

Self-directed Learning in the Realm of Self-determination Theory: Insights from a UK Study Tour

Teacher representative
SAME Network School
Simon Chan
Cara Wong

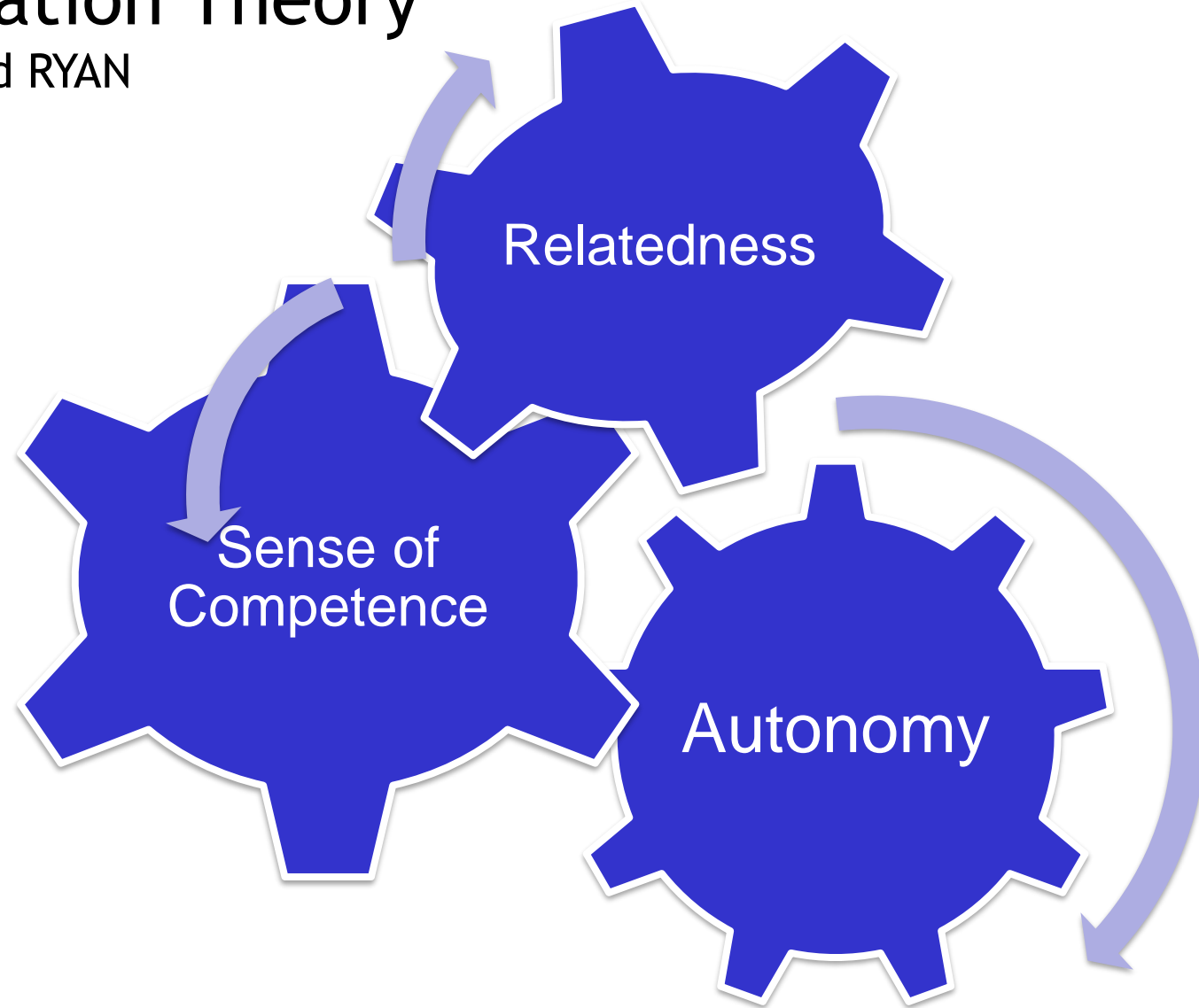
SAME Network School

- BTCFS Yeung Yat Lam Memorial School
- 道慈佛社楊日霖紀念學校
- HHCKLA Buddhist Po Kwong School
- 香海正覺蓮社佛教普光學校
- Ebenezer New Hope School
- 心光恩望學校
- Haven of Hope Sunnyside School
- 靈實恩光學校
- Rhenish Church Grace School
- 禮賢會恩慈學校
- Chan Pak Keung Tsing Yi School
- 保良局陳百強伉儷青衣學校



Self Determination Theory

Edward DECI & Richard RYAN



UK Study
Tour Program

DATE	EVENTS HIGHLIGHT	VENUE
21 MAY 2017	<ul style="list-style-type: none"> • Post 16 Education 	BOTTON VILLAGE
22 MAY 2017	<ul style="list-style-type: none"> • CURRICULUM • SELF-DIRECTED LEARNING 	HEXHAM PRIORY SCHOOL
23 MAY 2017	<ul style="list-style-type: none"> • SELF-DIRECTED LEARNING • LIFE PLANNING EDUCATION 	HADRIAN SCHOOL
24 MAY 2017	<ul style="list-style-type: none"> • CURRICULUM MANAGEMENT • LIFE PLANNING EDUCATION 	VILLAGE HOTEL
25 MAY 2017	<ul style="list-style-type: none"> • LIFE PLANNING EDUCATION • PROFESSIONAL DEVELOPMENT 	VILLAGE HOTEL
26 MAY 2017	<ul style="list-style-type: none"> • PROFESSIONAL DEVELOPMENT for LIFE PLANNING EDUCATION • CASE STUDIES for SDL 	VILLAGE HOTEL
27 MAY 2017	<ul style="list-style-type: none"> • ACTION PLAN 	VILLAGE HOTEL

Botton Village

Botton Village

Danby
Whitby
North Yorkshire
YO21 2NJ

Tel: 01287 660 871

Email: botton@cvt.org.uk

Website: <http://www.cvt.org.uk/communities/botton-village>



Importance of Vision and Mission

Vision - **People** we support at the heart of all we do – benefiting physically, emotionally and spiritually with a strong sense of community.



Mission - To be a values – driven charity delivering innovative **person centred** care in response to local needs. To be highly regarded, financially sustainable and well resourced with people who are motivated in their work and where anthroposophy remains a living inspiration.

Hexham Priory School (22 MAY 2017)

Address

Hexham Priory School, Corbridge Road, Hexham,
Northumberland, NE46 1UY.

T: 01434 605021 |

F: 01434 609022 |

E: admin@hexham.northumberland.sch.uk

Website: <http://hexhamprioryschool.co.uk/>



Implications from Hexham Priory School's Curriculum

Five Areas of Learning throughout school

1. **My Communication**: English, Speech and Language
2. **My Thinking**: Mathematics, Science, Design and Technology
3. **Myself and My Body**: Personal, Social and Health Education (Sex and Relationships Education, Social Skills, self-care, behaviour), PE, Swimming, Rebound, Horse Riding, Occupational Therapy and Physiotherapy Programmes



Implications from Hexham Priory School's Curriculum

Five Areas of Learning throughout school

4. **My World and My Community:** History, Geography, Religious Education, Modern Foreign Language, Life Skills (Work Experience, Food Preparation, Enterprise) Citizenship, Careers Education, Information and Guidance

5. **My Creativity:** Art, Music, Drama



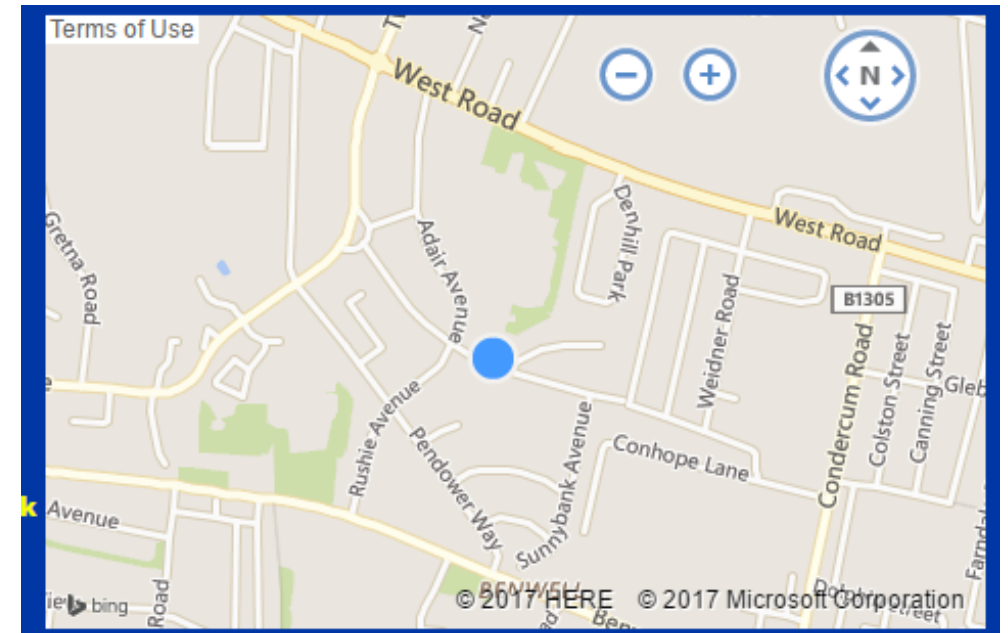
Hadrian School

Address:
Hadrian School
Bertram Crescent
Newcastle upon Tyne
NE15 6PY

Telephone:
0191 273 4440

Fax:
0191 226 1150

Website:
<http://www.hadrian.newcastle.sch.uk/>



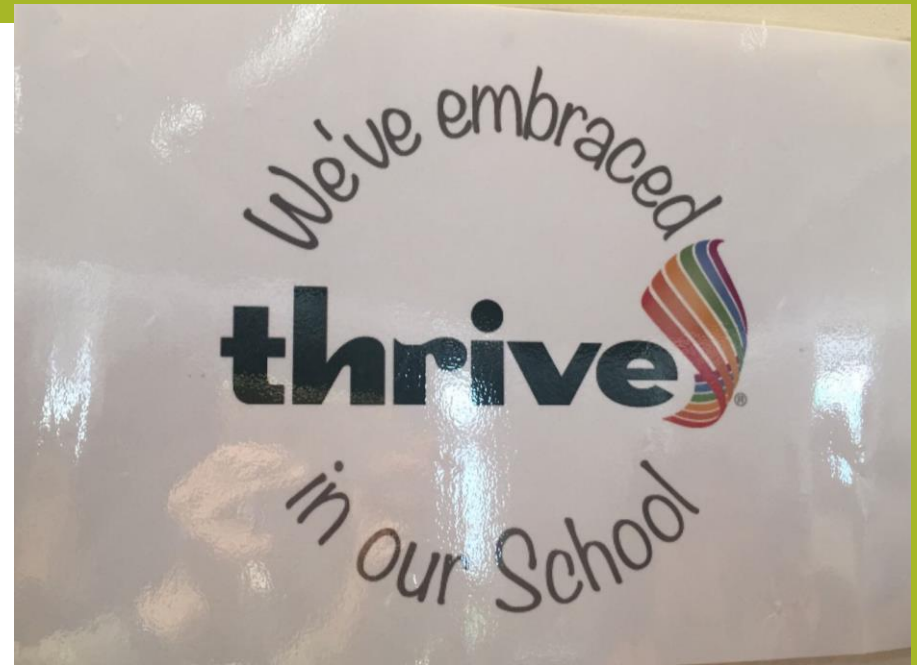
Hadrian School

An Design and Technology lesson, teacher facilitate the process of learning of each individual very well. Teacher provide the chance for the student to choose the recycle material they like for create an authentic work. Authentic work is unique for each individual. The learning process involves cooperation, communication and problem solving. They will present their work at the end of the lesson (SDL)



Hadrian School

The school environment and facilities are astonishing, opportunities of learning and development everywhere. For example, Thrive Room and Mud Kitchen.



Hadrian School



Hadrian School



Hadrian School



Insight Gained

Policies

1. Shared values & visions
2. Pedagogical changes should start from classrooms to school
3. Encourages professional conversation : PIE
4. Staff development: Advanced-skill teachers VS Middle managers
5. Collegial development and cross school collaboration

Insight Gained

Policies

1. Shared values & visions
2. Pedagogical changes should start from classrooms to school
3. Encourages professional conversation : PIE
4. Staff development: Advanced-skill teachers VS Middle managers
5. Collegial development and cross school collaboration



Case about how SDL
elements integrated in the
process of career guidance

Case Share: Tse Yuen Yi (Joey)

- ▶ Joey said she want to find a job in the retail industry in the future, e.g. salesman and cashier.
- ▶ Through: daily conversation, student portfolio, school notice, etc

Case Share: Tse Yuen Yi (Joey)

About Joey:

- ▶ Smart, able to think critically
- ▶ Can verbal communicate with people, with clear voice and accurate pronunciation
- ▶ Cheerful, like to smile, like to make friends
- ▶ Live in “Home service” for long time => can do housework well, usually cope with non-SEN people
- ▶ Able to take MTR on her own (e.g. Kwun Tong <=> Tin Shui Wai to attend APL lesson)

Preparation before working experience



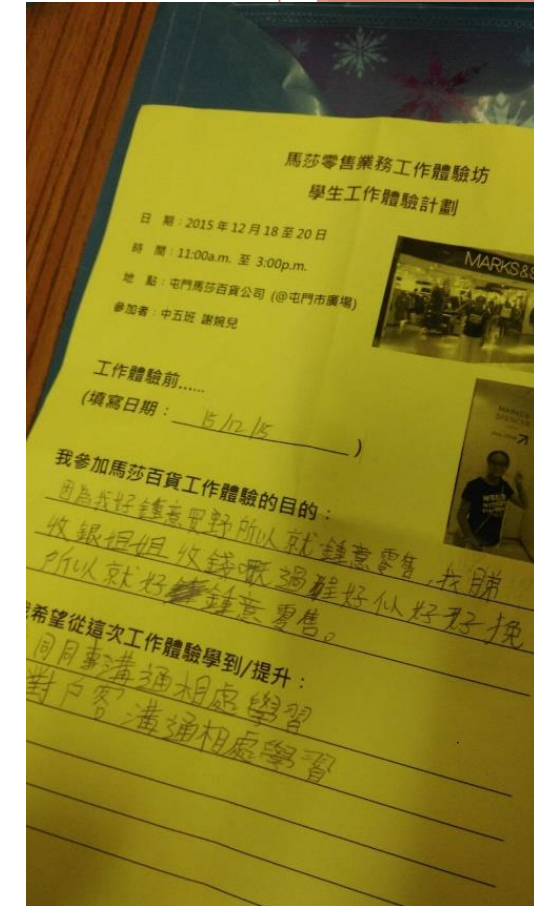
Attend briefing session



Prepare or buy shoes and clothes for work experience



Pre trip



Thought about what she want to learn in the work experience

1st time work experience

Place : Marks & Spencer (Tuen Mun Branch)



Throughout the process, student keep in touch with teacher through Whatapps.

- report when she arrived and left M&S
- send photos to teacher for making teaching resources
- share who had visit her in M&S
- share what she did in M&S
- when teacher type English words she didn't know, she would ask for Chinese meaning



Can choose what she want to eat for lunch



Debriefing

Her reflection on the 1st time work experience

- Feel a bit tired but “ I can do”
- Good at folding clothes
- Like to help people, have a sense of satisfaction if can help a customer
- Hope to try cashier and food department
- Do not regret to join the work experience
- Really like retail industry

Mentor opinion:

- Smart.
- Will ask if she does not sure how to do.

Teacher response :

- Praise for good job and reporting
- Highlight working time can not reflect the real working situation (11am to 3:00pm, including 1 hour lunch)
- It have chance, hope her experience longer time

The Second chance came



2nd time work experience

Place : Marks & Spencer (Tuen Mun Branch)

Time : 11:00am to 7:00pm

express her wish of experience different department to mentor , other than Women 's Department

Throughout the process, student keep in touch with teacher through Whatapps.

- report when she arrived and left M&S
- share what she experience in M&S
- ask for help



Can choose lunch



Communicate with staffs



Take initiatives to help customers



Self remind before working

Her reflection on the 2nd time work experience

- Feel happy because could experience other department, e.g. man's department, fitting room
- Like working in fitting room most, because can help customer directly, and receive customer feedback at once
- Feel disappointing that cannot experience cashier
- Feel much tier than the 1st time, took many breaks during working experience
 - physical is not good enough?
 - think about part-time job?
- feel a little bit boring about the job nature
 - not that like selling clothes
 - may like selling stationary and gift, because like to go to stationary and gift shop
- Know more about retail industry by conversation with mentor deeper, know more about the job nature and real situation of salesman

Teacher response:

- Praise for student's effort
- Ask how student feel
- Highlight working time can reflect 2/3 the real working situation
- If have chance, hope her experience other company

3rd time work experience

Place : circle K (Wan Chai Branch)

Time: 2:00pm to 6:00pm



我的分享

OK便利店 - 學生工作體驗計劃

姓名: 謝婉兒 日期: 16-2-16

參與是次工作體驗，您有何得著和感受？

請貼上你與店舖同事的開心合照！

我好開心學到好多嘢，
上水、拉facing、盤點、
收銀、沖咖啡等最難忘係
可以做到收銀，不過真係不
容易做的。

Her reflection on the 3rd time work experience

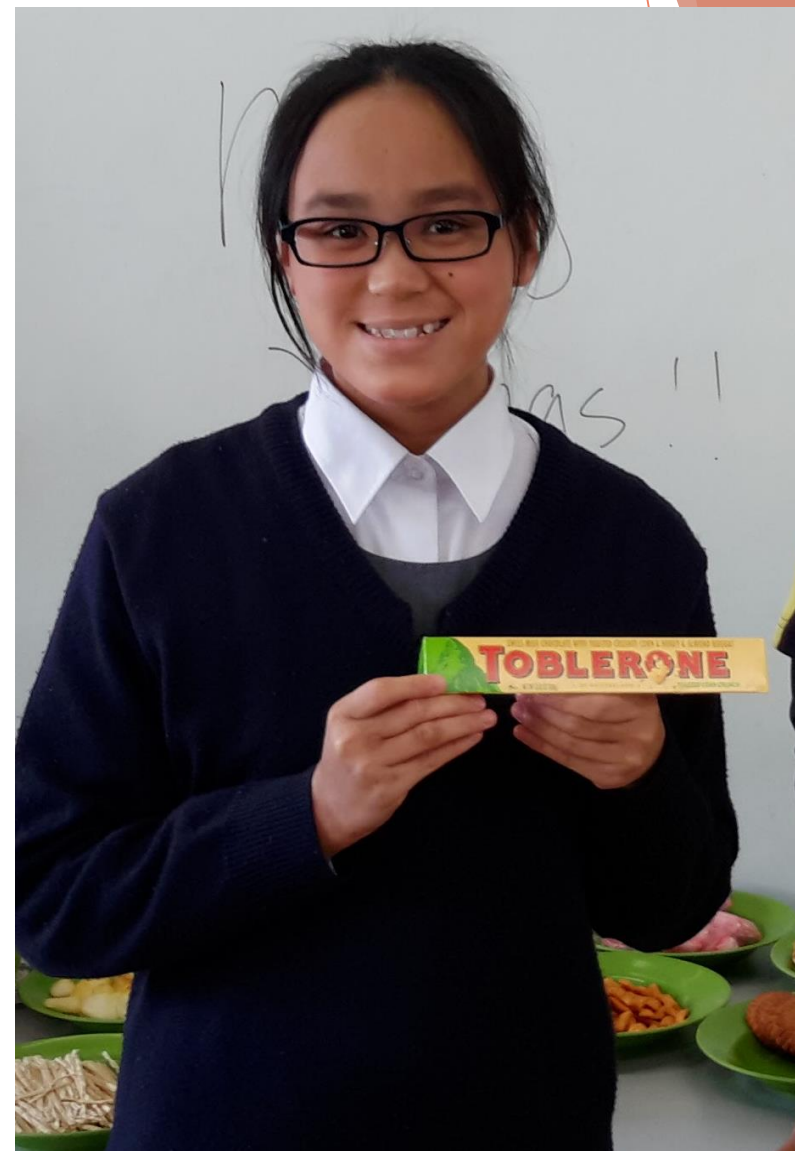
- Happy to learn so many duties
- Feel very happy because can experience cashier this time
- Realize cashier is not that easy.
- When I learnt how to use cashier, I learnt slower than the other girl who join the work experience at the same time

Teacher response:

- Praise for student's effort
- Ask how student feel
- Encourage her to think about how to improve herself
- Encourage her to refine her aim
- If have chance, hope her could try to experience other type of retail or explore other industries, to see whether adjustment of her aim is required.

未來打算

- ▶ 畢業後到屯門展亮技能發展中心，就讀「**商業及零售服務**」課程



Some practices in Haven of Hope Sunnyside School

4 Levels of Teacher Assistant in UK

Higher Level Teaching Assistant.(Level 4):

- Have a role in planning some lessons

- Be involved in developing support materials

- Specialise in a particular subject

- Lead a whole class under supervision

- Be responsible for supporting other support staff

On job Training

► SCERTS Model



• Sensory Integration

1. 感覺統合

2. 目的
• 找出有感覺需要的學生
• 訓練原理
• 活動設計

3. 找出有感覺需要的學生
• 聽、觸、覺、嗅、味、前庭、平衡、運動

4. 感覺
• Visual sense 視覺
• Auditory sense 聽覺
• Olfactory sense 嗅覺
• Gustatory sense 味覺
• Tactile sense 觸覺
• Vestibular sense 前庭覺
• Proprioceptive sense 本體感覺/動覺

5. 感覺角色
接收 → 處理 → 反應

6. 感覺發展
接收 → 處理 → 反應

7. 感覺統合問題
接收 → 處理 → 反應

8. 感覺統合問題
接收 → 處理 → 反應

9. 感覺統合問題
Sensory modulation 感覺調節

10. 學生反應
反應過弱 反應過強/過敏

11. 學生反應
反應過弱 反應過強/過敏

12. 學生反應
反應過弱 反應過強/過敏

13. 學生反應
反應過弱 反應過強/過敏

14. 學生反應
反應過弱 反應過強/過敏

15. 訓練原理

	反應過弱	反應過強/過敏
主動 High arousal	1	3
被動 Low arousal	2	4

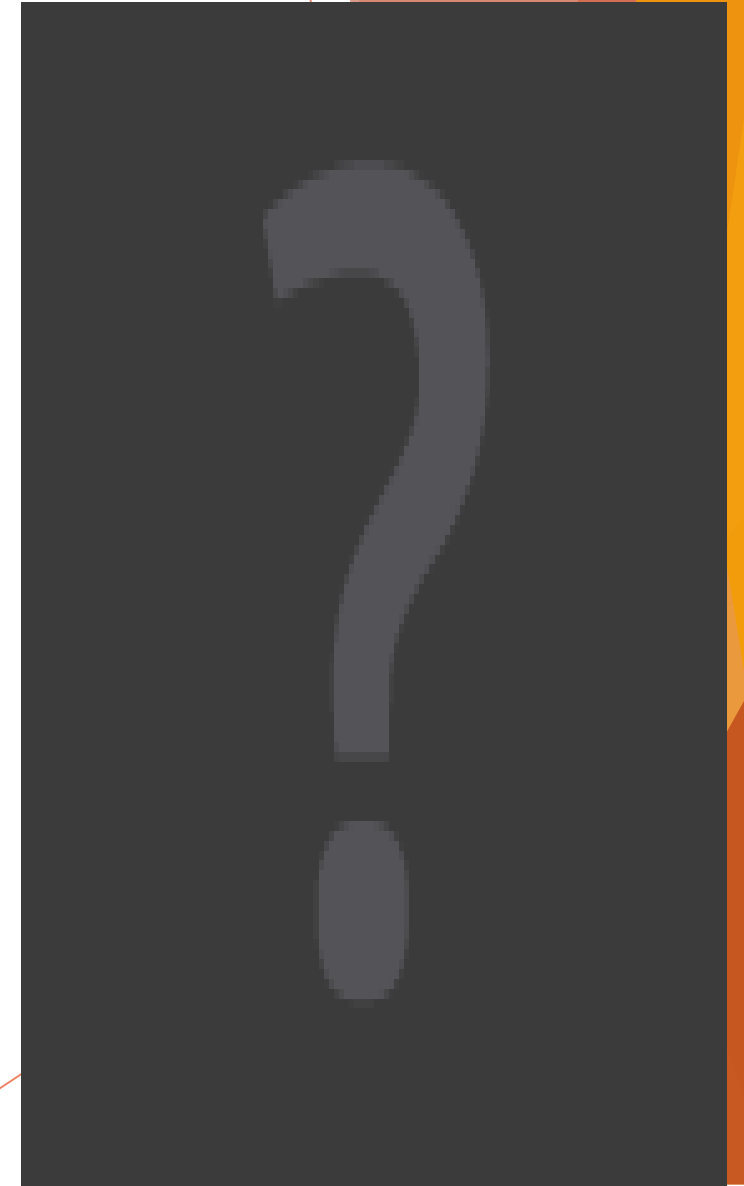
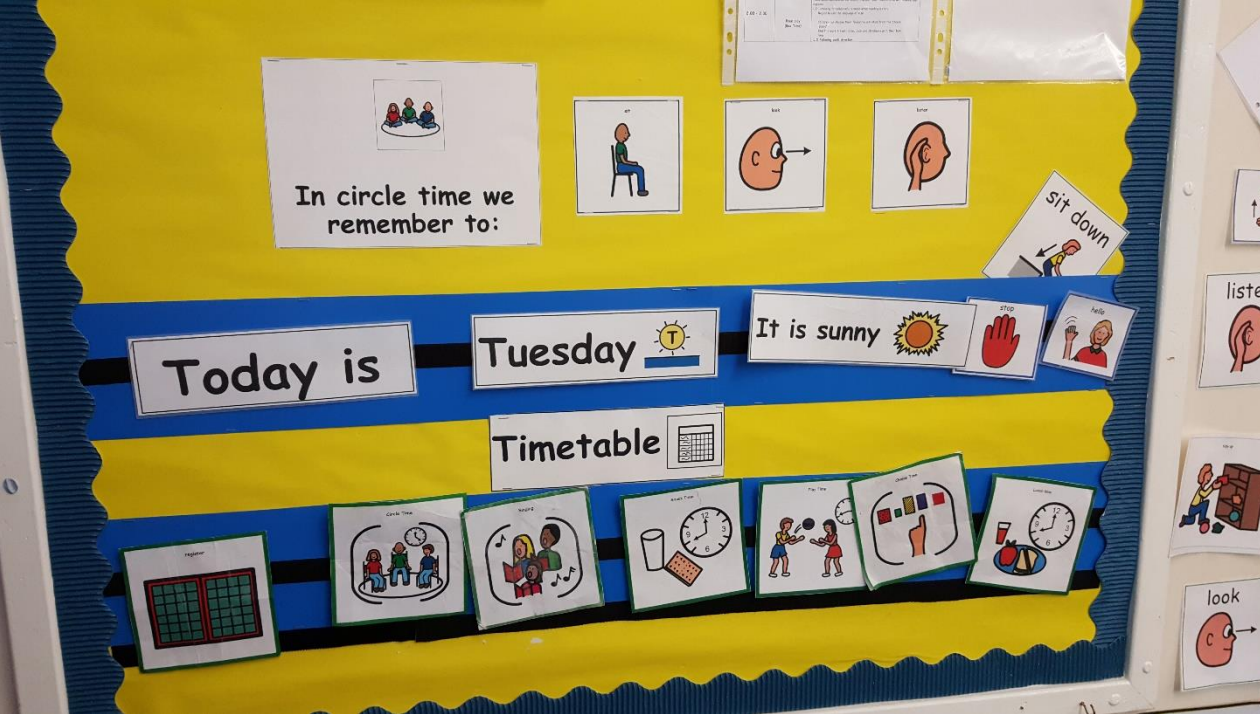
	反應過弱	反應過強/過敏
主動 High arousal	1	3
被動 Low arousal	2	4

	反應過弱	反應過強/過敏
主動 High arousal	1	3
被動 Low arousal	2	4

	反應過弱	反應過強/過敏
主動 High arousal	1	3
被動 Low arousal	2	4

	反應過弱	反應過強/過敏
主動 High arousal	1	3
被動 Low arousal	2	4

A classroom in UK

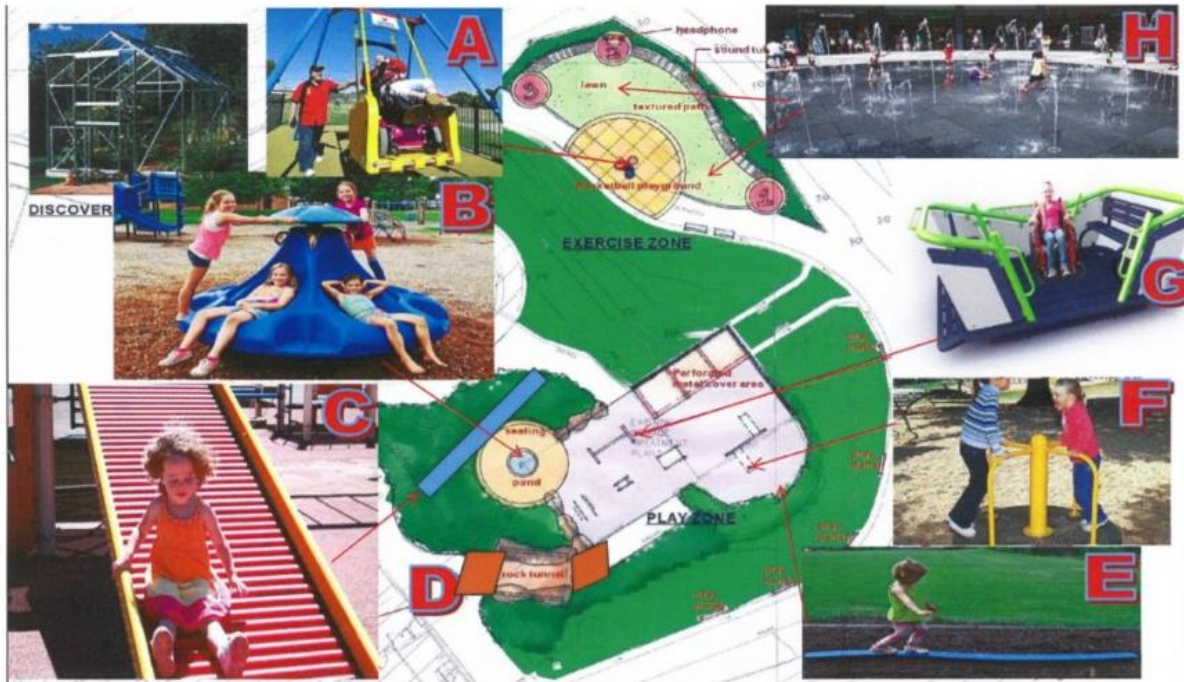


A classroom in Sunnyside School



LOCATION PLAN OF THE NEW FACILITIES INTENDED TO BE EQUIPPED

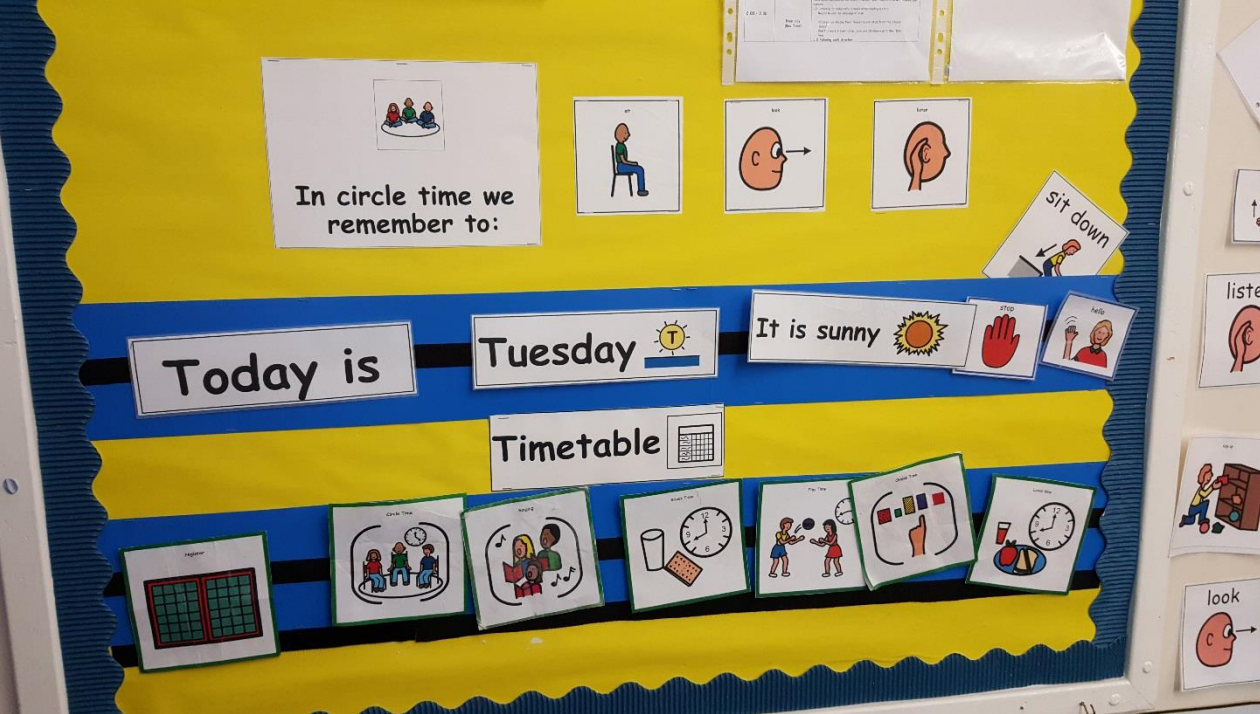
Modification of Sensory Garden



10/12



A classroom in UK



Happy Express Time

- ▶ To provide an opportunity for the students during the routine activity or leisure time to develop their interests
- ▶ To inspire the students to involve in the daily live activity
- ▶ Provide the chance to make choices and listen their voices





CONNECTING



如果，命運能選擇.....

[illegible]