

Star Teachers' Club Launch

28 November 2017



Programme:

- ❖ Welcome / Prelude (1815–1830)
- ❖ Discussion (1830–1900)
- ❖ Star chat (1900–1945)
- ❖ Renfrew dinner (1945–2115)

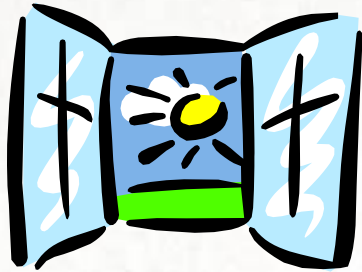
AAB710, Hong Kong Baptist University

The launch: Steering by the stars...



The Starry Night,
Vincent van Gogh

What is a community of practice (CoP)?



(Cambridge, Kaplan, & Suter, 2005)

A CoP is a group of people who share, through ongoing interaction, ...

- ❖ a common concern
- ❖ a set of problems
- ❖ interest in a topic
- ❖ good practices
- ❖ new knowledge





Members of a community meet, bond, and share information (social architecture).

Communities are housed in certain establishments (technical architecture).





*Communities enact certain **practices**.
They promote these practices.*

*‘Enacting a practice involves ways of **talking, interacting, thinking, valuing** and **believing** the significance of our actions.’ (Gee, 2012, p. 41)*

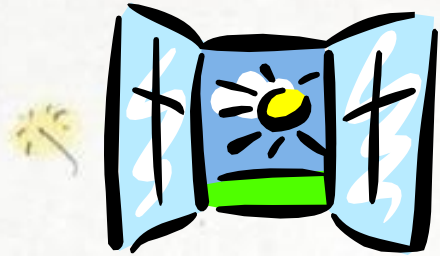


*A community is supported by people's **beliefs**. These people set the 'gold standards' for the community.*



*Communities prize certain **values**.
They nurture these values.*

How do we build a CoP?

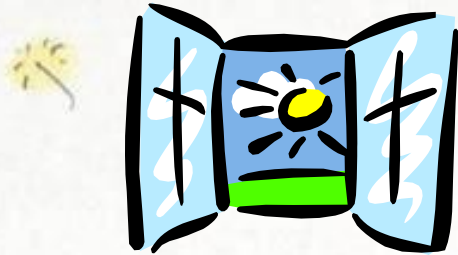


(Cambridge, Kaplan, & Suter, 2005)

CoPs...

- ❖ **value** building of relationships;
dialogic meaning-making and problem-solving
- ❖ **consist of** communal events; collaborative activities
- ❖ **are** dynamic social structures
- ❖ **involve** learning on many different levels
- ❖ **are** sites for cultivating and diffusing practices
- ❖ **create** growth-oriented, mutually beneficial opportunities
- ❖ **have** actionable and manageable goals
- ❖ **will** celebrate good practices, sustain practices

What are the core features of a CoP?



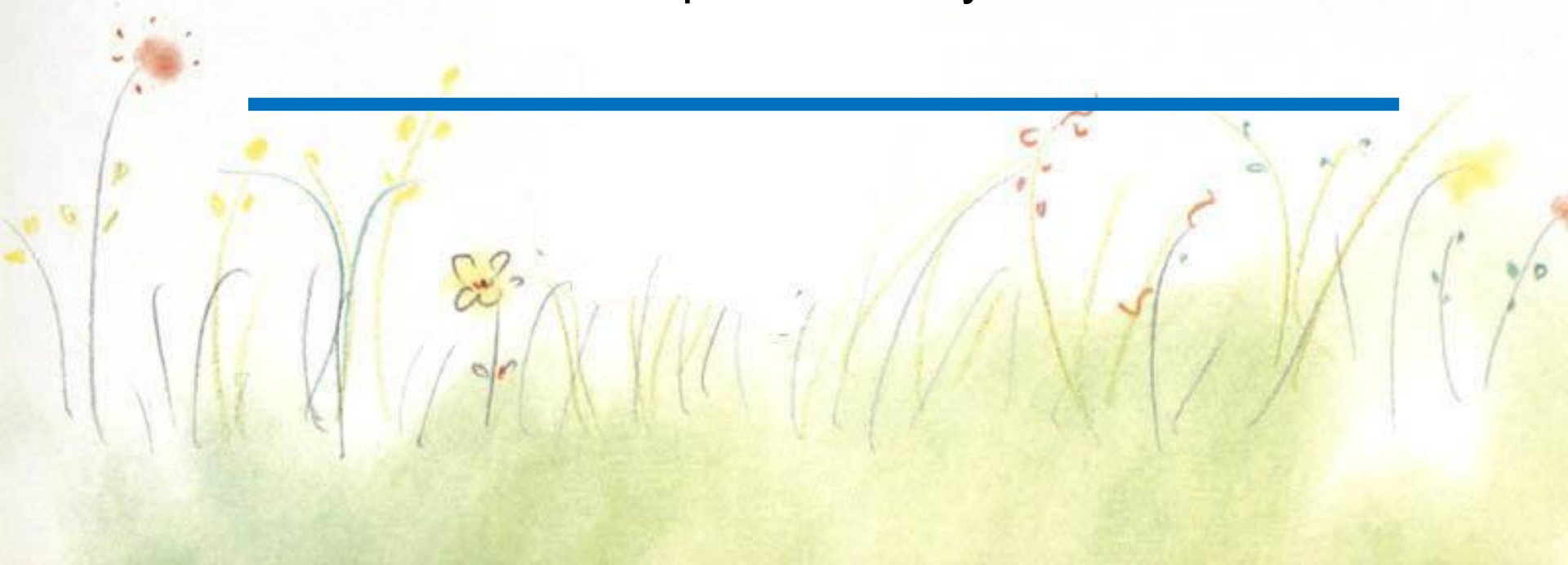
(Cambridge, Kaplan, & Suter, 2005)

- ❖ Relationships
- ❖ Learning
- ❖ Action
- ❖ Knowledge

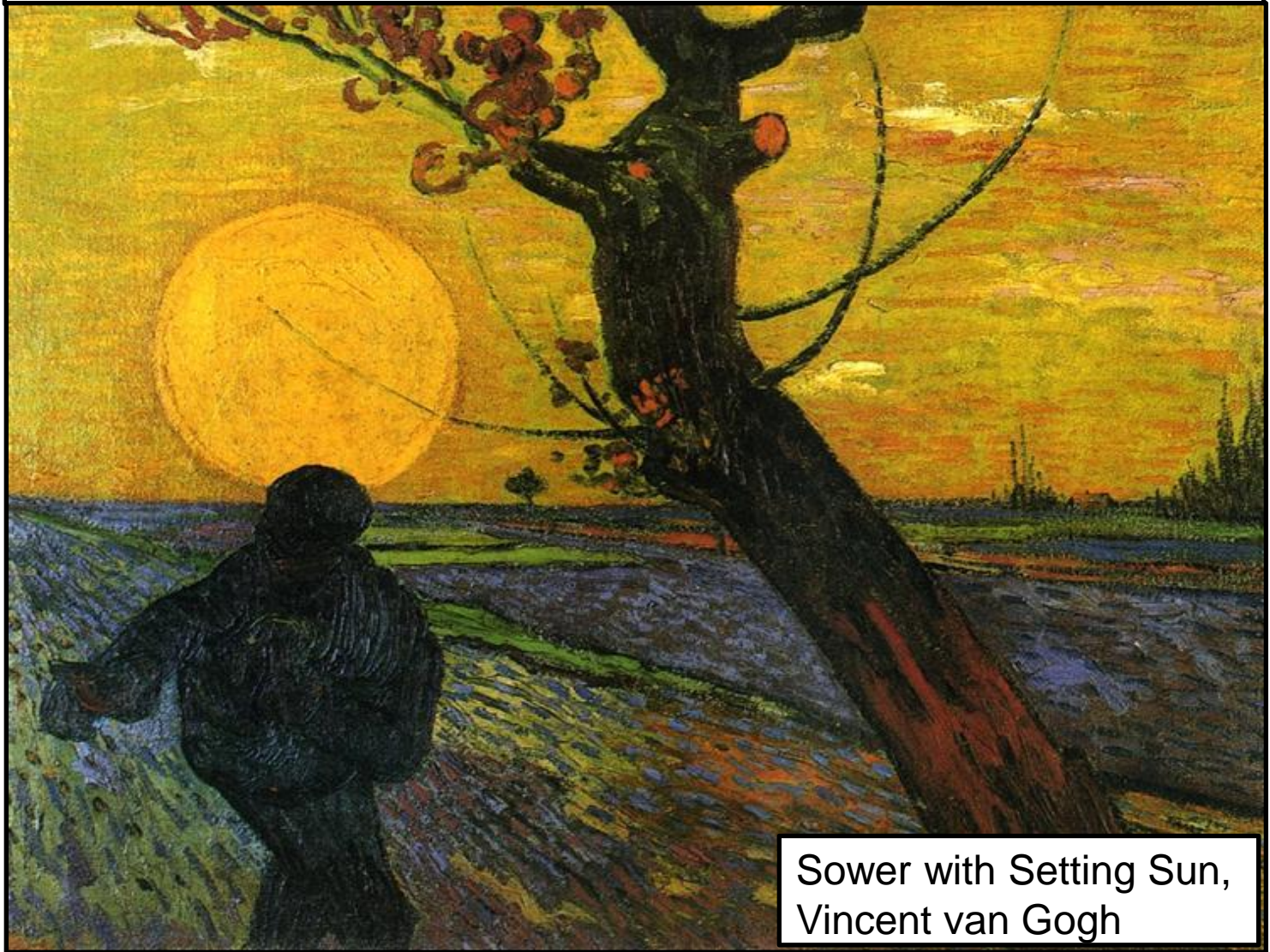
A community identifies, cultivates, and promotes good practices.

Steering by the stars:

The CoP needs your compassionate **actions** to enliven the metaphor of today's launch event.

A watercolor illustration of a field with various flowers and grasses. The foreground is a soft, light green wash. Several thin, dark green stems rise from the ground, some topped with small, simple flowers in shades of yellow, orange, and red. The background is a pale, almost white wash, suggesting a bright sky or a distant horizon.

Mentoring: Sowing in the fields...



Sower with Setting Sun,
Vincent van Gogh

Mentoring within a CoP...



Starter questions (from Professor Janet Draper):

1. Why might teacher-learners benefit from a mentor?
2. What is the role of mentors?
What is good mentoring?
3. What kinds of support do teacher-learners need/want?
How might that vary between teacher-learners?
How might that vary over time?
4. How does being mentored support teacher preparation and professional development?
5. How might your experience as a teacher be *beneficial* to teacher-learners?
How might your experience as a teacher be *problematical* for teacher-learners?
6. What is special/different about mentoring in a CoP?
7. What might you gain by being a mentor?

(Johnson, 2016)

Who is who in our CoP?

3 coordinators

❖ Dr T H Choi (EDUC)

Enthusiating learning

Star Teachers' Club & star talks
(lesson demonstrations)

❖ Dr Cissy Li (LC)

Leveraging learning

Mentoring / advising activities
(a workshop, a brief & consultations)

❖ Dr Joshua Chan (EDUC)

Celebrating learning

Symposium
(Confluence: An ensemble of pedagogies)

Who is who in our CoP?

8 members

Team A

Tinnok Ng (star leader)

Joyce Kwok

Karen Chan

Jack Yip (star student)

Team B

Jane Lo (star leader)

Vally Choi

Manfred Lee

Joanna Wong (star student)

1 project assistant

Ivan Au



Star talks: Leading to teach by example...



Gauguin's Chair with
Books & Candle,
Vincent van Gogh

A chat point...

‘The chosen ones...’ – we are at the **confluence** of HKBU for a **season** and for a **reason**.

The ensuing quotes provide a **shared context** for **narrating** individual and community **successes**.

- Which of the **prompting quotes** can you as an *individual* relate to?
- What are the **star qualities** that your team as a *community* shares?



Quotes...

1. Dr You-Know-Who (Name)

A teacher of **small** things:



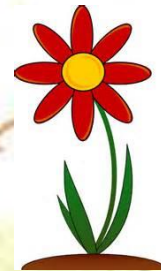
‘She sets herself very high **standards**, and in consequence she is sometimes not fully aware of her own **competence**.’

‘What is done **exactly** cannot be done ill...’ (George Herbert)

Elipses invite the reader to complete a meaning.

2. _____ (Name)

‘Elsewhere ... where else?’ – on good **fellow-feeling**...



3. _____ (Name)

‘I often feel my students teach me to dance – **spirit-lifting**.’

Quotes...

4. _____ (Name)



You always have reason to be **pleased**:

'Reduce Reuse Recycle'

[...] Make perfect your will.

[...] take no thought of the harvest,

But only of proper sowing.

(The Rock, T S Eliot)

I say to you: Make perfect your will.

I say: take no thought of the harvest,

But only of proper sowing.

(The Rock, T S Eliot)

Quotes...

5. _____ (Name)



I remember our first day.
You first learnt our names.
You said my name suited me.


I remember each lesson.
You prepared us many 'presents'. (Your own teaching materials! I keep them all.)
We were all so pleasant.

I remember your visit.
I was very nervous.
But you crowned me with pride.

I would never forget
the story you projected;
the advice you suggested.

I remember.

Quotes...

6. _____ (Name) 

‘When does **interlanguage development** end?’

‘It is my honour to be invited to this **Ship of Stars.**’

7. _____ (Name) 

This plant which you nurtured for so many years
Will bear the flowers of colour so rare
Love of people it shall endear
Spreading its **fragrance of knowledge** everywhere
Vanishing their sorrow and crying tears
Teaching them to live, love and share.

(To My Teacher, Grace Green)

Quotes...

8. _____ (Name)



The **well-loved**:

‘A is for **abundance**, and B is for **beauty**...’

‘Even here, at this comfortable, well-run school with its well-mannered and (mostly) sweet-natured girls, I still feel like a **beginner**, with so many areas to **improve** upon. The dream of teaching English through promoting **literature** among students in lower-band schools is a tantalizing one, and is something I would very much like to pursue.’

9. _____ (Name)



‘The teacher was **wonderfully agreeable, thoughtful and encouraging**; the lesson preparation demonstrated a **marked degree of organisation**, and the delivery a **gradual delight**. The class activities engaged the young learners in using English for **meaningful** communication.’

Quotes...



10. _____ (Name)

‘Reaching my final year has evinced a grain of nostalgia. I reckon my shortsightedness all along my pursuance of linguistics and literature in English. I shall miss my HKBU professors very much and, in particular, my first ELT teacher (our “class teacher”), without whom I would not have been pursuing the **double degree** with “**twice the opportunity**”.’

11. _____ (Name)



‘I am looking forward to sailing with you, **surely** and **steadily**. Waiting on the wharf...’

Quotes...

12. _____ (Name)



The **triumphant** boy:

‘As I look back on my years at HKBU, I have not only gained **academically** but have also grown **vigorously**. [...] Being one of the “**aspiring finalists**” whom you had thought of at the academic year’s end is more rewarding than my winning the practicum award.’

Tomorrow we'll discover
What our God in Heaven has in store
One more dawn
One more day
One day more!

(One Day More, Les Misérables)

‘Your deliberate choice to situate this encouraging and reassuring missive in one of my best-loved songs – “**One Day More**” – shall be the last thing I need to be geared up for our Skype meeting, and a potential **triumph** that would **bring me home...**’

Afterword...



Write **acrostics** on the words 'star' and 'mentor' in which the first letters of each line have a **meaning** when read downward.

S
T
A
R

M
E
N
T
O
R

References

Cambridge, D., Kaplan, S., & Suter, V.(2005). *Community of practice design guide: A step-by-step guide for designing & cultivating communities of practice in higher education*. Retrieved from

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Gee, J. P. (2012). *Social linguistics and literacies: Ideology in discourses* (4th ed.). New York: Routledge.

Johnson, W. B. (2016). *On being a mentor: A guide for higher education faculty* (2nd ed.). New York: Routledge.

