Sharing on the Experience of Piloting the New Component of “One Day Per Week School Experience” (Secondary School)

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School Background
- King’s College is a government secondary school.
- It is a boys’ school operating 25 classes in 2015/16 school year.
- English is used as the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua and Liberal Studies.
- The school has joined the HKU Professional Partnership Scheme since September 2013.
- Every year, two to three PGDE students from HKU have their teaching practice at the school. These students usually are assigned to teach up to S.4 for different subject disciplines including Chinese Language, English Language and Liberal Studies.
Prelude to the One-day per Week School Experience Scheme

- Communicated with student teacher co-ordinator and passed on the information to her for making necessary arrangements (different from the usual practice)
- Had a briefing session with Ms. Fanny Ma on the new scheme to have a better understanding
- Liaised with teachers for the conduct of discussion on the issue of the week e.g. curriculum and student motivation
- Arranged lesson observations (a wider spread of teachers: experienced, freshly graduated, NET teacher)

It is important to pass on the information of the new scheme to teachers concerned and the roles they have to take.
One-day per week school experience scheme in action

Four students from four different subject disciplines: Biology, Mathematics, Geography and Integrated Science visited the school on 20 Oct and 27 Oct 2015. One of them is a NET teacher.

They stayed in one staff room and joined the school activities in a group.

The NET teacher also joined the group for classes with Chinese being used as the medium of instruction (Liberal Studies lesson).
Student Teachers did as what teachers have to do
- Reported to school before 8:10 a.m.
- Joined the morning assembly
- Helped with lunch time activity – video watching, simple language games, etc.
- Supervised S.1 students during lunch time
- Joined lunch time activity – Halloween celebration
- Supervised after-school detention class
- Left the school after 4:15 p.m.
<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson</th>
<th>20/10 (Day 9) Tuesday</th>
<th>27/10 (Day 3) Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15-8:30</td>
<td></td>
<td>Morning Assembly</td>
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<tr>
<td>08:30-9:15</td>
<td>1</td>
<td>YCC_ Discussion and sharing</td>
<td>Lesson Observation HKF_2C_LIBS_208</td>
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<tr>
<td>09:15-10:00</td>
<td>2</td>
<td>YCC_ Discussion and sharing</td>
<td>YCC_ Discussion and sharing</td>
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<tr>
<td>10:00-10:45</td>
<td>3</td>
<td>Lesson Observation MKT_KG27_MATHS_1B</td>
<td>Lesson Observation / Micro-teaching session (15 min)</td>
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<td></td>
<td>TCK_1B_SCJ_JKL</td>
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<td>10:45-11:05</td>
<td></td>
<td></td>
<td>Recess</td>
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<tr>
<td>11:05-11:50</td>
<td>4</td>
<td>Lesson Observation CC_1B_HIST_1B</td>
<td>Lesson Observation JWM_2C_GEOG_2C</td>
</tr>
<tr>
<td>11:50-12:35</td>
<td>5</td>
<td>Lesson Preparation for 15-minute micro teaching</td>
<td>Lesson Observation JRL_3C_ENG_3C</td>
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<td>12:35-13:50</td>
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<td>Lunch Box Supervision</td>
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<td>13:50-14:35</td>
<td>6</td>
<td>KHL_ Issue on Curriculum</td>
<td>NL_ Issue on Motivation</td>
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<tr>
<td>14:35-15:20</td>
<td>7</td>
<td>Debriefing – with teacher coordinator</td>
<td>Debriefing - with Faculty of Education, AP</td>
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<td>15:20-16:15</td>
<td></td>
<td>Supervision of Detention Class</td>
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Activities for the two days

Day 1
- Campus tour and short meeting with AP to familiarize themselves with the school
- Joining the unwrapping of the KC90 blocks
- Lesson observation – Mathematics, History
- Time for discussing the plan for micro-teaching session on Day 2
- Discussion with teacher in-charge on the education issue of the week: Curriculum Development (meeting with the curriculum development officer)
- Reflection for the day and discussion with the teacher coordinator
- Supervision of detention class
Activities for the two days

Day 2
- Meeting with AP for student teachers’ views on their first day of visit and briefing on the arrangements for the day
- Lesson observation – English, IS, Geography, Liberal Studies
- Micro teaching session – 15 minutes, Integrated Science
- Discussion with teacher-in-charge on the education issue of the week: Student Motivation (meeting with the counselling master)
- Invited to join the Halloween activities at the school covered playground during lunch time
- Sharing with the teacher co-ordinator
Micro-teaching session
S.1 Integrated Science

Scientific Investigation
Halloween Activity

Meeting and discussing with AP
Lesson observation arrangements
- S.1-S.3 classes
- Observing different lessons including language lessons and a lesson conducted in Cantonese
- Student teachers observed a mix of teachers, experienced and novice:
  including a fresh graduate + a teacher with 2 years of experience + a teacher with five years of experience + a teacher with over 5 years of experience + a teacher with over 20 years of experience + a NET teacher
Suggestions raised by student teachers

To have the chance to meet students and to have a chat (not arranged; as the time for visit is too short)
Benefits for student teachers:

1. It is meaningful to let student teachers experience what a normal teacher has to do in a day and provide them with the chance to expose themselves to the real-life situation.

2. It is good to let student teachers join different kinds of activities to provide a fuller picture of school life to them.

   For example:
   - Supervision of students: detention class, lunch time activities
   - Joining different activities: talks, form periods, ECA activities, Cross-curricular activities periods, panel meetings, etc.
3. The scheme provides chances for student teachers to observe lessons conducted by a wider range of teachers and can be given the chance to talk to them.

4. They can get to know more teachers within a school. This can allow them to approach different teachers and look for the right person to seek advice when they want to.

5. The issue for weekly discussion helps to keep student teachers be informed of the current situation in a school (including administration issues, student learning and social issues in the school context)
Opportunities for teachers:

1. Teachers can reflect on what they have done during the discussion session with the student teachers and may come up with insights for improving the work done.

2. Teachers are kept informed of the current development in the education field.

3. Student teachers bring in new ideas in teaching, especially on the use of IT/mobile devices in teaching.
The school’s experience:
1. The school has to keep the teachers concerned informed of what they have to do and the changing role of teacher mentors under the new scheme.
2. The school has some difficulty to arrange relevant teachers to have the discussion with the student teachers on the issue of the week.
3. Student teachers can provide assistance to teachers for the preparation of teaching materials, be helpers in classes involving the use of mobile devices or small group learning activities.
4. Student teachers provide assistance to teachers for some routine administration duties, e.g. supervision of detention class, meal arrangements and helpers in ECA activities.
The school’s view:
- It may be better if arrangements can be made to have the same group of student teachers coming for the one-day per week experience and the block teaching practicum in the second term.
- This helps to build the rapport between the mentor teacher and the student teacher.
- Student teachers can get more familiar with the school environment and build up the relationship with their prospective students.
- The weekly issue for discussion be known to the school so that the school can look for relevant teachers beforehand.
THANK YOU!