



▲Left to right: Ms YEUNG Chui-shan, Ms TSE Pik-wan, Grace, Mr WONG Wah-chun, Ms LAI Wai-ming

Unlocking ENGLISH = ENGage + EstabLISH

Teaching Philosophy

We believe that "Every child has dignity; Every child is able to learn; Every child is able to succeed". This is infused into our teaching approach which pledges to engage every student in learning and establish a platform for every student to succeed.

Teachers presented with the Certificate of Merit

Ms TSE Pik-wan, Grace Ms LAI Wai-ming
Ms YEUNG Chui-shan Mr WONG Wah-chun

School

Fanling Kau Yan College

Subjects taught

English Language (S1-6)



Interview with the Teachers

English teachers from Fanling Kau Yan College follow their teaching philosophy not merely as a school motto, but they embrace it as their true belief and incorporate it into their daily teaching.

Mr Wong Wah-chun, the professional development officer in the panel, recalled the school visit to Shangdong Province in China some years ago. "We were overwhelmingly impressed by the self-motivated students who showed strong independent learning attitude." Mr Wong was wondering if his students in Hong Kong had the same momentum in self-regulated learning. "If we believe every child is able to succeed, why can't our students be successful in learning English?"

Returning to Hong Kong, Mr Wong and the English teachers reviewed the innovative pedagogies from a global perspective, making reference to research literature from the US and Europe. Step by step, they developed their own framework of self-regulated learning.

This is not magic

"We did fail sometimes, but we never give up. We tried a wide range of learning methods until we came up with something suitable," said Ms Tse Pik-wan, Grace, the English Panel of the school. She explained that English proficiency of S1 students enrolled into the College was low. "Some students had very low motivation and some had difficulty understanding English," said Ms Tse. Another English teacher, Ms Lai Wai-ming, pointed out that the first obstacle of less-able students was their reluctance to communicate in English. Having a strong belief that every student can be a successful learner of English, the teachers jointly design learning guides, explore innovative ways of teaching and organise interesting activities to make the process of learning more enjoyable. Students are supported to boost their confidence by developing good learning habits with the "UNLOCKING ENGLISH" strategy.



▲ Building learning communities - Sharing with local and overseas educators

"Students felt more comfortable to communicate in English with improved confidence. They even challenged me by asking more questions. I believe this is not magic, this is a process," said Ms Tse, feeling proud of the students' accomplishments.

Your improvement, my fulfilment

Mr Wong, who has been teaching for 13 years, experienced the most touching moment when he saw a student transforming himself from an indifferent to a passionate learner of English.

"One of my students whom I taught from S1 to S6 failed most English exams in early years. But the student made a breakthrough in S4 and started raising questions from newspapers and magazines he read. I was delighted to know that he practised using the materials I specially designed for the class and see his improvement in English. Witnessing his improvement is my fulfilment," said Mr Wong. "We are not just English teachers. We have a mission to ignite students' passion for English," said Ms Yeung Chui-shan, another English Panel in the team.

Students' success is the best reward for teachers. By upholding "Every child is able to succeed", every English teacher in the College is learning and growing with the students confidently.



▲ Let me try! Students' confidence is built with this magical spell

◀ Reading is a gateway to success - Students enjoying reading during POWER time



Teachers' Sharing

Establishing the LRC Curriculum to engage everyone

There are three major underlying principles in our LRC curriculum planning: **L**earner-centred curriculum, **R**eadng as the cornerstone of language development and **C**onfidence building.

Our "Learner-centred curriculum" aims to foster holistic language development of our students. Language skills and purposeful tasks are integrated with the infusion of positive values and attitudes in the curriculum. We meticulously design learning guides that require students to do preparations for every lesson, promote their autonomy in learning and encourage them to undertake critical self-reflections.

We consider "Reading as the cornerstone of language development" and place a strong emphasis on reading in our curriculum. Each school day starts with "POWER TIME" - **P**ositive **O**utcomes **W**hile **E**njoying **R**eadng. Students are engaged in sustained silent reading sessions with books of various disciplines. They are also strategically exposed to a wide variety of multi-modal texts in English lessons. To foster students' greater interest in reading, their ability of integrating the knowledge, skills and learning experiences is further enhanced through activities held in the theme-based learning weeks, reading carnivals and cross-curricular project learning.

"Confidence building" is crucial to language learning. We build our students' confidence to use English by constantly engaging them in communicative speaking activities inside classroom, and in diversified life-wide learning activities outside classroom. Students are able to master communication and social skills, develop a healthy and positive learning attitude, strive for greater academic achievements and improve their command of the English language for future endeavours. All these valuable learning experiences support students' growth for whole-person development and life-long learning.

Realising the LRC curriculum in a five-stage learning & teaching framework

A five-stage framework has been designed to engage every student in the learner-centred lesson to establish good learning habits and enhance his



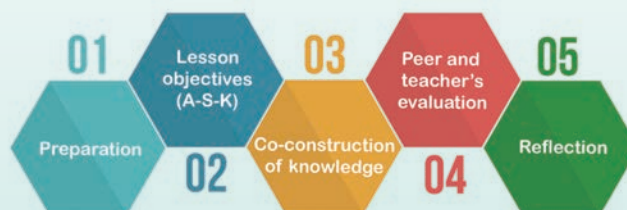
▲ Team work makes the dream work - Students are actively engaged in shared learning

confidence and motivation in learning English.

Having developed a good habit of doing preparations using the learning guide before every single English lesson, students clearly know about the attitude, skills and knowledge objectives of each lesson. They engage themselves with their peers in learning activities and evaluation. Their active participation and interaction with others in a progressive and safe learning environment helps build up their confidence and increase their enjoyment of learning English.

Advancing learning and teaching through collaborative professionalism

For professional development, we have established a culture of collaboration through lesson study. The English Department organises "Open Class" for education practitioners at least twice a year. Engaging English teachers in the "Open Class" boosts their confidence and professionalism through a series of trial lessons. With students' learning effectiveness in mind, all English teachers are involved in observing and reviewing the trial lessons. Adjustments are made afterwards accordingly to further refine the lesson design for the "Open Class". Feedback and insights are collected from other education practitioners during the post-lesson conference. To conclude the lesson study, all English teachers write reflections on what they have learnt. We are proud to see that teachers' confidence in adopting teaching pedagogies and their collaborative professionalism are enhanced in the learning journey.





Assessment Summary

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Promoting students' confidence and their motivation to learn English through the learner-centred curriculum that facilitates self-regulated learning

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▲Engaging students in presentations and peer interaction

Based on the belief "Unlocking English = **ENG**age + estab**LISH**" as the key to effective learning and teaching of English, the group of passionate and highly proficient teachers empower students to establish themselves as the owner of their learning. They adopt "Learner-centred, Reading as the cornerstone, and Confidence building" (**LRC**) as the conceptual framework for a coherent English language curriculum integrating language skills, purposeful tasks and positive values and attitudes. They make the best use of what the school has done in self-regulated learning and put a great emphasis on cultivating students' good learning habits in preparation, sharing, reflecting and presenting, and building students' confidence in learning and using English. In the classroom, students are engaged in self-learning, peer learning and self-reflection to co-construct knowledge with teachers and peers and regulate their learning behaviour. Role taking by each member of the group of four guarantees nobody is left behind in the learning process. Collaborating with colleagues from other Key Learning Areas, the teachers help students establish links between concepts and learning experiences acquired in different subjects.

The teachers have worked collaboratively with the whole English panel in developing different sets of learning guides comprising preparation tasks, lesson activities, reflection tasks and online resources as the basis of each lesson. They put strong emphasis on developing students' reading skills through organising "POWER TIME", "Strategic Reading Scheme", theme-based learning week, and reading carnival, etc. to enrich students' reading experiences and their content knowledge in different themes. To build up students' confidence in using the language in real contexts, the teachers engage students in diversified life-wide learning activities to enhance their language learning experiences. For example, students are encouraged to participate in speech festivals, English writing and speaking competitions, study tours and experiential learning activities. Students' confidence in using English is established while their

awareness of English as an international language for communication is enhanced.

The teachers are reflective practitioners serving as role models in collaborative professionalism. They impact positively on the effective pedagogical practice within the English Panel and beyond. Through their collaborative efforts, they have succeeded in boosting students' confidence in using English, promoting active student engagement in learning English and enhancing students' language proficiency.

The teachers display very strong commitment to collaborative professional development and contribute to the professional development of the English Panel members. They also put due emphasis on their own professional growth through participating in local professional seminars and attending or doing presentations in international conferences. They are active in establishing professional networks with other schools, sharing good practices through the "Open Class" platform and engaging local and overseas experts and practising teachers from other schools in professional dialogues after class observation.

Ways to Obtain Information on the Teaching Practice

Website:
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