

## **Teachers**

I am really very grateful indeed that our students have had the opportunity to participate in this Student-LED Project since it coincides with our 3-year school target which is Self-directed Learning. At the beginning of this project we held an information session, a group interview and high profiled interview in order to make sure that the core members being chosen understood very well the objectives of this project and their role as core members.

We, as teacher advisers, found that there were indeed difficulties in defining our own role. Therefore it was also not clear enough for the core members to understand our role and how to communicate with us. They understood and were very sure that it was a process of learning but as Learning Experience Designers, they were not very sure when and how far they needed to report to the teachers to ask for advice or suggestions.

Knowing and trusting that the core members had their own potential, we indeed allowed them to work on their own with minimal intervention. Right from the beginning with the writing of the proposal, they were asked to draw up and submit their own learning objectives but failed to do so. We came to understand that as secondary students, they were not able to write learning objectives all by themselves. Although we have a very clear framework, we also need to emphasize, deliver explicitly and follow it up.

Fortunately the EDB staff who visited us twice during the project enlightened not only the core members but also the teachers. We learnt how to encourage deeper reflections through critical questioning techniques and the core members were finally able to first express verbally their own personal impact, then transfer their knowledge into new situations and finally acquire the proper attitudes and behaviours in different circumstances. The PIE and ASK models were effective tools in guiding them to deeper reflection.

It was a form of training for us, the teachers, to consolidate our ability to facilitate the skills development of the core members by a closer following up of the whole process, reviewing our goal and objectives, participating actively in regular progress meetings

to pinpoint their problems and remind them of their learning process and finally arrive at not only a successful community service project, but also a journey of meaningful learning. We have indeed learned a lot through this project.