

## 羅定邦中學

### Law Ting Pong Secondary School

#### Teacher B

When our school first participated in this scheme, I was not sure if our students would be able to cooperate with one another to form a learning community and worked everything out by themselves. I wasn't really sure about if I could handle all the outdoor activities as my schedule was extremely tight already. However, I can now relax and have gained lots of insights for my professional development while monitoring the students to development themselves personally and socially.

Looking back how we had started the project, I am still feeling surprised at what my students have done. When I first recruited the core members, a lot of them showed interest in the scheme. Then they started planning, from recruiting their own members, to coordinating with school teachers, from forming a learning community within the school to contacting Primary school Principals, from writing proposals to teaching Primary School students, from learning to reflect on learning to teaching others to learn, from writing proposals to implementing, from shallow learners themselves to cultivate deep learning to benefit others. I'm sure the students have learnt significant life skills that are essential for a quality life. Our school's vision is to nurture our students to be 21<sup>st</sup> Century leaders who are competent enough to learn independently and effectively. The project has provided good learning opportunities to every members of this project. I think this project has definitely enhanced both personal and social development of our students. As an adviser, I saw them grow and develop every time they solve problems and overcame difficulties. The project has prepared them for the 21<sup>st</sup> challenges through participating in real life experiences.

I have found myself grown with my students. I've found myself a co-learner. I've realized that the expectations of students and the demands of the education community are changing radically in the 21st century. This project gives me insights on how to change my role of a teacher along with those. Every time when they encountered difficulties and came across doubt, they would come to me for advice. I did not show them how immediately, instead, I asked them to give me how and explain why and when. And every time when they and submitted their plans to me, I critically evaluated their work and worked out the best and most constructive feedback to them in the next meeting. I made use of the chance to teach them generic skills and ask them to connect the skills to writing reflections. I have learnt the

difference between teaching and facilitating. I have become a person to make “produce not provide” possible.

The project does not only boost teacher-pupil relationship but also the relationship between me and my colleagues. We supported each other and shared workload among ourselves. I am so glad to work with my responsible colleagues who were devoted to any tasks assigned. I remember when our students took the Primary kids to our school for a visit, I was not able to perform any duties on the day because of the S5 SBA that I was involved. My colleagues were committed to all the duties on the day and we gained success! The Primary kids enjoyed the visit very much that they wrote lots of thank you cards to our student leaders. I believe this is what we say “Success Breeds Success”.

Looking ahead, I’m confident that our students will be able to sustain the skills and apply them to solve problems and resolve conflicts in real life situations. As a teacher, I think this is the first step to ensure that cultivate deep learning in our school by establishing learning communities. This project has inspired me to work out a more thorough year plan for my school. I have planned to establish a variety of extended learning activities for my students so as to let them learn to teach and teach to learn!