 2014初中組**冠軍**; 2015初中組**亞軍**

"Experiencing Public Space" Scheme
⇨ 2013-2014: **1st Runner-up**; 2014-2015: **2nd Runner-up**; 2015-16: **1st Runner-up**

消費文化考察報告獎 **2015**
⇨ **特別大獎**

b. To seize every chance for LS students to **shine on the stage**. S3 students arranged and accompanied by LS teachers, were encouraged to **share their thoughts on "Learning in an active collaborative space"** at the Education Partnership Forum of Worlddidac Asia 2015 (「亞洲國際教育技術裝備展–亞洲世界教育夥伴論壇」). Students related their experience in performing group projects using such tools of collaborative learning in the school year to date. It was indeed an invaluable experience for all students concerned. The followings are student voices and feedbacks:

- It is a **memorable experience** to participate in the Education Partnership Forum of Worlddidac Asia 2015. That was the **first time to share my feelings on such an important occasion**. After this event, I have become **much more courageous and confident.**

- I **will not forget** this **precious event**!

- The experience was **valuable and absolutely widened my horizons.** I have **gained more confidence and courage**, and my presentation skills have improved a lot. After all, it was an **exciting and unforgettable experience.**

c. Besides, **School-based Cross-curricular LS Project-based Learning is designed and implemented for all junior form students so as to further enhance students' analytical and collaborative ability.** The activity last for the whole academic year involving different stakeholders. Highlights are as follows:

	Programme	Remarks	Photos
Sep	Briefing Session on Junior Form Liberal Studies Curriculum and LS Cross Curricular Project Competition	All Trophies and Certificates are **sponsored by Parent-Teacher Association (PTA)** **Principal, Assistant Principals**, SMC Independent Members, EDB Officials, **Teachers and Parents** will be invited.	
Oct - Apr	Carryout the Project using Web 2.0 I.T. Platform – Collaborative learning and Co-construction.		
Mar	"LS Cross Curricular Project Presentation Competition"		
Apr	"LS Cross Curricular Project Competition" (Grand Final)		
July	"LS Cross Curricular Project Competition" Prize Giving Ceremony – **Celebration of Success**		

Achievement and Reflection

i. Other than having good responses from students, these **projects had greatly enhanced students' analytical and collaborative ability.** Through the project conducted by the students, teachers could make assessment to them while **students could apply what they had learned to the real situations** to identify problem, to formulate hypothesis, to design and to implement strategies and evaluation. They served as important experience in developing NSS LS project-based learning curriculum as well.

ii. **Commentary from External School Review Report 2014:** Both continuous and summative assessments are adopted to monitor students' learning progress. Different modes of assessment, such as **projects** and **presentations**, are suitably implemented in some subjects to monitor students' performance in various aspects of learning. The samples of assignments scrutinized are well designed and **represent a good range of purposeful tasks which have clear learning objectives and help students develop a range of generic skills, including critical thinking, creativity and IT skills.** Peer and self-assessment are incorporated in some of the assignments, which help promote students' reflective learning.

Domain III: Professionalism and Commitment to the Community (專業精神和對社區的承擔範疇)

Strategy 1: Keeping abreast of developments in education practices and policies as in the trends and contents of the curriculum

Tasks completed / Strategies implemented / Programme launched

- **The Department took active roles in joining various Outreach/Trial-run/University-Partnership Pilot Programmes of different nature launched by tertiary institutes, government sectors and educational bodies so as to keep abreast of developments in education practices and policies【大專院校及專業機構的協助，洞悉學校未來發展】.** Some selected Universities-Partnership programmes / projects are as follows:

1. **Application of Web 2.0 in promoting Self-directed Learning 2013-16** • by Centre for Information Technology in Education of HKU	
2. **Use of Eagle Eyes and i-Pad in facilitating Field-based Visit 2013-15** • by Centre for the Advancement of Information Technology in Education, CUHK and Information Technology in Education, EDB	
3. **"Experiencing Public Space" Education Scheme 2013-16** • by Bachelor of Education (Liberal Studies) Programme, CUHK and Urban Studies Programme, Faculty of Social Science, CUHK	
4. **Quality School Improvement Project 2012-15** • by The Hong Kong Institute of Educational Research (HKIER), CUHK	
5. **Adopting WebQuest to promote Self-directed Learning 2013-16** • by Centre for the Advancement of Information Technology in Education, CUHK and Information Technology in Education, EDB	
6. **Application of PBworks in promoting Project-based Learning 2013-16** • by Centre for Information Technology in Education, HKU	

| HKU & HKIE Program | IT in Education, EDB | EDB PSHE Program | CUHK QSIP Program |

Strategy 2: Proactively providing support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices.（積極為社區專業發展提供支援。例如參與交流活動、分享教學經驗，以及社區服務等）

Tasks completed / Strategies implemented / Programme launched

a. To build up the confidence of teachers in teaching Liberal Studies, the nominee **initiated and promoted a sharing and collaborative culture among peers and stakeholders and was always served as guest speakers in different occasions / International Conferences upon invitation for dissemination of good practices.** 【學校建立分享及投入文化，並依賴集體智慧去進行革新】Highlights are as follows:

Date	Event/Activity/Workshop/Seminar	Photos
12-04-2016	Experience Sharing on "Scaffolding Students' Self-directed Learning with Plagiarism-free Inquiry Learning, Social Media, and Learning Analytics" at "2016 International Conference on ICT / Social Media in Teaching and Learning" (2016 社交網絡、資訊及通訊科技應用國際會議經驗分享) by Education Bureau and the Faculty of Education, HKU	
22-10-2015	Experience Sharing on "Effective Use of Web 2.0 in promoting Self-regulated Learning and Knowledge Construction"「探討如何有效利用 Web 2.0 推動學生自主學習、建構知識」經驗分享 by the Hong Kong Federation of Education Workers	
11-04-2015	Experience Sharing on "Developing 21st Century Skills with Plagiarism-free Inquiry Learning using Wiki, Citation and Originality Check Software" at Social Media 2015 – International Conference on ICT Teaching & Learning	
16-7-2014	Experience Sharing on "Plagiarism-free Inquiry Learning with Wiki, Citation and Originality Check Software Workshop" at World Chinese School Librarians Forum(第五屆世界華語學校圖書館論壇)	
12-12-2014	Experience Sharing on "Self-regulated Learning" (「自主學習及電子化學習的校本實踐」)。at Joint School Staff Development Day organized by QSIP CUHK. 經驗分享 - 中文大學「優質學校改進計劃」聯校教師專業發展日	

Achievement and Reflection

a. It is thought that joining of such Outreach Pilot Programmes / Experience Sharing Sessions can **help school administrators, curriculum teacher leaders to acquire most current and innovative ideas in designing and implementing NSS Liberal Studies Curriculum in response to Education Reform.**

b. **Commentary from External School Review Report 2014: External resources** are suitably tapped to empower teachers through capacity building. Collaborative lesson planning periods are arranged for core subjects in the timetable. **Good efforts** are made to promote peer lesson observation and to tap professional support through a **University Partnership Project** to enhance the learning and teaching strategies and foster a culture of professional sharing, enabling teachers to benefit from feedback from peers and academics.

Domain IV: School Development (學校發展範疇)

Strategy 1: Inspiring peers and colleagues to collaborate for improvement of learning and teaching（促進校內協作和分享文化，以期把學校發展成一個專業學習社群）

Tasks completed / Strategies implemented / Programme launched

a. The nominee initiated **collaboration among colleagues** through collaborative lesson preparation to update and search for new subject matter knowledge for excellence in teaching and learning. She also took the **lead in promoting a sharing culture among colleagues.** Liberal Studies was the first subject that promoted **co-teaching**. Teachers of LS were all encouraged to conduct peer lesson observation and shared their good teaching practice. Highlights are as follows:

b. **Demonstration Open LS Lessons arranged, co-ordinated and led by the nominee included:**

Date	Observers	
26-4-2016	The LS Department successfully conducted an Open Lesson for Principal and Teachers from the Sister School (Zhangjiagang Chongzhen Middle School) of mainland China for teachers' interflow.	

16-3-2015	LS Open Lesson - The Principal and teachers from Ning Po College visited TWGSS on 16-03-2015. They observed S3C Liberal Studies lessons. Afterwards, they had a fruitful sharing session with our teachers, who also shared their experience of promoting "Learning in an active collaborative space in Liberal Studies Education".	
28-4-2014	"LS X English" Open Lesson - the main trial strategies of the lesson included: a) using Think-Pair-Share strategy in brainstorming and sharing initial ideas; b) showing a relevant documentary to enhance students' understanding of the target issue and c) conducting a mini-debate to further enhance the pupils' critical thinking skills by investigating the given motion from different stakeholders' perspectives.	
4-4-2014	The LS Department successfully conducted an Open Lesson for all teachers. The main trial out strategies of the lesson included: a) using i-Pad and WebQuest for LS Learning & Teaching and b) adopting co-operative learning approach to enhance students' engagement in lesson.	

c. **Conduct Peer Lesson Observation and Co-teaching**

- Frequent Peer Lesson Observations were arranged and coordinated by the nominee throughout the academic year so as to share / review different innovative teaching pedagogies adopted by subject teachers.

Strategy 2: Take a leadership role in mobilizing all possible valuable resources derived from colleagues and different stakeholders in promoting a consensus on and the actualization of the departmental mission and vision【建立共同理想】.

Tasks completed / Strategies implemented / Programme launched

a. The nominee inspirited peers and colleagues to collaborate for improvement of learning and teaching. **Through formal and informal communication channels such as the co-ordination meetings and regular panel meetings, departmental mission and vision were adequately shared, discussed and monitored.**

b. A **"Liberal Studies Teachers' Retreat Day"** (通識教師退修日) was held **annually** for all core members of department where "The NSS LS curriculum implementation - From theory to Practice" was shared and discussed. **Curriculum framework, appropriate teaching methods and assessment activities were constructed and valuable experience from different teachers** (personal experience and innovative ideas gained from attending workshops and seminars) were shared and discussed – **a Key stone to exercise Knowledge Management【設立專業對話隊伍 (Professional Dialogue Team)制度】.**

c. Also, **different school stakeholders (Parents, Alumni, SMC member, Community Sections etc.)** were invited to lead staff development programs/ workshops and student seminars so as to **further mobilize valuable manpower resources in enhancing effective running of the department【利用學校內的網絡以增加學校資源，分擔教師的工作量，以達致更好的人力資源運用】.**

Achievement and Reflection

i. As a result of the **collaborative efforts, not only did students benefit from curriculum renewal, but a new culture was developed among teachers for continuous improvement.**

ii. **Commentary from External School Review Report 2014:** External resources are suitably tapped to empower teachers through capacity building. **Collaborative lesson planning periods** are arranged for core subjects in the timetable. Good efforts are made to promote **peer lesson observation** and to **tap professional support through a University Partnership Project** to enhance the learning and teaching strategies and **foster a culture of professional sharing, enabling teachers to benefit from feedback from peers and academics.**

Strategy 4：Establishment of Whole Person Development and Liberal Studies Resource Centre
Tasks completed / Strategies implemented / Programme launched

- In order to better equip teachers to teach liberal studies, a **"Whole Person Development and Liberal Studies Resource Centre" was set up** which houses various kind of teaching resources. They included: Newspaper clippings / Video (CD and DVD) / Reference book / Teaching package/resources / Past exam paper /Magazines.

- Such resource centre can inevitably help LS teachers (especially those novice teachers) in preparing their lesson and building up the confidence in perfecting their classroom teaching.

Domain I: <u>Professional Competence</u>（專業能力範疇）

Strategy 1: Provide leadership in the design and implementation of school-based activities

Implementation of "Learning to Learn" at Junior LS Curriculum

Learning to Learn Series: Learning to Communicate, Learning to Ask; Learning to Think; Learning to Write

Strategy 2: Developing appropriate teaching strategies and using suitable teaching skills to suit the diversified needs of different target groups of students. IT assisted Teaching – Enhance Students' Learning Outcome

Application of Mobile Devices, Smart Board and Web Quest + Netbook to engage students to learn

Strategy 3: Adopting a student-centred teaching strategy, providing students with various learning experiences and enabling students to scaffold their knowledge - Life-wide Learning Programme「跑出課室、實踐全方位學習」計劃

Life-wide Learning Programme「跑出課室、實踐全方位學習」計劃

Domain II: <u>Student Development</u>（培育學生範疇）

Strategy 1: Encouraging students to actively participate in inter-school competitions

Project-based Learning Competitions and School-based Cross-curricular LS project-based Learning

Participating in various Inter-schools Project-based Learning Competition

Domain III: <u>Professionalism and Commitment to the Community</u>（專業精神和對社區的承擔範疇）

Strategy 1: Keeping abreast of developments in education practices and policies as in the trends and contents of the curriculum

Participation in University-Partnership Programmes with HKU, CUHK, HKIE and Others

Domain III: <u>Professionalism and Commitment to the Community</u>

Strategy 2: Proactively providing support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices.

Providing support to the teaching profession at the community and teachers' network

Serving as Guest Speakers, upon invitation, in different occasions for dissemination of Good Practices.

Domain IV: <u>School Development</u>（學校發展範疇）

Strategy 1: Encouraging home-school collaboration 家校協作

All trophies and Certificates are sponsored by Parents'-Teachers Association

Strategy 2: Inspiring peers and colleagues to collaborate for improvement of learning and teaching

LS Open Lessons were conducted for interested teachers for professional growth and development

Conduct Peer Lesson Observation and Co-teaching Practices

Strategy 3: Promoting a sharing and collaborative culture among colleagues and stakeholders with a view to developing the school as a professional learning community

- Different school stakeholders (parents, alumni & SMC members) were invited to lead staff development program and student seminars so as to further mobilize valuable manpower resources

Alumni Participation   Parents' Participation   SMC Member Participation