

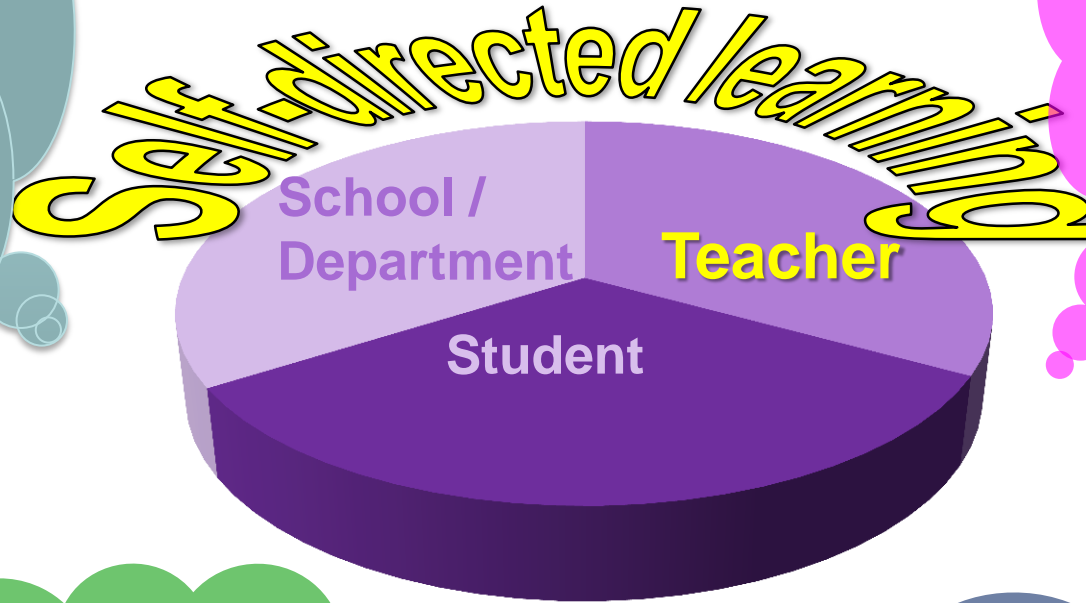
Building a professional team to promote self-directed learning

Si Yuan School of the Precious Blood

Challenges

How to lead the teachers to embrace the change?

What skills and knowledge are required to equip the teachers?



How to strengthen students' role in their learning?

How to promote SDL in different classes with students of diverse abilities?

Self-directed learning at Si Yuan

2. Curriculum level

- **Developing tools for unit planning**
- Four-step process
- SDL checklist

1. School level

- **Setting goals** for whole school
- Creating a conducive environment for implementing SDL

3. Teacher level

- Seed teachers **conceptualising experience**
- **Disseminating good practices** in other year levels
- **Adopting 'Review & refine' approach** in lesson observation to monitor progress

4. Student level

- Designing tasks in **real-life contexts** for constructing and applying knowledge
- **Conducting self- and peer evaluation**

School & department level

- to set short and long term goals in promoting SDL

- to create a conducive environment for teachers to build professional capacity to meet the challenge

Actions to take:

- Prioritising SDL as a school development focus (for teachers, students and **parents**)
- **Developing seed teachers** to support other teachers
(Year 1: **P.2**; Year 2: **P.4**)
- Arranging **co-planning lessons** for the project team
- **Conceptualising experience** and arranging PD sharing sessions conducted by project members (end of Year 1)

Curriculum level

- to establish a framework for unit planning and try out effective L/T strategies

Four-step process of unit planning

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Year 1: Developing P2 students into **self-motivated** and **self-disciplined** learners

Year 2: Developing P4 students into **self-motivated**, **self-disciplined** and **reflective** learners

Unit plan - Strategies to promote SDL

Learning & teaching activities	Objectives	Strategies to enhance students' self-learning abilities
<p>Before the lesson: Pre-lesson task - W.S. 5.1</p> <p>1. Teacher asks pupils to use Fred talk to pronounce the 15 new words. Without giving them the actual pronunciation, <u>Teacher demonstrates how to use the online tool 'Natural Reader' to find out the pronunciation of a new word and online dictionary to check its meaning. A note on how to use 'Natural Reader' is attached in W.S. 5.1.</u> It also gives guidance to parents to assist pupils in using the tool.</p>	<p>To let pupils recognise the names of different items of clothing</p>	<ul style="list-style-type: none"> ● Set clear learning objectives for pupils to learn with a purpose. ● Equip pupils with study skills to search for online information. ● Arouse pupils' interest and motivation to learn. ● Establish a close connection to the teaching content of the lesson. ● Provide pupils with opportunities to think and find out answers to construct knowledge by themselves.

- **Conducting explicit teaching of study skills**
- **Scaffolding provided to support student learning**

- **Applying appropriate strategies by making reference to the SDL checklist**

Checklist of strategies in promoting self-directed learning

1. Getting students ready to learn

- Diagnosing students' needs
- Teaching students study skills, e.g. using phonic skills to pronounce unfamiliar words, using concept maps to organise information
- Teaching students IT skills, e.g. e-class, Natural Reader, doing online search, using online dictionary

2. Setting learning goals

- Setting realistic and clear learning objectives with reference to LPF
 - language skills development
 - language forms and functions
 - generic skills
 - values and attitudes
- Helping students understand why they need to learn the content

3. Engaging students in the learning process

Setting pre-lesson tasks that...

- arouse students' interest and motivation to learn
- activate their prior knowledge
- connect closely to what is being taught in the lesson

Setting tasks in the lessons that...

- have clear learning objectives
- guide students to construct knowledge for themselves
- provide scaffolding for less able students (e.g. break a complex task into easier steps) and infuse HOT questions (e.g. problem-solving skills) for more able students
- enable students to use concept maps to assimilate new information
- give students choices and autonomy

Promoting a positive learning attitude

- using co-operative learning to promote peer support and collaborative efforts

4. Evaluating learning and celebrating success

- Helping students keep records and monitor their own progress (metacognition)
- Conducting self- and peer assessment, e.g. "Writing Detective"
- Providing constructive feedback
- Commending students by sharing good work on the school website

Teacher level

- to change from teacher-directed learning to student-directed learning
- to work out effective strategies in different ability classes through tryouts

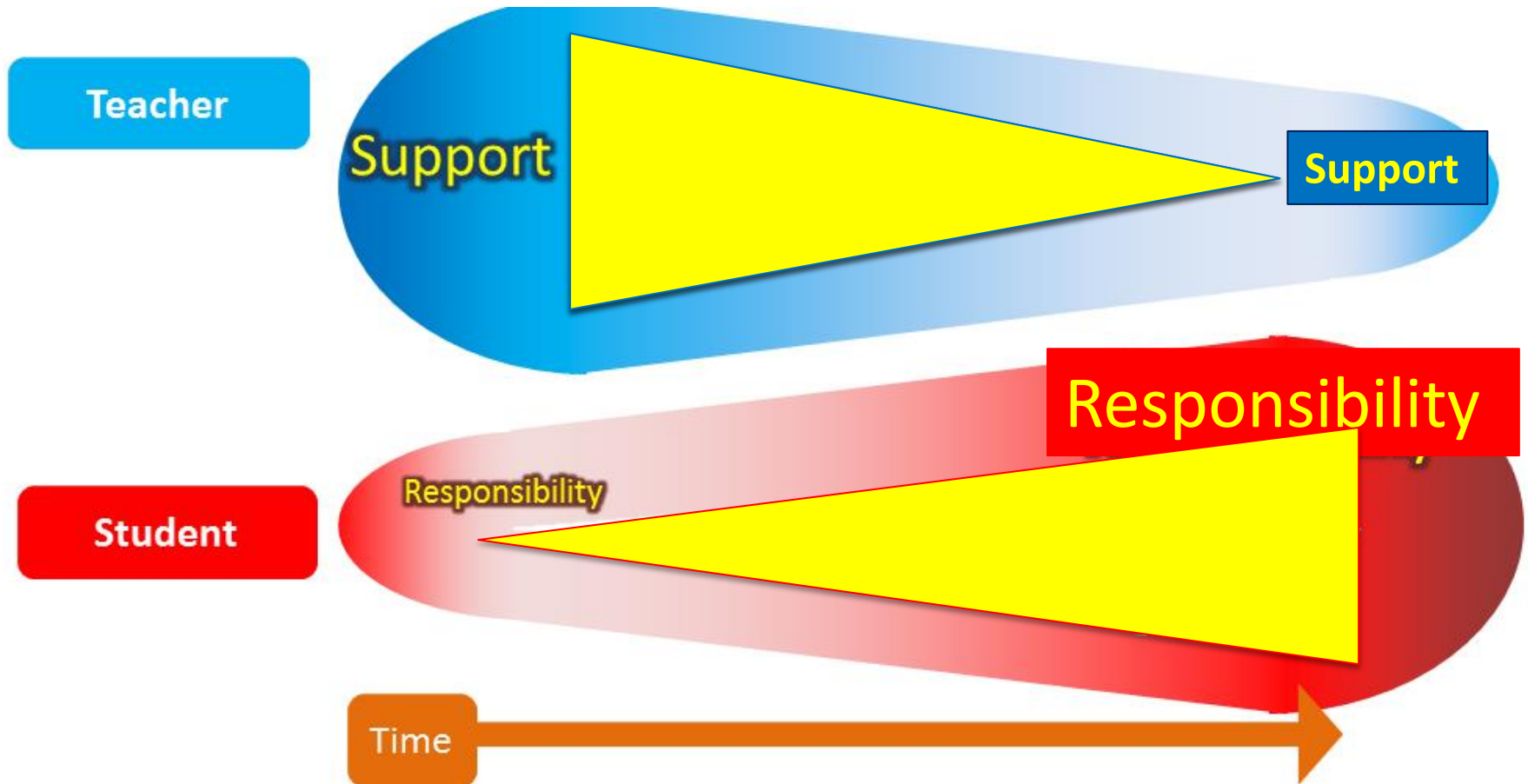
Actions to take:

- Using **pre-lesson tasks** to get students prepared for the teaching content and help them construct knowledge
- **Varying the teaching process** to cater for learner diversity

Teacher level

From **teacher-directed learning**
to **student-directed learning**

Conceptual model of scaffolding - Janneke van de Pol et al (2010)



Teacher level

From being an instructor...



- Teachers **selecting some target words** to be taught in the unit



- Teachers presenting the unit and **teaching the target words**



- Students practising the target words



- Students applying them in a writing task

Teacher level to becoming a **facilitator...**

- 1 • Students **doing pre-lesson tasks** at home to learn vocabulary
- 2 • Students **reporting their learning in class**
- 3 • Teacher **checking understanding** of the target words
- 4 • Students practising the target words
- 5 • Students applying them in a writing task

Self-directed learning in Practice – Year 1: P2

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Diagnosing students' needs

Teaching of study skills

- Read Write Inc. to pronounce unfamiliar words
- concept maps

Using e-learning tools:

- Natural Reader
- e-class
- Doing online search
- Using online dictionary

Setting pre-lesson tasks that...

- arouse students' interest and motivation to learn
- activate their prior knowledge
- connect closely to what is being taught in the lesson

Setting tasks in the lessons that...

- have clear learning objectives
- guide students to construct knowledge for themselves
- provide scaffolding for less able students (e.g. break a complex task into easier steps) and infuse HOT questions (e.g. problem-solving skills) for more able students
- enable students to use concept maps to assimilate new information
- give students choices and autonomy

Promoting positive learning attitude

- using co-operative learning to promote peer support and collaborative efforts

Year 1: Developing P2 students into self-motivated and self-disciplined learners

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Year 1

P2 Mini-project: Old Clothes Collection

Pre-lesson task 1:

- Learning **target** words about clothing items

Unit 5 Old clothes

Part A: Pre-lesson task - Learning the new words at home

Step 1: Use the online tool to learn how to read aloud the new words:

<http://www.naturalreaders.com/>

Step 2: Use the online dictionary to check the meanings of the words:

<http://hk.dictionary.yahoo.com/>

Task design for students of different abilities to achieve the **core** learning objectives

Vocabulary	Can you read it aloud? ✓ / X	Meaning (You may draw pictures/paste a photo/ put down Chinese meaning)	Do you have it /them? Yes / No
1. dress	✓		Yes
2. blouse			

Pre-lesson task 2:

- Learning words of **own choice** about the topic by visiting the website of a fashion shop

Part B: Go to the following website to find out 4-6 **new** clothing items:

<http://m.hm.com/hk/subdepartment/KIDS?Nr=4294944923>

Vocabulary	Can you read it aloud? ✓ / X	Meaning (You may draw pictures/paste a photo/ put down Chinese meaning)	Do you have it / them? Yes / No
1.			
2.			
3.			
4.			
5.			
6.			

Share the new clothing items with your classmates:

" I learnt _____ new clothing items. They are _____
_____ and _____."

I like wearing _____ best because it is / they
are _____."

(nice / beautiful / comfortable)

Task design to provide **autonomy** and **choice** for students of different abilities to display learning with **individual** answers

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Student level

Small class

Varying **teaching process** according to students' abilities

Reading aloud the vocabulary in pairs

Unit 5 Old clothes

Part A: Pre-lesson task - Learning the new words at home

Step 1: Use the online tool to learn how to read aloud the new words:

<http://www.naturalreaders.com/>

Step 2: Use the online dictionary to check the meanings of the words:

<http://hk.dictionary.yahoo.com/>

Vocabulary	Can you read it aloud? ✓ / X	Meaning (You may draw pictures/paste a photo/ put down Chinese meaning)	Do you have it /them? Yes / No
1. dress	✓		Yes
2. blouse			

Student level

Average class

Varying **teaching process** according to students' abilities

Applying new knowledge in authentic context

Unit 5 Old clothes

Part A: Pre-lesson task - Learning the new words at home

Step 1: Use the online tool to learn how to read aloud the new words:

<http://www.naturalreaders.com/>

Step 2: Use the online dictionary to check the meanings of the words:

<http://hk.dictionary.yahoo.com/>

Vocabulary	Can you read it aloud?	Meaning (You may draw pictures/paste a photo/ put down Chinese meaning)	Do you have it /them?
1. dress	✓		Yes / No Yes

Share the new clothing items with your classmates:

" I learnt _____ new clothing items. They are _____
_____ and _____.

I like wearing _____ best because it is / they
are _____."

(nice / beautiful / comfortable)

Student level

More able class

Constructing new knowledge through peer learning




Varying **teaching process** according to students' abilities






Apart from working on the same tasks as in small and average classes, students in the more able classes had to **share their knowledge in groups** and then in class. It helped to **build up their vocabulary bank** through learning with **peer support**.

Study notes

Words to spell

Places at school	Activity 1	Activity 2
library 	read story books	borrow books
school hall 	watch plays	listen to talks
toilet 	wash hands	take a pee
playground 	play ball games	have a PE lesson

B. Words to know

Places at school	Activity 1	Activity 2
covered playground 	play games	have a PE lesson
campus TV station 	make videos	
garden 	water plants	watch flowers

Support given to students during
the **process of change**

P2 Mini-project: Old Clothes Collection

Writing task: Students were invited to join a community service by donating clothes to the poor. Write about the three **clothing items that they want to give away and give reasons.**

After reading the notice of Old Clothes Collection Day, your family want to donate some of your clothes to the poor. Draw three items of clothing that you want to give away.

A. Draw and write.

B. Write about the reason why you give away each item of clothing.
You may use the words in the boxes below.

clothing items

cap	dress	jeans
hat	jacket	shoes
scarf	skirt	socks
belt	vest	shorts
		trousers

adjectives

beautiful new
pretty old short
small long big nice
colourful trendy

connectives

because
but

My family want to donate _____,

_____ and _____

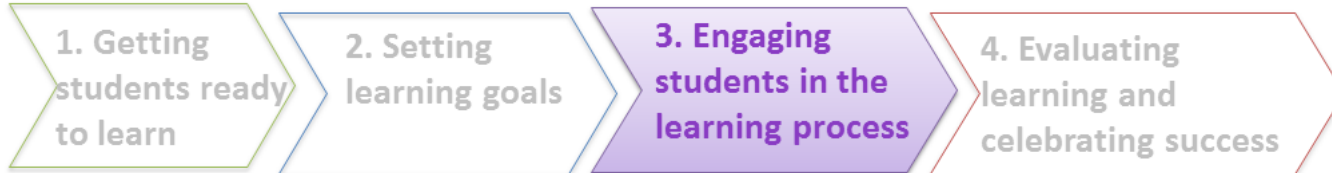
to the poor. _____

I feel _____ because I can _____

spelling and punctuation

connectives

ending



Pre-writing task: speaking activity

1. Students prepared three clothing items at home and wrote about them

The Old Clothes Collection Day will come soon. Talk to your parents and bring 3 clothing items to school.

A. What clothing items do you bring? Fill in the table.

Clothing items (e.g. a pair of jeans, a cap, a jacket, a skirt ...)	This is _____'s clothing item. (e.g. Dad, Mum, My sister...)	Why does your family donate their clothes?	
		😊 e.g. pretty, beautiful, new...	☹️ e.g. old, short, small...
e.g1. a pair of jeans	Dad	new	short
e.g2. a handbag	My sister	new	small
e.g3. a cap	I	new	small
1.		but	

2. Students were guided to describe the clothing items in a 'show and tell' activity

B. Read the example below and write about your clothing items.

e.g.

My family donates a pair of jeans, a handbag and a cap.

Dad likes this pair of jeans but they are too short (for him).

This handbag is new but it is too small (for my sister).

This cap is beautiful but it is too small (for me).

My family donates _____

and _____

C. Bring your clothing items to school. Show and tell your group mates about them.

Remember to introduce yourself.

Hello everyone, I'm _____... (Part B).

Scaffolding was provided to help students prepare for the speaking task

A **real-life context** was given for students to apply the learning in the unit:

- Describe **clothing items** correctly
(e.g. 'a pair of shorts')
- Use **target language** to give **reasons**

(e.g. 'because they are too small for me')

Teacher level

- to support each other in the process of implementing SDL

Analysis of students' work and effective use of assessment data

Lesson observation & teachers' reflections



Collaborative lesson planning

Try out SDL strategies with different ability groups

Endangered animals – P.6

Name: _____ ()

Date: _____

Unit 3 Endangered animals in Hong Kong (self-directed learning)

Step 1: Use the online tool to learn about endangered animals:

http://en.wikipedia.org/wiki/Endangered_species

<http://hk.dictionary.yahoo.com/>

Step 2: Learn more:

'Animals Big and Small'. (15 minutes)

You are the eco-tour guide of the Wetland Park. Read your textbook P.27 and watch the video and complete the following text to introduce the animal to the visitors.

<https://www.youtube.com/watch?v=Oyk45Fibc00>

(Black-faced Spoonbill) *see the English subtitles*

Hello everyone. My name is _____. I'd like to welcome you all to

Wetland Park. Now, I am going to take you on an eco-tour of Wetland Park.

On your left hand side, you can see _____. They can

only be found in _____. The number of black-face

spoonbills is about _____ in the world. Their bills are _____

and shaped like a _____. _____ and _____ are

some of their habitats. (Up to 2:30)

Self-directed learning in Practice – Year 2: P.4

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

- Setting specific learning targets
- Helping students understand the learning objectives

- Doing record keeping and monitoring own progress (metacognition)
- Conducting self-assessment for own reflection
- Conducting peer assessment, e.g. 'Writing Detective'
- Receiving constructive feedback from teachers
- Celebrating success by sharing good student work on school website

Year 2: Developing P4 students into self-motivated, self-disciplined and reflective learners

1. Getting students ready to learn

2. Setting learning goals

3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Year 2

The world of gadgets – P.4

Writing task

- Write an article with the title **'The world of gadgets'** for the school magazine. Write about an old gadget people used in the past and a new gadget people use nowadays.

- Students learned how to write an **exposition** with **main ideas and supporting details** by using the **'hamburger structure'** .
- Students **used comparative adjectives** to make comparisons.

Words for elaboration

Convenience	Appearance
surf the Internet anywhere, take it anywhere, use it in the streets	looks cool, more beautiful, more attractive

Convenience	Appearance
surf the Internet anywhere, take it anywhere, use it in the streets	looks cool, more beautiful, more attractive

Language input was given for students to compare smartphones and rotary phones in four aspects. Students also had to use the **comparative adjectives** learnt in the unit.

B) Now fill in the chart below for the main ideas and details.

_____ Vs _____




Choose at least 3 items.

	Main points	Elaboration
<input type="checkbox"/> Convenience	_____ are <u>more convenient than</u> _____ _____	How convenient?
<input type="checkbox"/> Appearance	_____ are <u>more beautiful than</u> _____ _____	How beautiful?
<input type="checkbox"/> Size and Weight	_____ are <u>smaller than</u> _____ _____ are <u>lighter than</u> _____ _____	How small? How light?
<input type="checkbox"/> Popularity	_____ are <u>more popular</u> <u>than</u> _____ _____	Do many people use them?

The world of gadgets – P.4




- Students learnt how to **review their own task and peers' work** particularly in domains of **organisation** and **language and style**

Self-evaluation form

How much do I like my work?		Teacher's comments
Colour the smilies.		
Organisation I wrote the following items: <input type="checkbox"/> Introduction <input type="checkbox"/> Main ideas <input type="checkbox"/> Details <input type="checkbox"/> Conclusion	 _____  _____	
Language & style <input type="checkbox"/> I used correct comparatives ◇ <u>With 1 syllable word:</u> tall taller <u>than</u> the tallest ◇ <u>With 3 or more syllable words:</u> beautiful <u>more beautiful than</u> the most beautiful ◇ faster <u>then</u> ✗ ◇ faster <u>than</u> ✓	 _____	

Peer evaluation form

Writing Detective
My partner's name: _____

How much do I like my partner's work?		Teacher's comments
Colour the smilies.		
Organisation I wrote the following items: <input type="checkbox"/> Introduction <input type="checkbox"/> Main ideas <input type="checkbox"/> Details <input type="checkbox"/> Conclusion	 _____  _____	
Language & style <input type="checkbox"/> I used correct comparatives ◇ <u>With 1 syllable word:</u> tall taller <u>than</u> the tallest ◇ <u>With 3 or more syllable words:</u> beautiful <u>more beautiful than</u> the most beautiful ◇ faster <u>then</u> ✗ ◇ faster <u>than</u> ✓	 _____	

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Conducting effective lesson observation to promote better learning and teaching

Main purposes of lesson observation:

- Evaluate the **effectiveness of the learning and teaching materials** devised by the project team
- Evaluate students on conducting self-evaluation in writing in **different ability classes**

Focus on student learning

'Review & Refine' feedback time for teachers' reflection

	Class	Lesson observation focus: self-assessment
Average class	1. 4C	<ul style="list-style-type: none"> - Teacher used a model text to demonstrate how to work on self-assessment. - Students were asked to read and check if they had the main ideas and details under it.



	Class	After 'Review & refine'
Average class	2. 4B	<ul style="list-style-type: none"> - Teacher taught students to bracket and mark clearly with M1/2/3 and D1/2/3 to locate the main ideas and details.



Classes

After 'Review & refine'

More able
class

3. 4A

- Students in 4A were asked to bracket and mark **M1** and **D1a/1b/1c** to locate more than one detail after a main idea.



Classes

After 'Review & refine'

More able
class

3. 4D

- Students in more able classes were asked to **use paragraphs to present ideas** in a more organised way.



Classes

After 'Review & refine'

Small class
4. Less able
students from
4B & 4C

- Teacher spent more time on **revising the structure of an exposition** before asking students to locate the main ideas and details.

1. Getting students ready to learn

2. Setting learning goals


3. Engaging students in the learning process

4. Evaluating learning and celebrating success

Be good to our earth – P.4

Writing task

- Write a letter to the principal suggesting ways to build a **green school**

Our Principal, Miss Kwok, loves the Earth, and she thinks protecting the environment is very important. Now, she wants to turn our school into a **GREEN SCHOOL**, and she would like  to help.

Some of the Principal's worries are:

1. The electricity fee for our school is too high.
2. There are too many unwanted uniforms in the school office.
3. We make too much food waste in the canteen every day.

Be good to our earth – P.4

Conducting peer evaluation on speaking

1. Teaching students how to conduct peer assessment in speaking

Fluency
Voice
Intonation
Pronunciation



P. 4(A/D) Name: _____ () Date: _____
 Peer evaluation: Listen to your partner's and give her/him some feedback.

Speaking Detective

My partner's name: _____

How much do I like my partner's presentation?

Colour the smiles.

Content <input type="checkbox"/> Introduction <input type="checkbox"/> Main ideas <input type="checkbox"/> Details <input type="checkbox"/> Conclusion	
Voice: ☞ Spoke loudly ⚡ I can listen to my partner's voice.	
Fluency: ☞ Spoke fluently ⚡ My partner can read with appropriate pausing.	
Pronunciation: ☞ Spoke clearly with very few pronunciation mistakes.	
Intonation: ☞ Appropriate intonation according to the meaning of the text. ⚡ Important points are stressed	

Thank you for your sharing. I enjoy listening to your presentation very much.

Thank you for your comments.

Be good to our earth – P.4

2. Producing a video clip using *Sonic Pics*



3. Watching peers' clips and conducting peer evaluation - **FVIP**



Consolidating the use of peer assessment through evaluating speaking performance

Impact on teachers

- ✓ The pre-lesson tasks set in the unit could help **provoke students' interest and motivation to learn.**
- ✓ There was a **closer connection between the learning objectives and the tasks** designed in the learning and teaching process.
- ✓ Peer lesson observation practice provided teachers with more opportunities to learn how to **try out new strategies and share good practices** with other members in the panel.
- ✓ **e-Learning** was infused to facilitate students' learning outside classroom, e.g. reading authentic materials about a topic
- ✓ Teachers found their **lessons more learner-centered** with more guidance and opportunities given to students to think and explore and less on giving direct instructions.
- ✓ Teachers **developed effective tools** including the framework and the self-directed learning checklist for unit planning.

More interested
and self-
motivated in
learning

More collaborative
with peers'
support in
learning

More
self-disciplined and
independent
in learning

Less
textbook-
bound in
learning

Impact on students

Able to use basic
study skills
and IT skills

More flexible
through working
with others

More self-
reflective in
evaluating own
learning outcomes
in writing

*More
positive in
learning*

The end