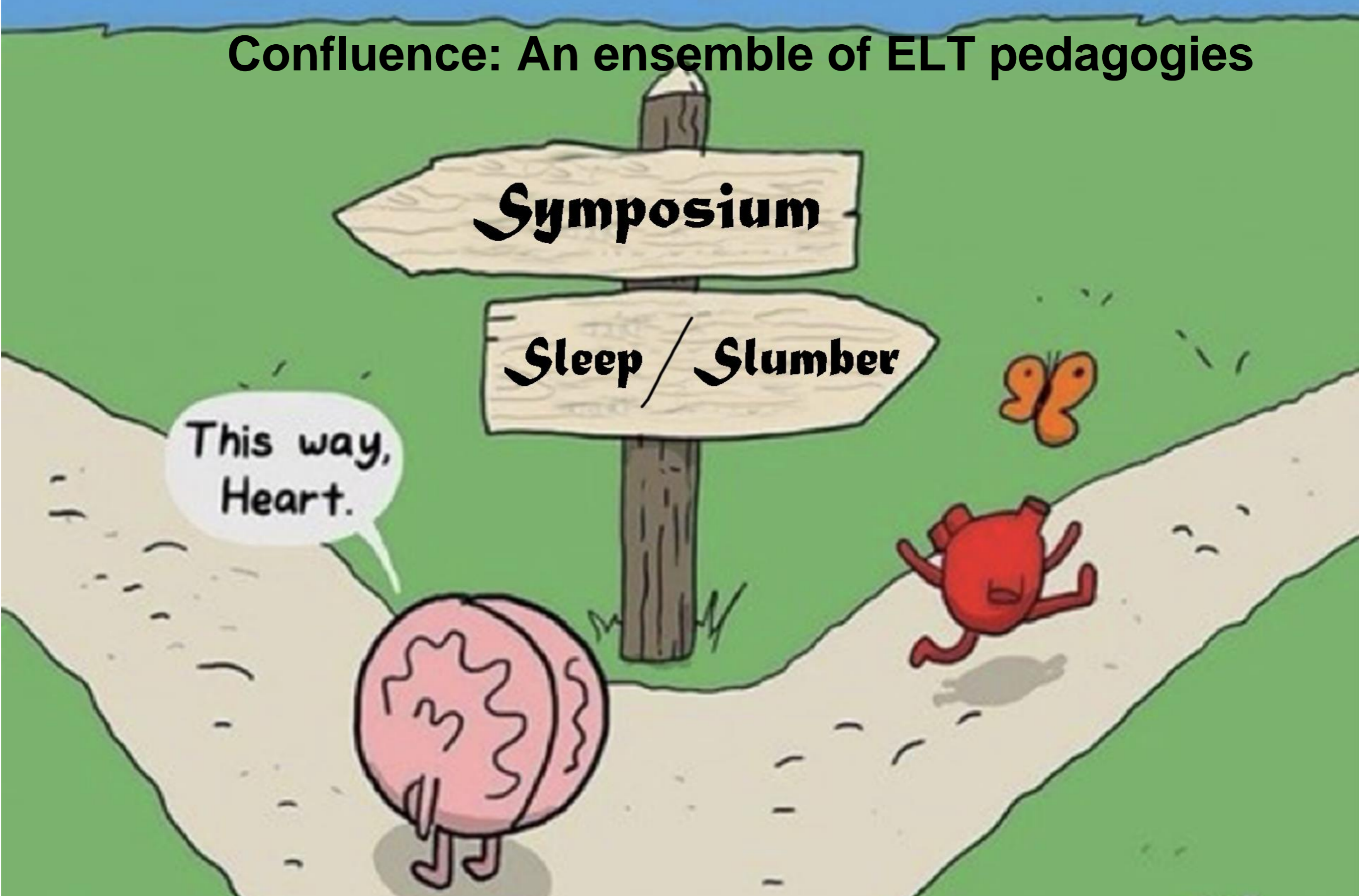


Confluence: An ensemble of ELT pedagogies



My path, your path:

Vision, reality and teacher development

Tinnok Ng

Being a lucky person to be able to travel across continents and make friends worldwide, I am also burdened with an urgency to teach [English to] our next generation...

As I teach, I will be immersed in positive enthusiasm from eager pupils, and discovering new strategies and knowledge throughout my career. Where can I find a better job than this?

A. Through classroom practice, discovers missing links between humans and sloths, becomes an **animal biologist**

B. After chasing down students' homework for several years, successfully launches another career in a **logistics company**

C. Stunned by relentless school demands and student misbehaviour problems, **resigns after winning a million dollar lottery**

D. **Survives** the first year of teaching and continues to stay afloat

Preconceptions

vs

present situation



Being a lucky person to be able to travel across continents and make friends worldwide, I am also **burdened with an urgency** to teach [English to] our next generation...

As I teach, I will be **immersed in positive enthusiasm** from eager pupils, and **discovering new strategies and knowledge** throughout my career. **Where can I find a better job than this?**

Continuous Professional Development (CPD)

a 'soft' target of 150 CPD hours in a three-year cycle
'within which teachers can deliberate on the direction and content'

50 hours on 'structured learning'

'long-term or short-term courses, conferences, symposia, workshops, higher academic studies and offshore study visits'

50 hours on 'other CPD modes'

including 'job enrichment activities, mentoring, action learning, and service to education and the community'

Level/Type

Secondary

Finance Type

-- All --

Key Learning Areas *

-- All --

Subject/Function *

For precise search, please also enter subject name in 'Input Keyword(s)' textbox

-- All --

Target Participants

-- All --

Core Areas of Leadership for Principals

-- All --

CPD Domain for Teachers

-- All --

Content Area

-- All --


Latest Issue Date


Last Week





Apply Online Course allows online application.

Withdraw Withdraw a submitted application.

Apply Online Online application has closed.

 Course details modified after the issue date.

 Activities related to dissemination of good practices.

Start Rotation	Rotation of Course / Activity List to be Activated				
Latest Issue Date	Course ID	No. of Events	Course/Activity Title	Participant Group	Closing Date of Application (First Event / Last Event)
2019/05/10	EI0020190150 Apply Online 	1	IT in Education Pedagogical Series: Using Smartphone to Create Videos for Flipped Classroom (Online Self-learning Course, 2018/19 School Year Intake 1)  (Full)	All teachers in primary and secondary schools	2019/03/26 2019/03/26
2019/05/10	EI0020190163 Apply Online 	1	IT in Education Pedagogical Series: Using 3D Printers and IT Tools to Enhance Learning and Teaching Effectiveness (Online Self-learning Course, 2018/19 School Year Intake 1)  (Full)	All secondary school teachers teaching Science Education, Technology Education and Mathematics Education KLA, and primary school teachers teaching General Studies and Mathematics. (Interested teachers, school technical	2019/04/23 2019/04/23

2019/05/08	EI0020190241 Apply Online 📄	2	IT in Education Pedagogical Series: Using IT Tools to Enhance Learning and Teaching Effectiveness in Secondary Schools 🏆	All teachers in secondary schools	2019/05/24 2019/05/30
------------	---------------------------------------	---	--	-----------------------------------	--------------------------

Participant Group	All teachers in secondary schools
Objective(s)	This workshop aims to share experiences on using IT tools to enhance learning and teaching effectiveness in secondary schools.
Programme Description	<p>1. Introduction to and demonstration of IT tools, e.g Schoology, Goodnotes, Camscanner and Explain Everything;</p> <p>2. Teacher experience sharing;</p> <p>3. Hands-on Practice; and</p> <p>4. Questions and Answers.</p>

Event (ID)	Session	Date	Time	No. of Hours	Venue	Speaker(s) / Facilitator(s)	Max. no. of participants
AA	1	2019/06/03 (Mon)	14:30 - 17:00	2.5	Room E418, 4/F, East Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong (Exit E, Kowloon Tong MTR Station)	<p>1. Mr WU Man-on, Teacher of Tsung Tsin College and Seconded Teacher of the IT in Education Centre of Excellence (CoE) of IT in Education Section, EDB</p> <p>2. Mr KOK Yam-nam, William Panel Head of Information Technology of Tsung Tsin College</p>	30

Date	TN G11T	Mon	Tue	Wed	Thur	Fri	
2019/06/03 (Mon)	#1 8:30 9:25		ENG G7D		ENG G11T		
	#2 9:25 10:20			ENG G7D	ENG G12P	ENG G11T	
	Recess						
	#3 10:40 11:35			ENG G11T		ENG G12P	
	#4 11:35 12:30	ENG G7D		Activity Period		ENG G12P	
	Lunch						
#5 13:55 14:50	ENG G12P SR10A / SR10A				ENG G7D		
#6 14:50 15:45	ENG G11T			ELIT / ELIT G7J / G7T SR10A / SR10A			





73% teachers
72% principals

TIME - major hindrance
to their participation in
CPD

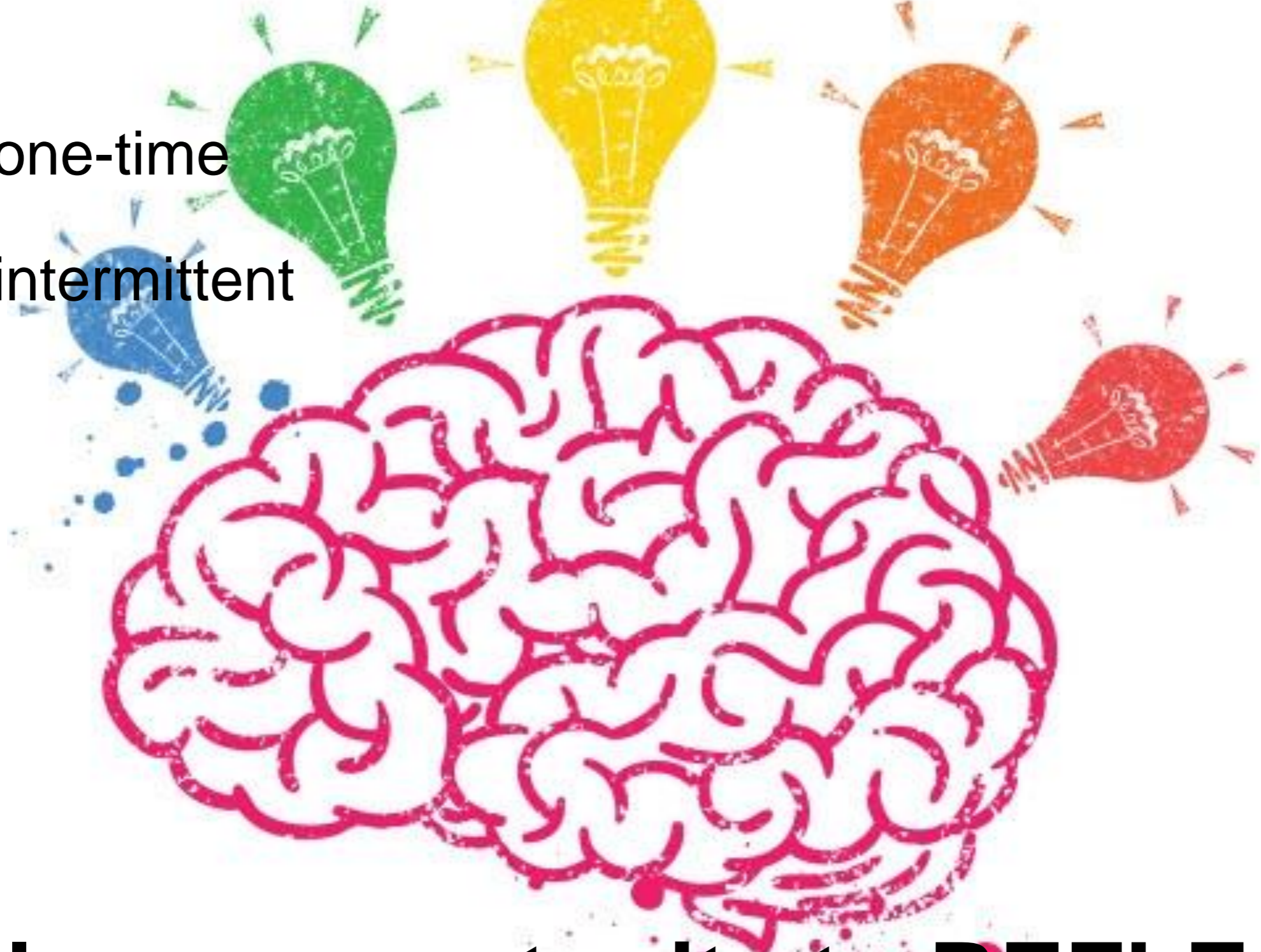
Personal development



one-time



intermittent



Life-long opportunity to REFLECT

But the real test began – his first day in the classroom shattered all his wild dreams about teaching, when all his ‘insights’ in education seemed to have **no hope of application.**

Every day he woke up with a heavy back and a burning heart to teach, but the unmotivated pupils only **fell asleep or fooled around.** The whole class was like a zoo with animals roaming all over the place. He felt **downright trodden** – all the time and energy he had spent was simply discarded as **boring.**

inequality in access to English of learners

limits of (beginning) teacher motivation and inner resources

Importance of initial teacher preparation, induction

Plunging from a high spot, his fall was painful. But only when everything fell apart, was he humbled again to **re-evaluate the importance of a teacher's role**. How much did the pupils rely on the teacher to **build scaffolds** for them **to write a complete sentence** by their own trembling hands.

REFLECTIVE SELF-CONSCIOUSNESS!



Trainers

offer
space for
reflection

Attendees

write down
insights
(journal entry)

Does it work for
me?

How would I modify
it for my classroom
context?

ADOPT

ADAPT

WALK YOUR WAY

down but there is too little time.

Reason

It is for this reason that.../ That's why...

I may not be able to catch what the teachers say./
I miss the key concepts.

Result

Flipaid



**Work and technology:
Mama, please!**

Name: _____
Date: _____

S3 English



LET'S INNOVATE!

(A) Watch the video 'Amazing Inventions Every Student Needs to See' and fill in the information in the table below. (<https://www.youtube.com/watch?v=qnENSZqha3I>)

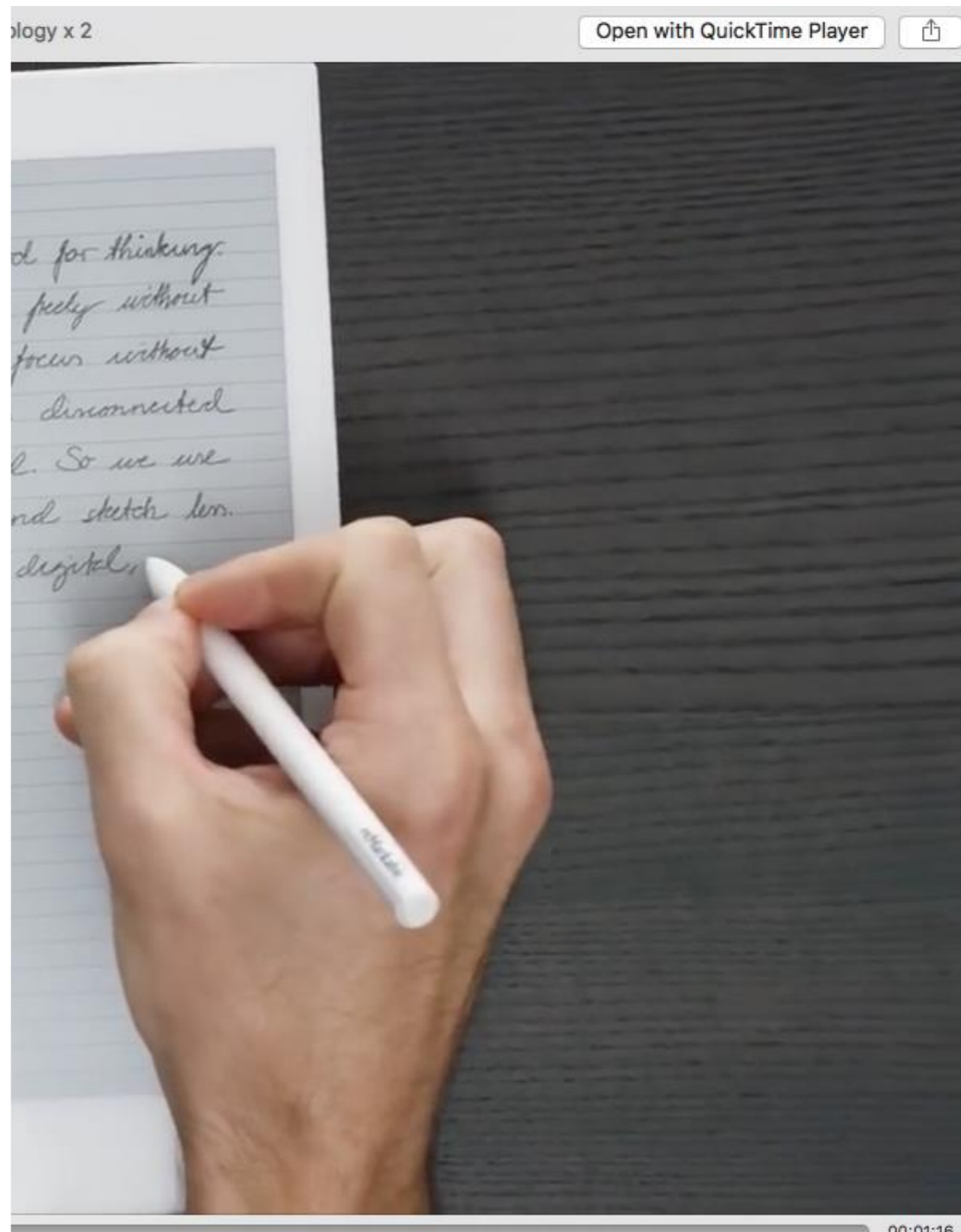
	Invention 1	Invention 2	Invention 3
Name			
Functions			

*Which innovation do you like the most?
Briefly describe it and explain your choice to your partner.*

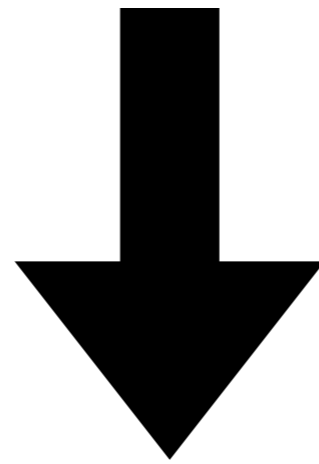
(B) Match the following persuasive expressions with their functions.

Without a doubt, ...	•		
It is for this reason that ...	•	•	Showing confidence
Imagine... ... would ...	•	•	Connecting reasons and results
That is why...	•	•	Suggesting a possible situation
Evidently, ...	•	•	Suggesting a possible explanation
It could well be that...	•		

Take a video to persuade your parents to get you this cool invention! Good luck! :D



Take a video to persuade your parents to get you this cool invention! Good luck! :D



4) Record a video of yourself selling your latest classroom invention! You may get your inspiration from any object in the classroom.





You have just designed a brand new product last Friday. Before launching the product in the market, you are now going to write the instruction manual for its users. You could consider using the following subheadings for your content or come up with your own;

16 April 2019

Setup / Unpacking instructions

Operating Instructions / Functions

Cleaning and Maintenance

Troubleshooting

Tips and Hints

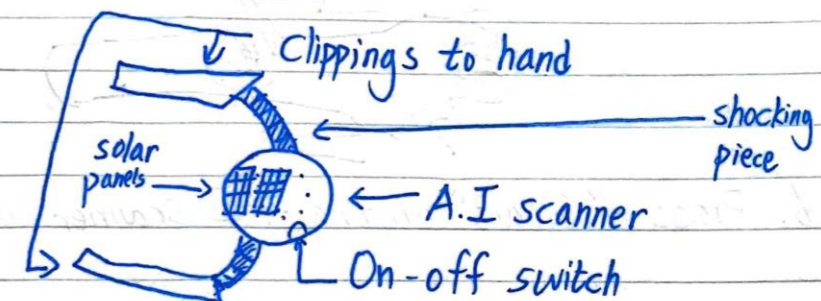
Guide to the Hancer 2.0

Welcome to the world of Hancers. Your all new Hancer 2.0 is the latest design of handwriting enhancers, which is aimed to help you write faster. And neater. It enables efficient use of time during tests and exams.

How does my Hancer 2.0 work?

● Hancer 2.0 works by firstly slightly shocking your hand with its electric pulses, to increase the speed limit of your hand. Then, its A.I auto scan function will help to move your hand, in order to have neat handwriting, and a higher speed. The Hancer 2.0 also works with an app to the user's

convenience. It is charged by solar power.



↑ Hancer 2.0

* Pictures and Diagrams above aren't representations of the real product

學而不思則罔，思而不學則殆。

"Learning without thought is labor lost;
thought without learning leaves one confused."

教而不思則罔，思而不教則殆。

"**Teaching** without
thought is labour lost;
thought without **teaching**
leaves one confused."

