

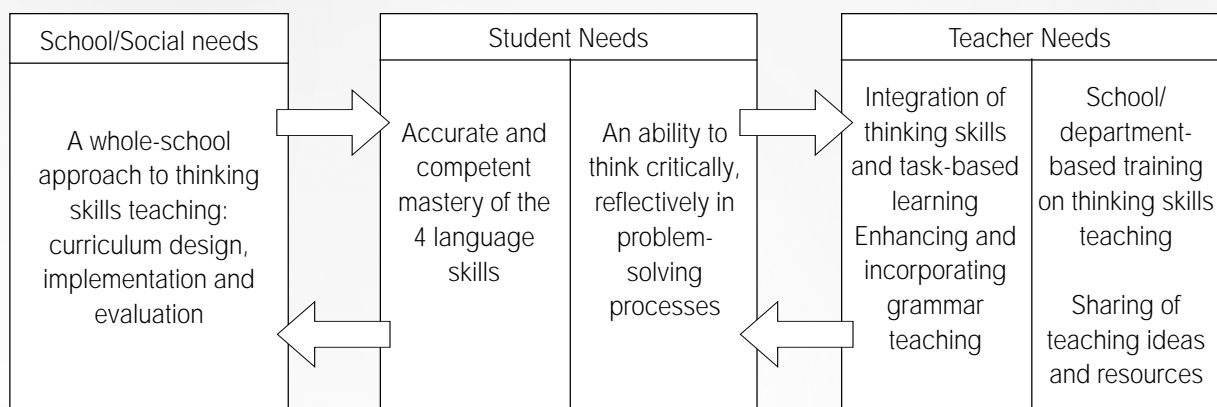
Sacred Heart Canossian College

Name of Awarded Teacher : Yip Wong Chau Yee

Developing a Collaborative Teaching and Learning Relationship

Introduction

To serve the needs of our students, integrated efforts have been made for the English Department to be steered into adopting the changes that were initiated by our School Principal in her launching of a whole-school approach to thinking skills teaching. The following flow-chart illustrates the needs and the inter-relationship of the stakeholders concerned.



School-based training and development is the key to successful cultivation of a collaborative culture among members of the English Department. With over 15 members having an impressive combination of teaching and learning experiences, we hold frequent formal and informal discussions to exchange views, share teaching ideas and resources to improve our teaching efficacy. To supplement Task-based Learning (TBL), the following chart is worked out to serve as a rubric for developing junior form students' accuracy and competence in speech and writing.

Descriptions of Performance Standards

Grade	Suggested Performance Standards
A	Outstanding in all aspects. Accurate and fluent mastery of speaking and writing; excellent organization of ideas and line of thought.
B	Very good grammar; relevant and clearly expressed ideas; able to communicate fairly accurately and fluently.
C	Fair grammar; ideas quite sensible though lacks originality of thought; able to communicate clearly and accurately in speech and writing.
D	Satisfactory grammar; ideas quite easy to follow though obscured by prominent slips in usage and sentence structure. Able to speak quite clearly and accurately in presentations.
E	Weak in grammar and expression of ideas; frequent errors in sentence construction. Weak comprehension and have difficulty in expressing ideas in speech and writing.
F	Need close attention in all aspects.

Integrating Task-based Learning with grammar and thinking skills teaching is essential in strengthening our students' language competence in speech and writing. The following table gives a brief outline of the implementation process with teachers taking the role of the 'monitor'.



Time	Targets	Level	Integrated Learning Activity	Outcome Indicator	Monitor
Sep	Goal setting	F1-3	<ul style="list-style-type: none"> Setting individual goals in response to school target Journalistic writing on daily activities or current issues 	Being responsible & Self-motivated Being reflective and critical in thinking	Helping students to proofread to ensure accuracy
Oct	Group work	F3 F1-3	<ul style="list-style-type: none"> Active participation in Inter-class Debate Students design group projects and develop problem-solving skills 	Active participation Creative project work	Training on project skills
Nov	Oral & practical skills	F1-3 F3	<ul style="list-style-type: none"> Oral presentation skills - fluency and intelligibility Forming own opinion through practical tasks 	Eloquence in speech & Improved knowledge in current issues	Paper setting workshop & peer coaching
Dec	Task Managing	F1-2 F3	<ul style="list-style-type: none"> Reading up for information and data collection on chosen topics Use of MMLC for writing skills development 	Competence in IT Increased world knowledge	Preparation for Exam
Jan	Exam	F1-3	<ul style="list-style-type: none"> Revision of language skills 	Fair mastery of exam skills	Exam and Evaluation Meeting
Feb	Self-Motivation	F1-3	<ul style="list-style-type: none"> Self-access learning on individualized reading and listening 	Being Responsible in own learning Have confidence in presentation	Book inspection & class observation
Mar	Active Participation	F1-3	<ul style="list-style-type: none"> Whole-school project-based learning presentation Addressing and responding to the audience 	Active participation and improved rebuttal skills	Adjudication & class training
Apr	Language enhancement	F1-3	<ul style="list-style-type: none"> Engaging in active discussion of current issues Revising key language patterns to express own ideas with sensible reasoning 	Being critical and reflective in own learning	School-based training & peer observation
May	Writing and thinking skills	F3 F1-3	<ul style="list-style-type: none"> House Literary writings Writing reflections for Reading Enhancement Schemes 	Active participation and good reasoning skills	Class training
Jun	Planning, assessment	F1-3	<ul style="list-style-type: none"> Reflections on progress Plans for speaking and writing skills enhancement 	Responsible for self-enhancement	Evaluation meeting



To make assessment a truly effective means to reflect students' learning and mastery of the target language, formative assessment that includes students' performance in the course of learning has been introduced. Details of the components and the corresponding percentage are illustrated below.

Assessment Components

Aspects of assessment	Exam Paper I: Composition and creative writing reading and writing	Exam Paper II: Integrated Listening reading and writing & Usage	Common Test: Comprehension & Usage (5%)	Task-based learning Course work: Portfolio - research, data collection (5%) Core tasks, (10%) Composition (10%)	Course work: Oral Presentation	Course work:
Percentage	25%	35%	5%	25%	5%	5%
Time allocated:	1 hr.	1.5 hr.	F.1-2 : 45 min F.3 : 1 hr.		Total: 100%	

Through interacting and supporting each other in the process of learning and teaching, we have established a collaborative culture that strengthens our rapport and confidence necessary to take on new and radical changes in language teaching.

Way of Access to Further Information of the above Teaching Practice

Please e-mail to the ATE Secretariat (ate@emb.gov.hk) stating the specific information you would like to obtain.

Preferred Way of dissemination / collaboration

Please refer to the latest news of sharing activities organized by the ATE Teachers Association.

Website: www.ate.gov.hk

Contact

ATE Secretariat: ate@emb.gov.hk

Remarks of the Assessment Panel

Mrs Yip is a competent and highly committed teaching professional who has successfully established a collaborative culture among her English panel members. She has successfully encouraged the sharing of teaching ideas and resources among her colleagues. She has also initiated a number of curricular changes which include integrating the teaching of critical thinking skills into the curriculum and designing a grammar curriculum to supplement the task-based curriculum.

Mrs Yip is also an experienced teacher administrator who has successfully cultivated a collaborative culture among members of the English panel. Through the help of individual form co-ordinators, she has introduced various curricular and assessment changes to steer the school towards a whole-school approach to the teaching of thinking skills. She gives clear directions to her colleagues before introducing any changes and sets a good example of personal commitment and continuous professional development.

