

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

Tier 3 Principal and teachers' reflection SMCSS

As we launched into Tier 3 of Student-LED project, we gradually acquire the essence and importance on how to instill in students the habit of deep reflection and thus enkindle in them the joy and competence in developing their potentials, skills, leadership and capability to transfer what they have learnt into their daily lives.

From the perspective of the students, they realized the importance of setting objectives. For instance, they guided the Tier 2 students by ensuring that they achieved their aims. Having objectives in front of them, they have become more equipped and find out the problems easily.

Moreover, they also learned how to coach others to do reflections. For instance, in leading their own clubs in the school, they asked their members to make evaluations through guidelines, and they shared their experiences and stimulated their thinking and reflection. As a result, they were able to encourage them to think further deeper and make it become their lifelong experiences.

Last but not least, they also learned to improve their communication, therefore in order to avoid others to have hard feelings, they first considered their feelings before pointing out their mistakes. Instead of scolding them directly, they tried to talk to them and find out the reasons behind. As a result, they were able to compromise with each other and came up with an agreement. They may therefore be happier to cooperate with each other and fulfill their duties well.

At the teacher level, we have learned to put more trust in the core members' potential that they may very well developed their leadership in guiding the Tier 2 students. Teachers thus became observers and advisers. And throughout the process, we also learned to make right decision when to prompt and guide or to step back and let go. On the other hand, we also discovered the need to deliver, emphasize and follow-up frameworks for deeper reflection. Moreover we become more and more competent in using the PIE and ASK models in addition to the Six Levels of Reflections, giving greater impact at personal, group and school levels. It also allowed us to draw up immediate, medium and long term plans in this area.

At the school level, we planned to enhance teachers' skills in facilitating students'

learning from quality reflection. Hence we were able to establish with time a perpetuating system to provide experience in organizing social service as part of the senior OLE curriculum. We were also able to realize the school target “Self-directed Learning” in a non-academic context.

With the implementation of this Tier 3 Student-LED project, we gradually led our students through habitual reflections, linking what they have learned with their daily lives, enabling them to think deeper for their own future, thus bringing them closer to their realities and developing their inner potentials. By sharing first with all the teachers the skills in mentoring students to deeper reflection and drawing up a teacher’s manual giving guidelines according to what we have learned, we gradually equipped our teachers to coach our students competently. Thus students were able to present themselves clearly in their SLP emphasizing their own individual qualities and personalities through the reflections they have made in joining various activities in and outside the school.

This project also became a stepping stone for the development of whole school leadership training. Aiming to equip and mold our students with the skills needed to act on a leadership role in different sectors of the society in the future so that they would become competent in fulfilling their tasks and responsibilities. Hence we were able to fulfill our mission to educate our young to develop and utilize their potentials in contributing themselves fully to the society.