

Celebrating Diversity in DSE IS

Queen Elizabeth School Old Students'
Association Tong Kwok Wah Secondary
School

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Celebrating Diversity

- ☺ Diversity of abilities of students
 - Language (CMI)
 - Logical thinking
 - Practical skills
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Celebrating Diversity

Rooms and chances for

- Improvements,
- Cooperation,
- Appreciation,
- Competition,

Strategies for students' academic development

- A. School administration
- B. Cooperation of teachers
- C. Learning and teaching

A. School administration

School:

- Newly established School in Tin Shui Wai since 2005

2 Classes: (S.4 and S.5)

- CMI for DSEIS

Classes size and combination

- S.4 = 31, (4 repeaters + 27 promoters)
- S.5 = 29 (10 HKCEE transfer students + 19 promoters)

Subject combination: 4X + IS + Geog

A. School administration

- 1 Collaborative meeting period (per week)
- 5 periods for both teachers in the same class
- 3 single and 1 double lessons per week

A. School administration

Collaborative meeting

- both have a common concept on what to teach / what to cover in a certain class
- e.g. when one delivering material, the other one help individual (electricity class)
- e.g. one of us will complement / supplement on another's idea (e.g. water density)
- e.g. one preparing material, the other take the lead to teach extending idea (e.g. units 1, 3)
- evaluate week by week

B. Cooperation of teachers

Basic requirements:

- Mutual communication, an unvoiced pact
- Open-minded
- willing to learn from other specialists/
other subject teachers
- willing to share the subject-based
teaching skills

B. Cooperation of teachers

- Teacher combination (2009-2013)
 - 2 teachers, one in Physics and Chemistry; one in Biology
 - except topics majoring in one area; mostly teach cooperatively
 - not one supporting the other, but both are teaching together
 - Both teachers are familiar with the curriculum

C. Learning and teaching

Learning Diversity may based on the **Attitude** and **Ability** of student

Type	Attitude 心	Ability 力	Result
1 (AA)	✓	✓	有心有力
2 (Aa)	✓	✗	有心無力
3 (aA)	✗	✓	無心有力
4 (aa)	✗	✗	無心無力

C. Learning and teaching

Type	“Geno-type”	“Phenotype”	Strategy	Example
1 (AA)	有心 有力	Eager to learn / bored by “slow” progress of others	Fully utilized	as student teacher (S5 → S4)
2 (Aa)	有心 無力	Lack effective study skill	Intense Fundamental training	e.g. taking reading from voltmeter Fill in the blank, basic concept, factual recall.....
3 (aA)	無心 有力	愛理不理 passive, withdrawal	Motivated	Peer, examination-orientated, interesting Set, daily relation with theory.
4 (aa)	無心 無力	May be off-task	More hands-on experience	As materialist in the group

C. Learning and teaching

- Lectures
- Practical lessons
- Supplementary lessons (after school)

C. Learning and teaching

I. Lectures:

- Set: Movie clip/ youtube clip AV
- Exercise (fundamental, factual recall)
- Quiz (Modified public exam. Q.....)

II. Practical:

- Non-SBA: Interesting Lab and or Practice for SBA.....

C. Learning and teaching

III. Supplementary lessons

- 1 lesson for S.4 and S. 5 per week
- 1 Teacher (T) [non-major] for Lower-end students (S) while
- 1 T [major] for Higher-end S
- S.5 higher-end S act as student teacher for the supplementary lessons of S.4 lower-end S

C. Learning and teaching

Cooperative learning (CL) (STAG)

- Direct teaching
- Grouping
- Reporting
- Individual accountability
- Grouping of students:
 - *Leader (CEO), Checker (Manager), Recorder (Secretary), Materialist (Merchandiser)*
(Descending order of academic ability)
- 1 transfer student in each group as “CEO”

