

FANLING KAU YAN COLLEGE

Ms LAI wai-ming

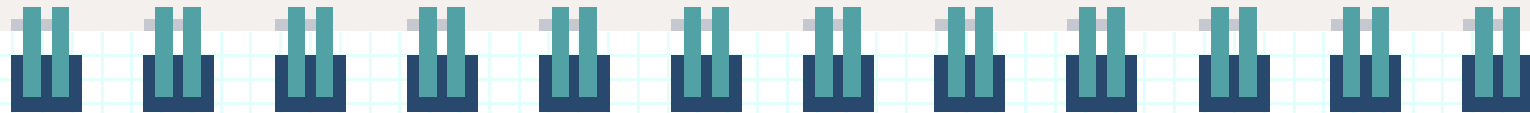
Ms TSE Pik-wan Grace

Mr WONG wah-chun

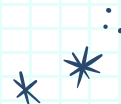
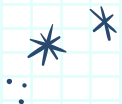
LTE 2021 *
21st Century Classroom - *

Engaging Students and
Teachers to Establish
Competence in English
Language Learning and
Teaching





Contents



01

Curriculum planning

- School mission
- our L.R.C-English curriculum

02

Self - regulated Learning

Incorporating MRE into the ELE curriculum

03

Collaborative professionalism

P.I.E

04

Our Way Forward

SRL PRO



Curriculum Planning

School Mission
L.R.C. English Curriculum

01



Make a change

Foster a culture of collaborative professionalism



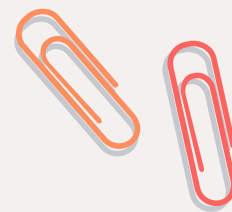
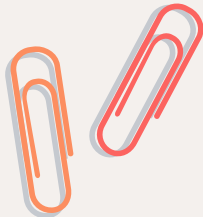
Reflect on our belief



Develop a lesson framework



Refine our curriculum



er

Checker

er

Engage every teacher in our shared belief

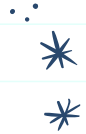
新 記名簿

小心地滑
SLIPPERY FLOOR





Our Belief



Every child has dignity

Every child is able to learn

Every child is able to succeed

Our Belief

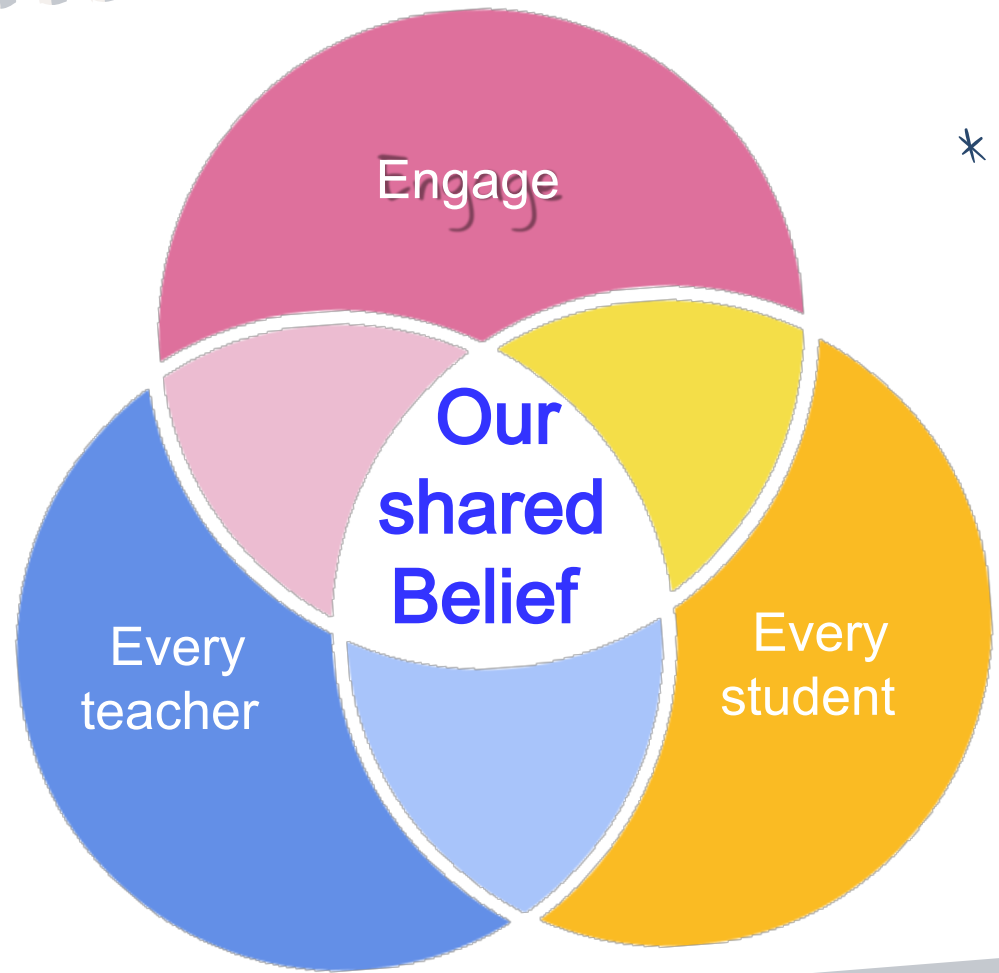
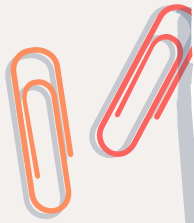


No one is perfect,
but a **TEAM** can be

Our belief in Learning & Teaching

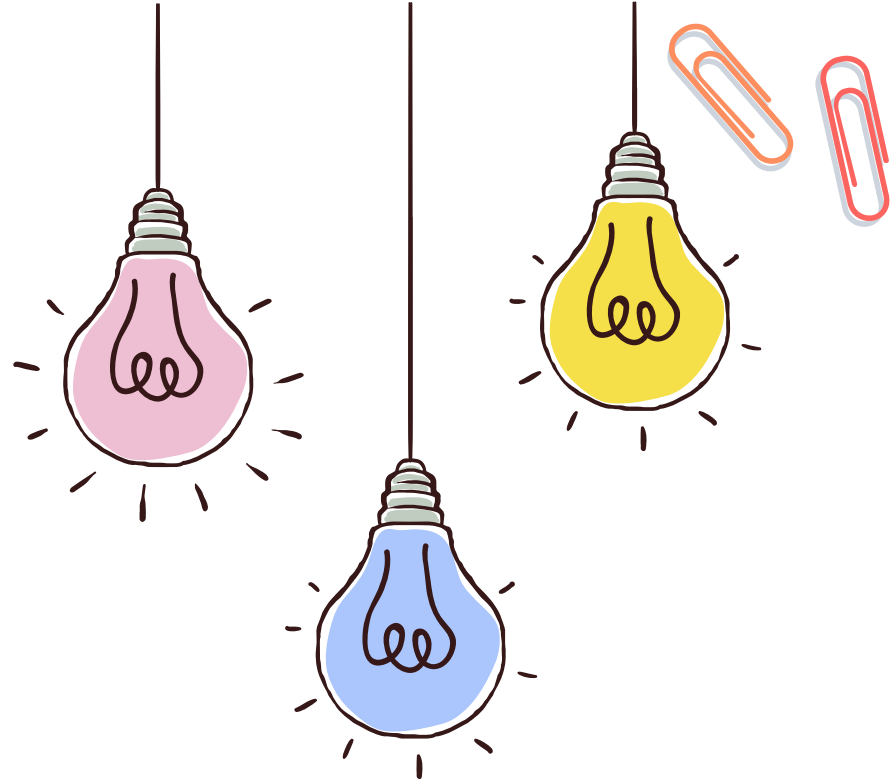
- **Engagement** is significantly correlated to students' academic achievement.
- This **engagement** includes:
 - their willingness,
 - needs,
 - motivation
 - and success in the learning process.

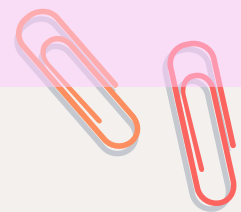




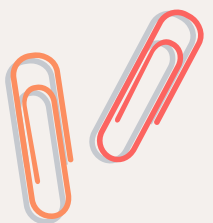
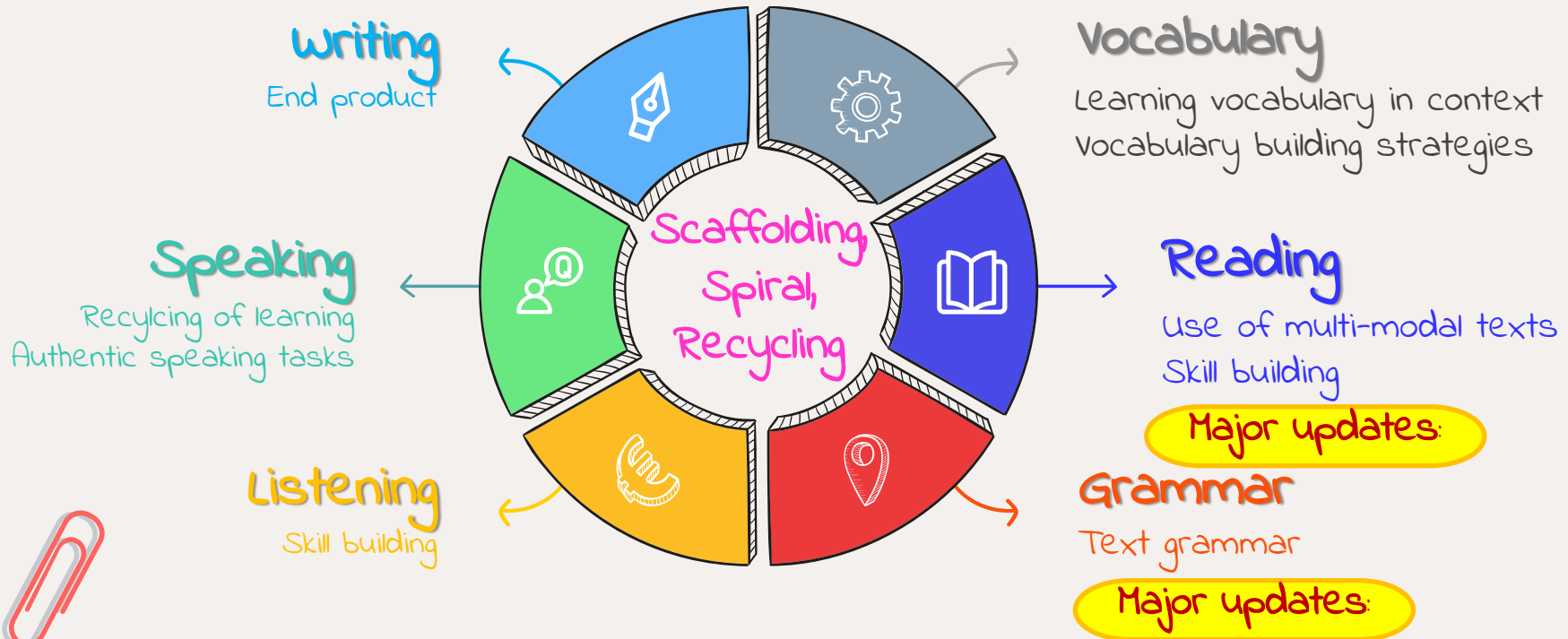
Three Major Principles in Curriculum Planning

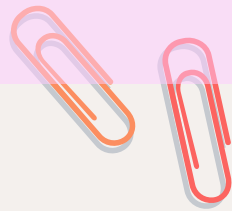
- 1 Learner-Centred curriculum
- 2 Reading as the cornerstone of language development
- 3 Confidence building





Theme - based modules





ASK lesson objectives

- There are 3-dimensional objectives: **Attitude, Skill, Knowledge**
- Alongside with the integration of skills in meaning and purposeful tasks to develop students' language abilities, **positive values and attitudes** are infused in the curriculum.

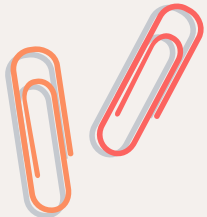
Section 2: Reading – People who changed the world

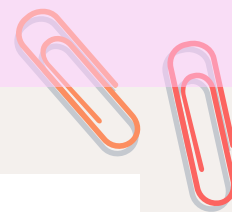
1) Lesson objectives:

- | | |
|------------------|--|
| Knowledge | to identify the keywords for the sequence of events |
| Skill | (Reading) to interpret the information through sequencing events in chronological order |
| Attitude | to appreciate the amazing people who changed the world |



Major updates:

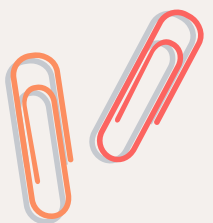




Use of Learning Guides

Learning guides include:

- Preparation tasks before the lesson
- Collaborative tasks during the lesson
- Reflection tasks and extended learning materials after the lesson



FANLING KAU YAN COLLEGE
S5 ENGLISH LANGUAGE 2021-2022
Module 2: The future is here & On the Cutting Edge



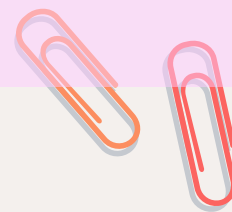
The PAST is your lesson.
The PRESENT is your gift.
The FUTURE is your motivation.

Even though the future seems faraway, it is actually beginning right now.

The future starts today, not tomorrow.

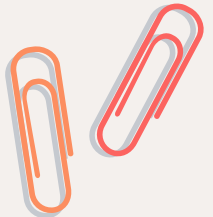


Name: _____
Class (no.): S5 [] **Teacher:** _____




From goal setting to evaluation

- we teach students **ways** to learn English.
- Students **set goals** in the beginning of a term.
- They **evaluate** their performance after meeting **parents** and **English teachers** on parents' days twice a year.



Major updates:
Extending Assessment for Learning (AFL) to Assessment as Learning (AAL)

English Language
Evaluation of the 1st Term Examination



How did I prepare for this examination?

1. _____
2. _____
3. _____

My examination result: Level ____

Level of satisfaction (1=very dissatisfied; 5=very satisfied): 1 2 3 4 5

Fill in the following table to evaluate your performance.

I did well in...	I need more practices on...

My goals for the next term

Level 2 Level 3 Level 4 Level 5 Level 5* Level 5**

←----->

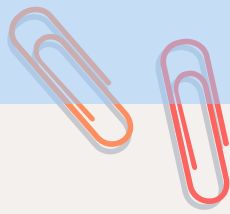
To further enhance my English proficiency and achieve more in the coming exam, I am going to engage myself in...

Parents' feedback & encouragement *(To be filled in on Parents' Day)*

--

Parent's signature: _____ Student's signature: _____

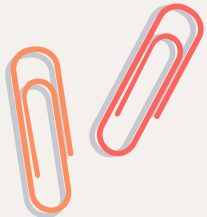
Date: _____



School based timetable – POWER time

08:00 - 08:30	POWER Time
08:35 - 13:25	Five lessons
13:30 - 14:25	Lunch
14:25 - 15:00	Reflection & Preparation
15:00 - 15:50	OLE

Positive Outcomes While Enjoying Readings

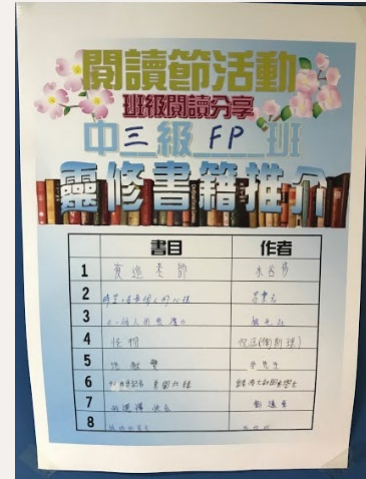




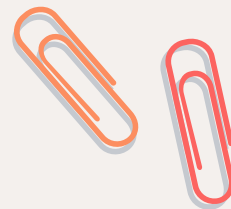
 Reading with **breath** & **depth**

School based Reading Scheme

- 📖 Strategic Reading Scheme
- 📖 POWER time
- 📖 Positive outcome while Enjoying Reading
- 📖 odd cycle: Chinese reading
- 📖 Even cycle: English reading
- 📖 Book selection (teachers of ALL KLAs & students)



School based Reading Scheme



班級閱讀分享

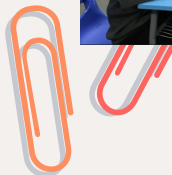
時間	內容
0800-0805	準備及重溫書本內容
0805-0815	每位同學有 2 分鐘於組內分享書籍 (Roundtable sharing: T→E→A→M)
0815-0820	每組跟據組內同學分享內容揀選最值得推介的書籍及準備與全班分享
0820-0830	每組與全班分享推介的書籍 (每組 1 分鐘) 將推介書目寫在海報上並張貼於門口或壁報



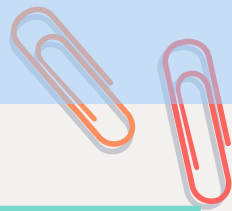
Record of the Book Sharing

Points awarded in activities: 3 points for Public speaking, 1 point for Individuals

	Book Title	Points awarded	Marker's name	Marker's signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
	Final results:				



Reading as the cornerstone of language development



Reading Carnival



Activities					
Date Time	20 Apr (Mon) A	21 Apr (Tue) B	22 Apr (Wed) C	23 Apr (Thu) D	24 Apr (Fri) E
Power Time				<ul style="list-style-type: none"> Reading aloud (S1-3) <i>Task Book P.8</i> S4-5 Book sharing 	<ul style="list-style-type: none"> Reading aloud (S4-5) <i>Task Book P.8</i> S1-3 Book sharing
English Lessons	Song appreciation (First 5 minutes of each lesson) <i>Task Book P.10-15</i>				
	PQ: Fill in song dedication form <i>Task Book P.9</i>		Preparation for the Reading Carnival	Post Carnival Activity [S1-3 LSN; S4-5 PLY] <i>Task Book P.19-20</i>	
Lunch Break	<ul style="list-style-type: none"> Book fair Lunch Broadcast: Teen Time Radio rehearsal [LWM] 	<ul style="list-style-type: none"> Book fair Lunch Broadcast: Teen Time Radio rehearsal [LWM] 	Lunch Broadcast: Take the Lead [LWM]	<ul style="list-style-type: none"> Song dedication [MW/YCS] Lunch Broadcast: BU Public Speaking Contest rehearsal [MKY/PKY] 	<ul style="list-style-type: none"> Song dedication [MW/YCS] Lunch Broadcast: BU Public Speaking Contest rehearsal [MKY/PKY]
Happy Hour			Reading Carnival <i>Task Book P.17</i>		
15:50 – 16:30	Book fair	Book fair	<ul style="list-style-type: none"> Teachers' book sharing videos <i>Task Book P.16</i> Treasure Hunt <i>Task Book P.18</i> 		



Reading as the cornerstone of language development

- Phenomenon-based learning week
- Extended reading activities
 - Reading programmes with primary schools
 - Author's talks





Inside


∴ classroom ∴

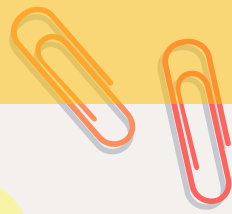
- Presentation
- Pair work
- within & inter-group work



Outside

∴ classroom ∴

- Speaking & writing competitions
 - overseas exchange programme
- 

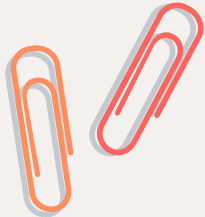


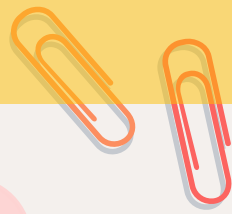
Inside Classroom

- Editorial reading aloud programme
- Individual presentation
- Pair / group sharing



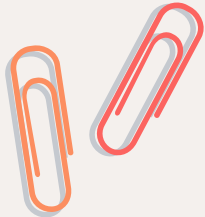
100% English






outside Classroom

- overseas study tours
- RTHK Teen Time Radio Programme
- Speaking & writing competitions





02



: * *

Self - regulated Learning



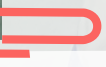
Learning guides
MRE





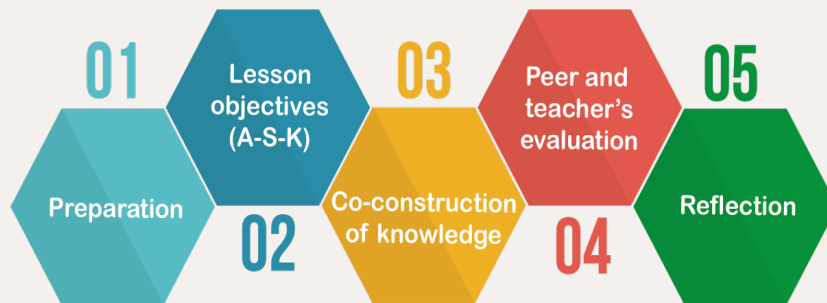
Group 3
1. In this club, students can learn Dance
2. It should be held in room 112 because

Group 2
In this club, students can learn Japanese in this club. It should be held in class room because have the desk and big.



Engaging every student in a 5 - stage English lesson

A 5-stage lesson



Student Self-Learning

- Organize previous learning
- Identify learning difficulties
- Preparing new learning
- Recording acquired learning

Within-group Co-Learning

- Compare & check answers
- Supplement & elaborate answers
- Help each other
- Collaborative problem solving

Between-group Mutual Learning

- Raise queries & questions
- Challenge & refute answers
- Correct & amend answers
- Suggest & evaluate

Teacher guided Learning

- Set the scene & introduce the topic
- Ask questions & give feedback
- Compare & clarify misunderstanding
- Conclude & extend

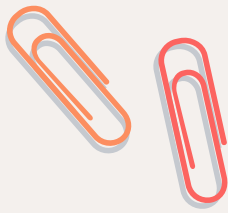


Use of Learning Guides in a 5 - Stage Lesson

https://drive.google.com/open?id=1lu7okVSNj4fkyUKSUsx3PDvwi8q_b2b



Lesson framework



Read
aloud

Share
preparation

Mid-lesson
check

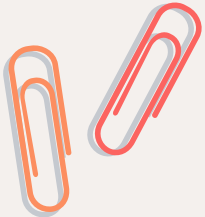
Extended
collaborative tasks

Display
of learning

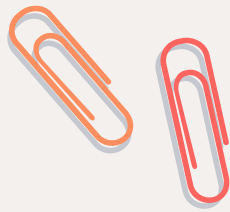
Peer evaluation &
teacher feedback

Address
lesson
objectives

Tackle
difficult
parts



Preparation tasks before the lesson

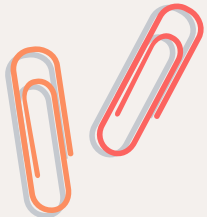


Purpose:

to ensure ALL students have gained a basic understanding of the content

Support:

- Guide students to achieve lesson objectives step-by-step
- Hint boxes for less-able students
- Challenging tasks for more-able students



Preparation tasks before the lesson

Section 2: Reading – People who changed the world

1) Lesson objectives:

Knowledge to identify the **keywords** for the **sequence of events**

Skill (**Reading**) to interpret the information through **sequencing events** in **chronological order**

Attitude to **appreciate** the amazing people who changed the world

2) Situation:

There will be a poster design competition in the theme-based learning week on famous people around the world. You are going to choose one celebrity for your poster. Before that, you will read three texts of three

amazing people who have done something to change the world. You have to finish the tasks in *Part 4*, 'Self-regulated learning', and *Part 5*, 'Let's find out more!' before you come to class.

When you come to class, start reading aloud the three texts of three amazing people on *Oxford English 3B P.26*.

3) Reading:

Oxford English 3B P.26

You may listen to the recording of the three texts of three amazing people via the following link:
http://trc.oupchina.com.hk/elt/oxfordenglish/student/recordings3B_6.htm

Major updates:
Literacy development
values education
Catering for learner diversity

Task 1: Sequencing different events of the person in chronological order (arranged in the order in which they occurred).

Sometimes, the personal profiles do not list events in exactly chronological order, nor do they always give the exact date for every event. Therefore, it is important to sequence different events of the person in chronological order so that you can have a better understanding of a person.

Skill:

There are a few things you can find out in the texts that help you sequence the events more easily. They are:

- years
- phrases such as 'by the time' and 'at the age of'
- words such as 'since', 'after' and 'then'
- cohesive markers such as 'first', 'second' and so on

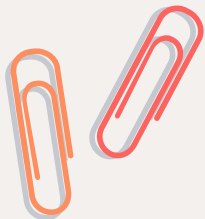
*Level Up: (Optional) What you can learn from Neil Armstrong/ Christopher Columbus?
(Hints: You can make use of the vocabulary items in Section 1.)

Collaborative tasks before & during the lesson

Purpose:
to ensure **everyone is engaged**

Support:
Assign different tasks and roles
according to their ability

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
IT Skills	Problem Solving Skills	Collaboration Skills



Major updates:
Integrative use of generic skills
Catering for learner diversity

Displaying your work

3. Present your ideas on a poster. (4 minutes)

Poster		A3 Paper	
E	A	M	T
<p>5 events in Chronological Order (Underline the keywords for sequencing events)</p>		<ul style="list-style-type: none"> Why has she changed the world? What has your group learnt from him/her? (Underline the adjective) 	
Easier		More difficult	



Collaborative tasks before & during the lesson

Major updates:
Catering for learner diversity

Providing a lot of language support in PPT

Self-Regulated Learning: Tasks 1 & 2

(K) to acquire vocabulary items related to family problems
(S) to infer the meaning of the vocabulary items with available clues

Share the answers of Tasks 1-2 in your **group**.
(5 minutes)

Family problems (Highlight the vocabulary)	Definition	Clues from the text (quote one sentence and underline the keywords)
e.g. <i>Having Strict parents</i>	The parents need the children to follow a lot of rules.	<i>Their parents set too many rules and don't allow them to do anything they like.</i>

Language support for Task 1:
In question 1, the family problem is... I can find the clue in Line ...
The keywords are ...
Example:
In question x, the family problem is *strict parents*.
I can find the clue in Lines 2-3.
The key words are 'set too many rules' and 'don't allow'.

Thanks for Group ___'s sharing.

- They can / cannot find out the correct vocabulary item to talk about the effect.
- They can / cannot explain the effect clearly. (Reason)
- Our group thinks your solutions are feasible / not feasible enough. (Reason)
- We have a question for your group. (Question)
- Thank you.

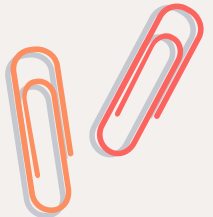
Thanks for Group ___'s sharing.

Making inferences	It says... (from the text)	I say... (use general knowledge / personal experience)	SB...
The disadvantaged group in society			

Appreciation (Give praise to the part the group did well)	Areas for Improvement (Find the Areas for improvement and reasons)	Suggestion(s) (Give one / two suggestions for the group to improve)
		英

Language support

- Our group can make inferences as SVO.
- Group ___ said that ___. However, we believe that the clues are not adequate.
- The clues are too obvious that we don't need to infer from the text.
- We suggest that SVO.
- You should not only do sth, but also do sth.
- It sounds / looks better if you can do sth.



Mid-lesson check

- **Quick Quiz** to check understanding
- **Pair work** to summarize what they have learnt
- **Fist to four** to self-evaluate their learning progress



Extended Collaborative tasks & Display of learning

- Every member in the group is given a part to complete.
- Present ideas on the i-board or online platforms, e.g. Padlet, lino.

Group ___

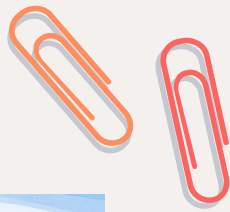
Person: _____

What we have learnt from the person

1. **Sample**
 - We have learnt to be adventurous from Captain James Cook.
 - As you can see, he made three voyages to Australia and Hawaiian Islands. He was not afraid and he was even the first person who sailed around New Zealand.
- 2.
- 3.



Peer evaluation & Teacher feedback



- use of different collaborative learning strategies:
 - Two stay two stray
 - Gallery tour
 - Poster circulation
- Set foci to evaluate work of others

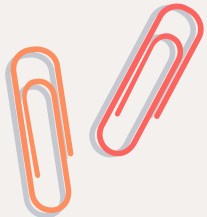
00:15

Gallery Tour (2 rounds, 4 min)

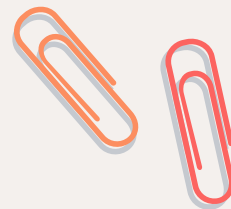
When you give comments, you need to

1. Do they use the keywords for sequencing the events?
2. Do you agree with the adjectives they have chosen?
3. Do they have reasons or examples?

- Step 1: Students T and M go to another group.
- Group 1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 1
(Don't move to another group until you are told to do so!)
- Step 2: Students E and A present to the new members:
 - Major events in chronological order
 - Why the amazing person changed the world
 - What your group has learnt from the person
- Step 3: New members give comments on the work (focus on how to improve the work)
- Step 4: Students T and M correct your work using a RED pen.



Reflection tasks and extended learning materials after the lesson



Purpose:

- to consolidate and extend learning

Support:

- Reflection questions
- Self-access learning materials for more-able students



8) Extended learning:

- a) Finish the task **Check your understanding: matching** of the Reading exercise

Do you have the right mindset

<https://learnenglishteens.britishcouncil.org/skills/reading/advanced-c1-reading/do-you-have-right-mindset>

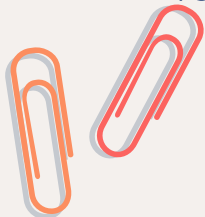


- b) Read p.A15 of **Unit 1 Oxford Advanced Exam Skills Booster Papers 1 & 2** to find out more about the reading skills in this section, **skimming** and **understanding the writer's purpose**
- c) Read p.A20 of **Unit 1 Oxford Advanced Exam Skills Booster Papers 1 & 2** to find out more about **thematic questions**.

9) Useful resources:

- **Recording of the Informal Email on p.6 of Unit 1 Oxford Advanced Exam Skills Papers 1 & 2**

https://vms.oupchina.com.hk/streaming.php?b=OA18P1P2_u1_text1





03



: * *

Collaborative professionalism



PIE



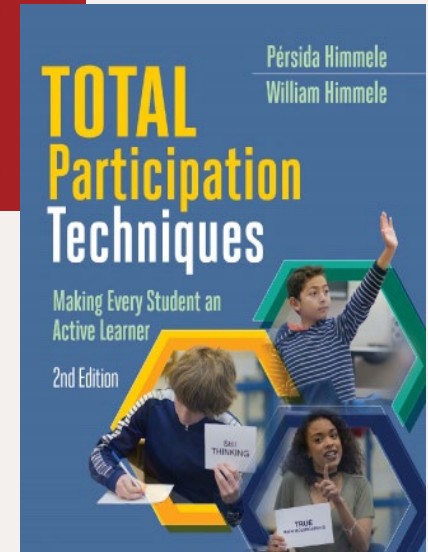
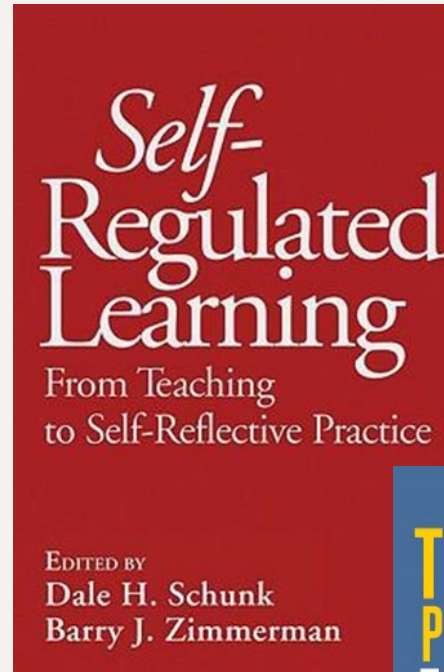


Together **E**veryone **A**chieves **M**ore

1. Enrich our knowledge

Review literature

- Self-Regulated Learning
(Barry J. Zimmerman)
- Total Participation Techniques
(Persida Himmele, William Himmele)



2. Broaden our horizons

School Networks and Partnership

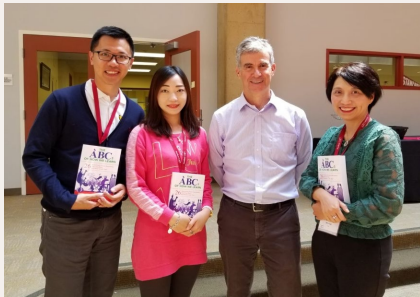
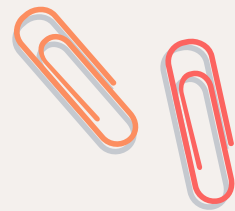
- SRL Network Schools
- Share resources / Lesson Study / Sharing

overseas School Visits and International Conferences

- Beijing / Guangzhou / Shandong
- Japan / Taiwan / Singapore / US
- Norway / Germany / Switzerland



3. Sharpen our teaching skills



- Take turns to attend a professional learning course in Stanford University
- Receive online coaching from the instructors from Stanford University
- Participate in a three-year study entitled "Envisioning Innovation in Education" (EIE) commissioned by Project Zero (PZ), a research center at the Harvard Graduate School of Education (HGSE)

P5160224.MOV

Share video

Audio Transcript

Comments

This time I didn't ask a lot of questions or press more. Instead I tried to ask my students to use 'press' or 'ask'. Not sure if they have actually mastered it. They seldom press for elaboration.

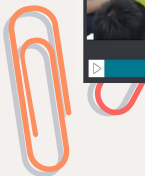
Alex Li - Teacher
Posted 2 days ago

Wow! It proves you implement the discussion strategies in class. Keep it up :)

Michele Reinhart - Coach
Posted a day ago

Really appreciate that you're trying to step back and give your students the opportunities to practice the moves in their conversations. per our discussion and tags on your last video. I know it can be hard to step back and do this, especially as students are just

Add Comment



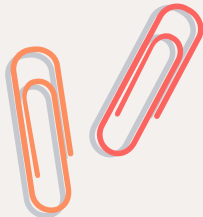
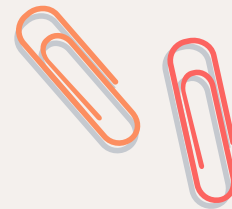
4. Reach a consensus

Learning and Teaching Sharing Session

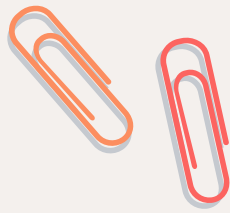
- There is one Learning and Teaching Sharing Session **each cycle**.
- we set the themes, review literature, share their teaching experience, prepare lessons together and evaluate teaching strategies.

Cycle	Teacher-in-charge	Topics	Reference*
1 (Sep)	YCS, TPW	Sustaining good learning habits 1: Classroom routines & Marking of writing	
2 (Sep)	WWC	Sustaining good learning habits 2: Note-taking strategies	
3 (Sep)	YCS, LCY2	Sustaining good learning habits 3: Marking of writing & integrated tasks	
4 (Oct)	TPW	Open lesson preparation 1	
5 (Oct)	WWC	Open lesson preparation 2	
6 (Oct)	WWC, TPW	Evaluation of open lessons	
7 (Nov)	WWC	Evaluation of external lesson observation	
8 (Nov)	WWC	Assessment as Learning (AaL)	Chapter 5, Curriculum Guide Booklet 4, SECG
9 (Dec)	LCY2, LWM	Promoting e-Learning and Information Literacy 1	Chapter 3, Curriculum Guide Booklet 6D, SECG
10 (Dec)	YCS, PKY	Analysis of public exam paper and results	
11 (Jan)	TPW, LCY2	Preparation for the Theme-based Learning Week	Booklet 6C, SECG
12 (Jan)	LCY2, LDY	Preparation for the Theme-based Learning Week	
13 (Feb)	YCS, WYH	Selection of textbooks	Chapter 6, Curriculum Guide

5. Collaborative Professionalism for Continuous Improvement



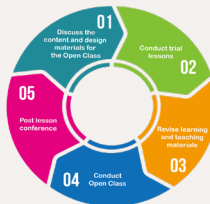
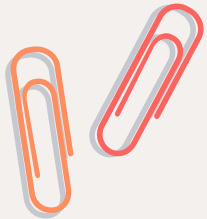
5. Collaborative Professionalism for Continuous Improvement



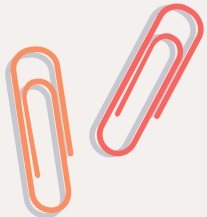
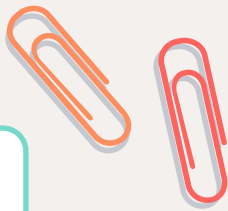
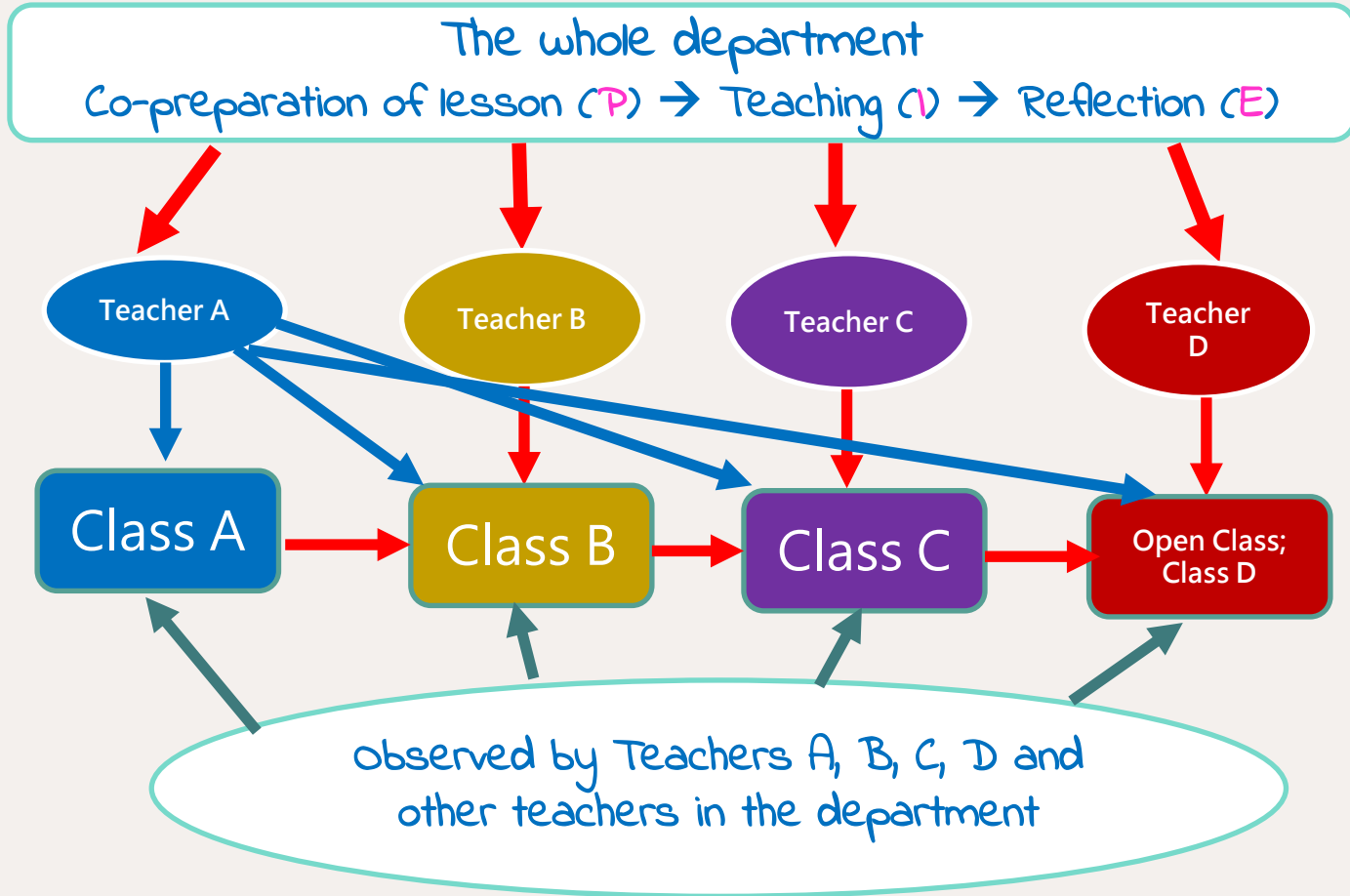
Stage 1 Design material for open class

All members in the department:

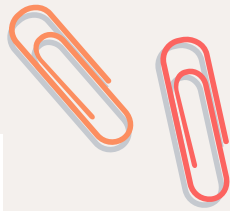
- Choose a topic we have never tried out before
- Integrate new elements in the lesson and material design



Stage 2 Conduct trial lessons



Stage 3 Revise learning and teaching materials

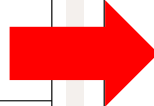


Stage 3: Ideate

Task 1: You are going to discuss how to describe the feelings of the student (feeling + causes+ facial expressions/ body language) and how the student dealt with the problem. To brainstorm more ideas, put down some keywords before you share with your groupmates and develop more ideas using post-its.

Step 1: Individually, put down key ideas in the boxes.

Groups	Situation	Feeling, possible causes	Solutions
Example	My parents were unemployed last year.	Worried, upset cried, couldn't sleep No money for lunch, picnic	Told his teachers Subsidy from school Parents applied for subsidy from the government Got a part-time job
1-3	My younger sister bothered me to play with her, so we kept arguing and even fighting.		
4-5	My elder brother shares a bedroom with me. He took his DSE exam and occupied the bedroom to study.		
6-7	My parents and siblings were always on their phones.		

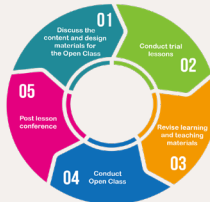
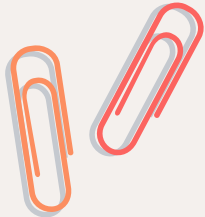


Stage 3: Ideate

Task 1: You are going to discuss how to describe the feelings of the student (feeling + causes + reaction) and how the student dealt with the problem. To brainstorm more ideas, put down some keywords before you share with your groupmates and develop more ideas using post-its. **Use the PAST TENSE!**

Step 1: Individually, put down key ideas in the boxes.

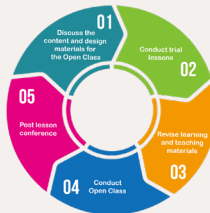
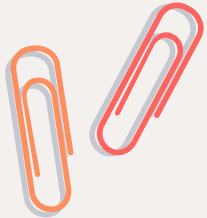
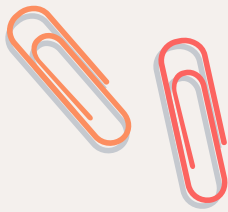
Groups	Situation	Feeling(s)	Possible causes	Reaction	Solutions
Example	My parents were unemployed last year.	Worried, Upset	No money for lunch and school picnic	Cried, Couldn't sleep	Told his teachers Subsidy from school/ government Got a part-time job
1-3	My younger sister bothered me to play with her, so we kept arguing and even fighting.				
4-5	My elder brother shares a bedroom with me. He took his DSE exam and occupied the bedroom to study.				
6-7	My parents and siblings were always on their phones.				



Stage 4 open class

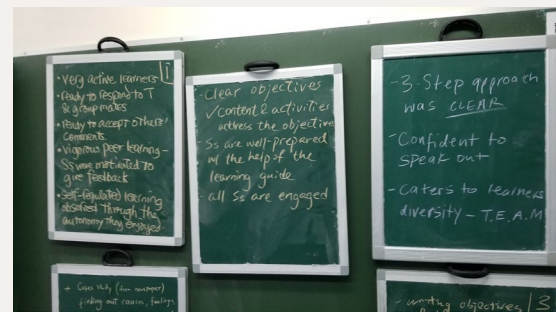
To refine the lesson from a wider perspective, we invite...

- Professors
- EDB
- Principals
- Teachers
- Parents
- University students

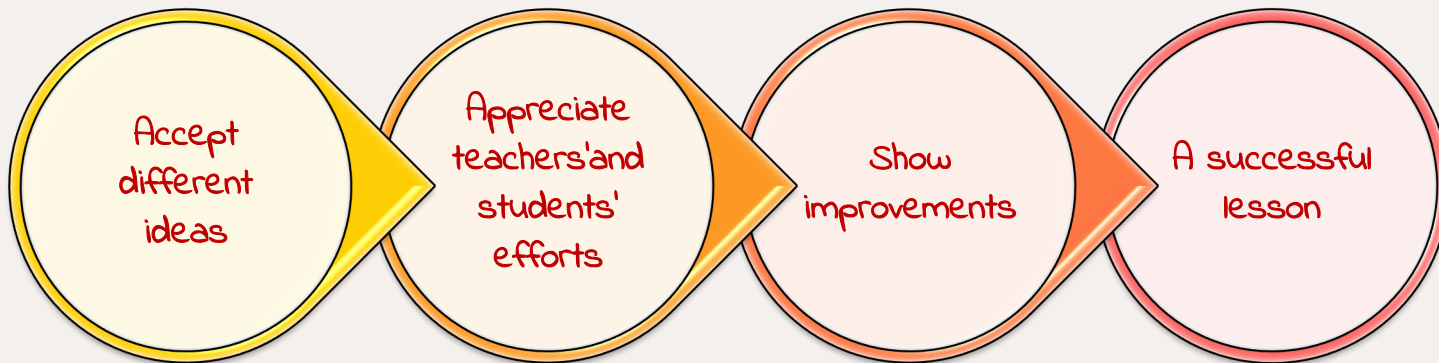
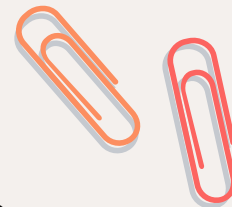


Stage 5 Post lesson conference

Group		Focus	Questions for discussion
1	Learning atmosphere and motivation		<ul style="list-style-type: none"> Were the students engaged in the lesson? Has an atmosphere of peer learning been built in the class?
2	Learning process	Learning objectives	<ul style="list-style-type: none"> Were the lesson objectives clear? Did the content and the activities address the lesson objectives?
		Learning guide	<ul style="list-style-type: none"> Could the learning guide help direct students' learning? Could the design of the learning guide help cater for learners' diversity?
	Use of teaching strategies	<ul style="list-style-type: none"> Could the teaching strategies help cater for students' diversity? Could the teaching strategies enhance the effectiveness of learning and teaching? 	
3.	Students' learning outcomes	Students' performance	<ul style="list-style-type: none"> What do you think about the students' work? Could students master the main points and tackle the difficult points of the lesson?
4.	Peer learning	Suggestions for teaching	<ul style="list-style-type: none"> Suggestions for improvement (the design of the Learning Guide, the use of teaching strategies, etc.) How would you teach this topic?



Teacher's reflection

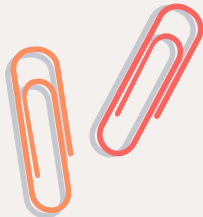


Marco Wong

In this round of lesson study, we chose 'conditional sentences' to teach in both S2 and S5 English classes. In S2, we focused more on the form and functions of Conditional Sentences Type 2 while we focused more on how Conditional Sentences Types 1 and 3 can be used to give solutions in a problem-solution essay.

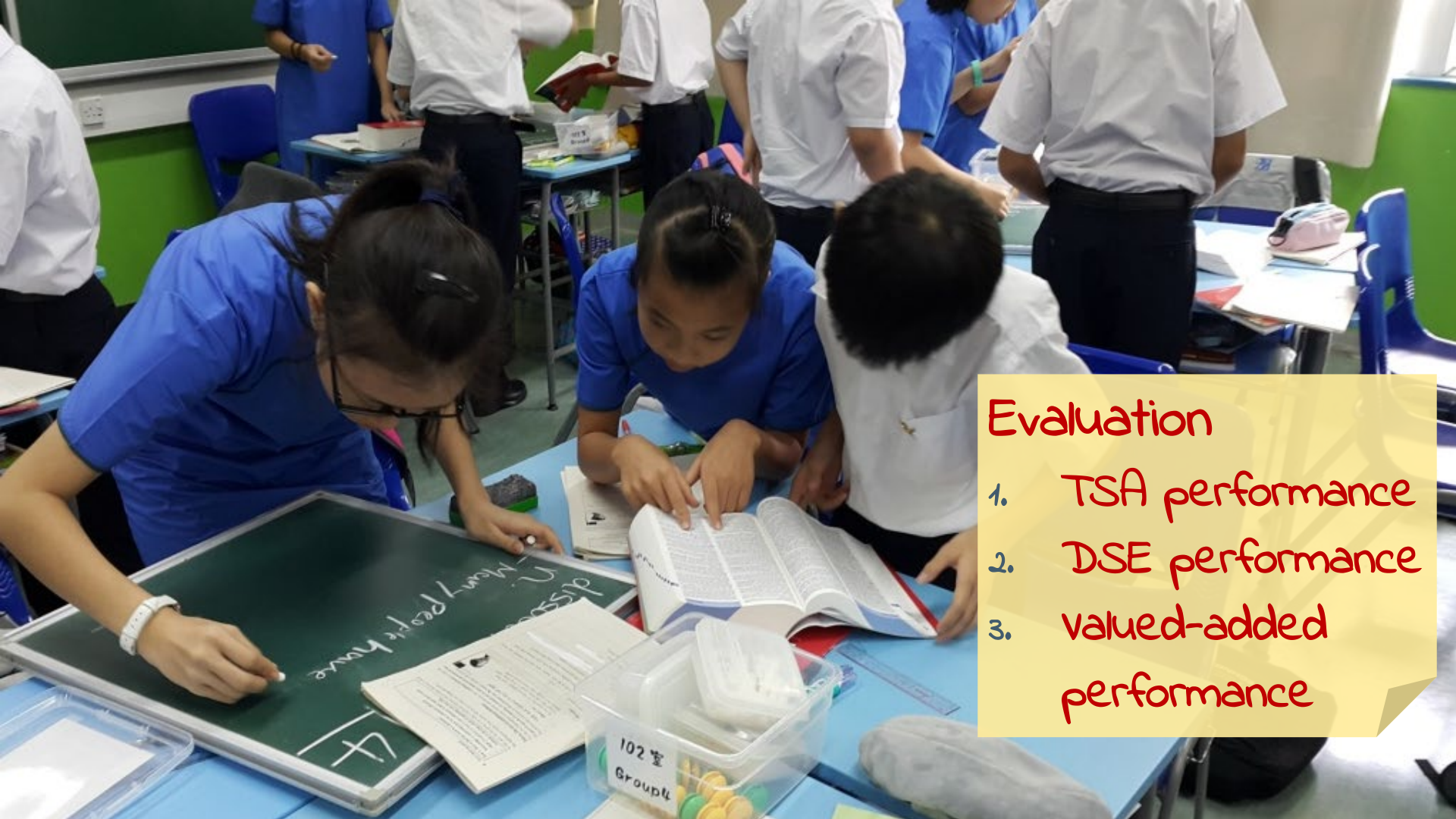
For the sake of our professional development, we tried a few things throughout the lesson study. We made use of the latest movie, Avengers 3, as the setting in the S2 class. We have found that students can be more engaged when the setting addresses their interests. In this open class, instead of following the textbook, it was the first time to create a scenario that most students show strong interest and they are familiar with the setting. Therefore, when they develop their content, they can easily give more concrete ideas and understand the context.

In the S5 class, we used 'google sheet' to collect some preparation work from students in the S5 class. The 'google sheet' also helps teachers understand what to focus on when students finish their preparation. Before we had it, sometimes we spent much time on something students had already mastered. With the use of online tools, we can prepare to tackle the difficult part more effectively.



Apart from the new initiatives, we are very grateful to have the invaluable comments from Principal Ip. With these comments, we can further improve our teaching in the foreseeable future by trying the following:

- 1) We can set a focus in each form of reading aloud. For example, we can focus on the volume in S1 reading aloud to build up students' confidence and in S5 we can focus on intonation.
- 2) We can try to have an expert group in different forms too. This time, we had one S5 student to display her own work on the i-board as a sample. We can try this in different forms so that the more-able students can gain a higher sense of success and other students can have some good samples to learn from. The effect of peer learning can be maximized.
- 3) We can work closer with the Liberal Studies and Chinese Language to help develop students' critical thinking skills. When it comes to the teaching of problem-solution essays or argumentative essays, we can share similar frameworks and then we can focus our attention to language learning.



Evaluation

1. TSA performance
2. DSE performance
3. valued-added performance



Our Way Forward

SRL PRO

04



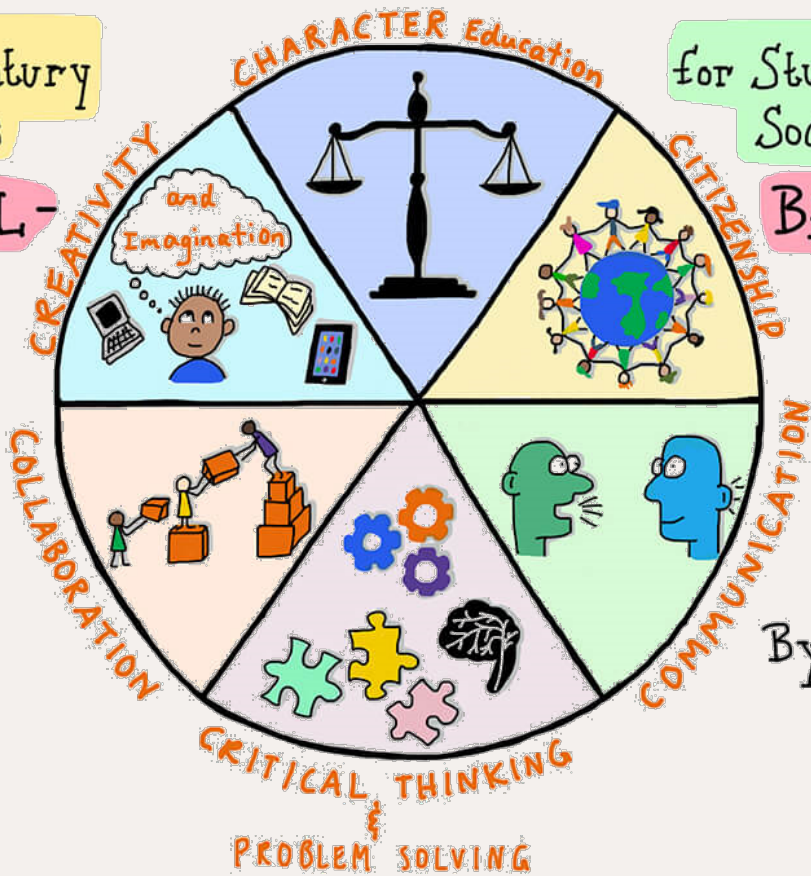
THE 6 C'S of Education

for Student and Society

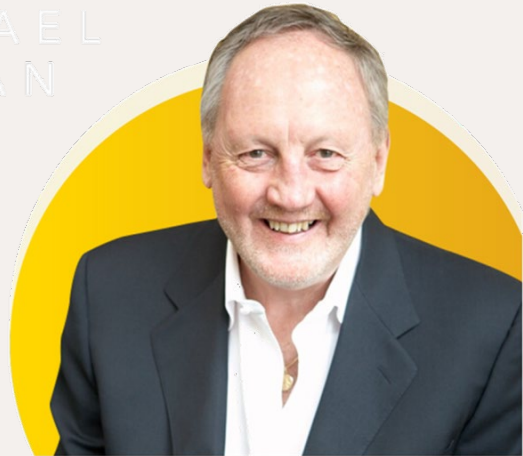
21st Century skills

WELL-

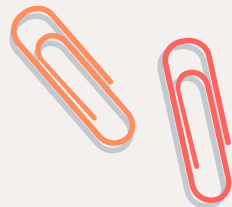
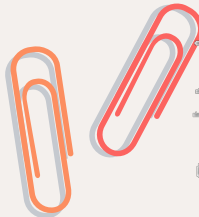
BEING



By Michael Fullan

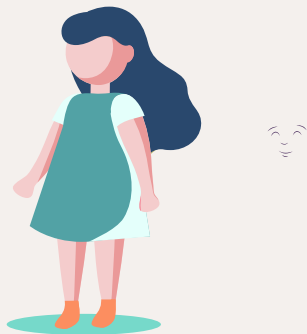


©sylvia.duckworth





Evaluation



Strengths

They have developed a habit of:

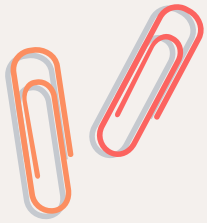
- doing preparation before lessons
- sharing their preparation during lessons
- displaying their ideas on i-boards



Areas of improvement

- Share without listening to or responding genuinely
- Ideas lack elaboration and organisation
- T: ans checking





Actions in the coming year

Curriculum &
lesson planning
(TfU & thinking
routines)



Evaluation
(video-taped
lessons)



Step #1

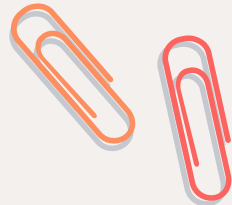
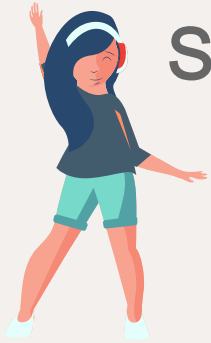


Step #2

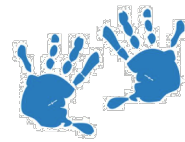
During lessons
(talk moves)



Step #3



Closing remarks



Tell me and I forget.



Teach me and I remember.

Involve me and I learn.



-Benjamin Franklin





Thank you!

