

S1 (2006-07)

A. S1 Class Structure

Names for the 5 classes

S1A 志	S1B 勇	S1C 信	S1D 勤	S1E 力
45 students	45 students	30 students	30 students	30 students
Aim	Blessing	Confidence	Diligence	Effort
Attitude	Belief	Courage		Endeavour
Aspiration	Bravery	Charity		

Aspiration (抱負；志向) – a strong desire to achieve something high or great or important

Bravery (勇氣) – the quality or state of being brave

Confidence (信心) – faith or belief that one will act in a right, proper, or effective way

Diligence (勤勉；勤奮；用功) – the quality of being diligent (hardworking; showing steady careful effort)

Endeavour (努力；盡力) – to attempt (as the fulfillment of an obligation) by exertion of effort

Aims of Streaming & Ways to Counteract Negative Influence of “Labeling”

1. **Quality control & assurance** – individual differences are reduced and hence the pace of teaching and learning of students from a narrow band of ability spectrum can be enhanced
2. **Labeling vs. Positive Discrimination** – as the needs of low achievers are identified and can be met more effectively; more support can be delivered to students as well as teachers
3. Emphasis on effort – re-attribution → teachers have to believe that **a very important determinant of achievement is the amount of effort we make** and convey this message consistently and persistently on different occasions (e.g. before and after test & exam; competitions) and reinforce students’ effortful behaviour when they see students showing behaviour signs that they are making effort.
4. According to labeling theory, it is predicted that teachers treat students of different level of abilities according to the “labels” attached to them and this leads to different/contrasting treatments; and/or students believe in such “labels” and act accordingly. To break these links of negative labels, teachers have to constantly and persistently convey the message to student that students can do what is expected of them. Such expectations should be of reasonably high and positive.
5. Other than academic achievements, there can be other kinds of achievements. There should be opportunities for students to succeed in different areas so that their self-esteem can be boosted.
Should we put more emphasis on non-academic achievements? (e.g. prize giving in assemblies)

B. S1 Curriculum

Life Education –

- PATHS which promote positive skills and attitude. The limitations of this programme are that it

is done within lessons and the external environment is not worked on to promote such good and positive skills, attitudes and values.

Project Learning –

- by nature, it is a top-down instruction by the School to implement this learning project of Project Learning; teachers' acceptance and willingness to cooperate is the crucial factor in the successfulness of Project Learning.
- To be done again? Mr Yu personally thinks that it is good to implement this learning project again next year provided that ...
 1. more time for teachers to prepare for it psychologically by giving enough time of notice
 2. Support to teachers
 - more time is given to teachers and students during the course → reduce stress level
 - more resources on project work are provided for teachers' reference →
 3. Sharing of experience
 - S.2 students can be asked to share their experiences

QEF Projects –

Reading to learn –

Other subjects –

Student Handbook –

- Regular check at the beginning & random check (later) to monitor the proper use

OLE Record –

- How?
- Multiple intelligences – balanced life/ develop different abilities

C Teacher & Learning Strategies

Rationale: Ripple Effect Theory
Teaching: Multicultural Approach
Co-teaching
Five minute conclusion
Learning: Mastery learning

D. Other Arrangements

Morning Assembly

Aims

1. To train up students' sense of discipline in mass gathering
2. To inoculate values & attitude, especially the school motto "Harmony in diversity"

How?

- line up by height; separate lines for boys and girls; be silent
- S.1 only the whole year **or** S1 only in the 1st term, then together with S.2 in the 2nd term
- Class teachers → MC
- Teachers take turns to deliver short speech on different topics [to be set]
- **Students sing the School Song regularly (as we did some years ago). [Students learn to sing the School Song in Music lessons.]**
- **School Opening Ceremony**
- Different themes with different guest speakers
 - Importance of education
 - Good behaviour
 - multicultural education (cultural topics – special days/festivals; national anthem)
 - Announcements
 - Regular and/or special topics by different departments
 - Publicity by different departments (discipline, guidance, ECA)
 - Other issues such friends, peer pressure, great people such as heroes (as role model for character building)
 - Ad hoc issues which happen recently and cause concern
- Students (senior forms and S.1) are given chances (e.g. announcement, promotion of school activities or campaign) to speak in front of the students

PE uniform

- New PE uniform
- Design → more energetic; words convey positive qualities/attitudes/attributes
- The hidden meaning of new Design to be explained.

Discipline

Basic Principles

- Punishment or negative sanctions are given in the hope that negative behaviours are suppressed.
- Positive reinforcements are given in the hope that good behaviours are shaped and promoted.
- It follows that punishment itself cannot bring/promote good behaviours!
- Besides punishment, should students also be taught the reasons or made to understand why certain behaviours are prohibited?

Low achievers may have the following characteristics:

- Poorer self-management skills
- Poorer problem-solving skills
- Poorer EQ – emotion control i.e. anger management
- Poorer self-control (immediate gratification vs delay of gratification)
- Tend to show behaviour problems

- More likely to argue with teachers
- Poorer sense of responsibility
- Lower self-esteem?

GENDER DIFFERENCES IN BEHAVIOUR CHARACTERISTICS

- More boys show behaviour problems/difficulties.
- Boys are less mature than girls of the same age.
- Girls tend to be more well-behaved.
- Girls tend to make more effort in studies.

- Consistent practices by all subject teachers
- All policies should aim to promote positive behaviour with regard to behaviour characteristics listed above.

Examples

- **Homework policy** to be reviewed

- ◆ Importance of HW is stated
- ◆ How?
 - Good use of handbook as a record book and the blackboard; the end of the day, students are reminded to write down the HW; teachers use the brown book/school website to make a record; monitors help reminding the subject teachers to make a record in the brown book
 - Homework is collected in the morning class-teacher period
 - Namelist should be ready at the beginning of school year for early implementation of HW collection policy. Handy namelist should be made later on for HW collection checking.
 - **Students MUST understand that it is their responsibility to check what they have to do for those days they are absent. They MUST ask their friends on the phone or check the school website. Or they need to tell the subject teachers before they are asked about the HW.**
 - Different monitors are responsible for collecting HW of different subjects.
 - Good collection record is kept for easier follow-up work. (At present, no consistency in collecting HW among teachers.)
 - **Book Shelf for exercise books** –Monitors can send exercise books to the shelf right after collection in the morning class teacher period. There is room in between the primary section and secondary session on the 3/F. Can shelves be provided for teachers after exercise books/workbooks are collected?
 - Is it possible that students are told the requirements of each subject at the beginning of term (e.g. variety, frequency and weighting of assignments; number and weighting of tests)? The advantages are ...
 - both parents & students know clearly the “demand/workload” /the HW policy
 - parents may be able to monitor their children’s work → also reduce the complaints of very little HW assignments

→ students know that every piece of work they do contributes to the G.P. (every piece of work counts!) → hopefully this enhances their motivation to complete their work

- ◆ Late submission without proper reason → punishment (good record must be made); marks may be deducted; *parents should be notified when there is repeated late submission*
- ◆ No submission → the marks for those assignments cannot be counted → hence GP mark deducted (good record must be made); *parents should be notified when there is repeated failure in submitting HW*
- ◆ Copying HW should be handled as early as possible → causes to be identified e.g. poor time management? Inability to finish HW? Or laziness?
- ◆ Homework Guidance Lesson (HGL) should be used wisely – helpers are available.
- ◆ *More effort from teachers are need to implement the above policies in “weak” classes.*

□ **Textbooks**

1. there must be a deadline for students who don't have textbooks/WB e.g. 2 weeks after school begins and parents are informed after the 1st week and also after the 2nd week.
2. Students fail to bring textbooks must be handled e.g. make a record for slight punishment
3. No borrowing of textbooks is allowed.

□ **Stationery items** – All students, especially low achievers, must be made to bring the necessary stationery items to school.

□ **The use of lockers** – students have the books ready before the lessons (or in the morning). They are not allowed to get books from lockers in lessons (as this reduces the lesson time and encourages poor management of their books) because many students wait till the last moment to get their books from lockers. Before lockers were provided, students were supposed to have all their books in their school bag (and/or in desk). After lockers are given, some students show the bad habit of getting books from lockers when they see the subject teacher enter the classroom.
Can each user of the locker have the key (so that all users can get access to their books even when the key-holder is absent?)

□ **Consistent approach in Discipline by all Teachers and Overt Policies**

1. **School Uniform Requirement** – consistent demand on tidiness of school uniform (shirt tucked in; pants are fastened at waistline); should PE be allowed on days with no PE lesson?
2. **Appearance** – Hair, accessories, ear rings
3. **Chewing gum**
4. **Drinking water in lesson**
5. **Punctuality to go back to classroom (especially after the 1st recess & 2nd recess)**
6. **Mobile phones**
7. **MP3**

Some students argue that some teachers allow them to do something but why certain do not allow them to do so.

ECA

- Multiple intelligences → taking part in different ECA, different abilities can be enhanced, making more friends ...
- Compulsory? – Capacity of the ECA teams, clubs & societies?
- **Announcement** – There must be designated people to make announcement every morning and afternoon because sometimes announcements are missed.

Guidance

- Early identification of problems/difficulties in S.1 students → intervention (on individual students and groups of students) e.g. S.1 repeaters need strong support and encouragement in their studies in order to make a new start and get along well with new classmates who are younger and negative influences by repeaters can hopefully be reduced.
- Posters with positive messages are posted in the school premises to promote positive attitude.
- Commendation – Slips of paper are sent home / a note is made in the handbook

Homework Guidance Lessons (HGL)

- Homework Guidance Lesson (HGL) should be used effectively – at present although helpers are available, but not very effectively helping students. And now it is operating on a voluntary basis.

Proposal

Individual students who showed problems in learning are identified to attend HGL and senior students offer help to them. Students are **strongly recommended and convinced** to attend HGL and their parents are notified (agreement letter & behaviour contract for students) to enlist their assistance and support.

Study Skills

Study Skills should be taught – Workshops/lessons on study skills to be given on the following.

8. The meaning of learning/education → right, future & self-actualization
9. Proper attitude toward learning at school
10. the importance of regular revision (daily & weekly) → Short-term memory vs long-term memory; understanding enhances long-term memory
11. mnemonics – memory skills/tricks
12. a place for study at home
13. the use of notebook/note-taking

Life-wide Learning activities

- Any organization/structure? Can the following concepts be used as the framework to organize such life-wide learning activities?
 1. Multiple intelligences

2. Subject-based
3. Skill-based
4. Culturally-based
5. Adaptation programme for the New Arrival Children (NAC) – not necessarily from the Mainland; can be students newly arrived to HK

Lunch Time activities

- Review the aims of lunch time activities
 - ◆ For what? What variety?
 - ◆ Can these aims be met by other means?

Identity

- How to promote the identity of being “Broadwayer”?
- Under what circumstances is the sense of being “Broadwayer” more pronounced? In competitive situations? Do students who represent the School to take part in joint-school or inter-school competitions have stronger feelings of being Broadwayers? What about the audience? Do they have similar feelings?
- What make students feel proud being a member of this School?

Support/Remedial Programme for those who experience learning difficulties

- For early identification and early intervention
- Motivation problems; emotional problems; & family problems

Support/Enrichment Programme for those bright students

- Any?

E. S1 Management Committee

Members:

- All S.1 class teachers
- Department Heads
- Individual subject teachers or LA heads, if necessary

Responsibilities:

Quality control of students’ academic and non-academic performance (*obligation*)

1. Necessary conditions –
 - a. Beliefs in his/her ability in shaping students’ positive behaviour
 - b. Partnership between teachers
 - c. Communication – close & frank communication between teachers
 - d. Trust – Willing to share difficulties

- e. Support from administration (resources, informational, emotional)
- f. Support (mutual) between colleagues (resources, informational, emotional)
- g. Seating arrangement? – sitting together?
- h. Availability of objective data for evaluation for different purposes (effectiveness of policies/plans)
- i. Knowledge in action research? → self-evaluation and evaluation of policies/plans
- j. Attitude to new changes

Liaison with parents – a **Parent’s Nite in early October** with following aims

1. to enlist help from parents (of students who have adjustment difficulties) who can be partners in shaping students’ behaviour
2. to explain to parents the various school policies
3. to enhance better cooperation and communication between School & Parents
4. to provide help to S.1 students as they probably experience difficulties studying in a new learning environment

Meeting:

- Regular – biweekly – because so many new arrangements are implemented and they need constant and close monitoring

Other Consideration

1. Student turnover rate
 - Instability - many bright and hardworking students leave Hong Kong every year after staying in Hong Kong for some years
2. Any extra resources can be tapped to meet the above needs?
 - Senior students (who have experiences we want; who we want to train up) are given opportunities to help.
 - Outside agencies

Overall

1. Paradigm shift?
 - from teacher-centred/school-centred to student-centred? e.g. Project Work
2. Take initiatives to convey **positive & reasonably high expectations** (academic, behaviour & ECA) to students
3. Consistence (among colleagues) and persistence in implementing policies until students’ expectation of their behaviour has been firmly shaped.

4. Reinforcement of good behaviour & attitude – Recognition & reward system
5. Prevent bad/negative influences (from senior students and S1 students)
6. Promote the sense of belonging – “good” experiences (good student-teacher relationship) that touch students’ heart are more likely to promote the sense of belonging
7. Behaviour Policy – “Harmony in Diversity”

Level 1 Philosophy of the school

This consists of a brief overarching statement of the beliefs or values of the school community. It expresses beliefs rather than intended actions and should be consistent with other documents produced by the governing body → School Motto → Harmony in Diversity ← to be interpreted by the School Principal

Level 2 Principles

This is a statement of the general principles or guidelines, derived from the philosophy of the school. It indicates the *practical implications* of the underlying beliefs and philosophy. Such high level rules apply throughout the school community in all situations.

Is there a concrete policy to realize the School Motto – Harmony in Diversity?

8. Positive **school ethos** which is possibly the summative effect of different policies with encourage good behaviour and learning attitude.
9. **Staff/Professional Development in Classroom Management** – it is found that some colleagues experience difficulties in effective classroom management and they need support in developing skills and acquire the necessary knowledge in managing students’ behaviour in lessons.
Teachers who can work effectively will probably enjoy their work as well. This may help to reduce the teacher turnover rate and this in turn affect the stability of the teaching staff and students’ learning as adjustment to different teaching styles by different teachers is reduced.
10. **Evaluation of effectiveness of new S.1 arrangements** – for comparison with past years
 - Academic performance – Subject marks & grand total
 - Behaviour - Statistics on attendance (absence) and punctuality
 - Affective aspects – APASO
 - Teachers’ Subjective judgment

Suggestions To boost Class Spirit

- ♦ Class association run by students (being supervised by class teacher)
- ♦ Class association responsible for the class flag, bulletin board, Opinion Corner (民主牆)
- ♦ Classroom cleanliness – students on duty → make the classroom clean & tidy before leaving school
- ♦ Picnic
- ♦ “S.1 Cup” – aggregate score ← accumulated score from different S.1 interclass competitions. This is to encourage involvement in class activities, striving for the class (sense of belonging), competitive spirit. All these are to enrich school life and some students to show their strengths in different games and competitions.
 - ◆ Sports e.g. basketball, soccer, volleyball, badminton
 - ◆ Other activities e.g. debate, Maths competition
 - ◆ All students act as ONE – if the whole class shows good performance, extra mark is given; if someone does not do well, marks to be deducted.
 - ◆ When a festival is approaching, a task can be given to students such as decorating the school/classroom (whole floor? Lucky banners, lanterns) → unity
 - ◆ Competition does not involve academic performance, all class can compete on equal basis.
 - ◆ Trial for one term. (Not too many competitions)
 - ◆ “Sense of Pride” can be more motivating than material rewards for students to take part

To arouse interest in reading

- ♦ Both English & Chinese reading are emphasized.
- ♦ S.1 Newsletter – S.1 students → editors and article writers

Lunch Activities

- Aims?
- Quality precedes quantity
- Longer lunch time
- Outdoor activities? Ball games?

Repeaters - Characteristics

- Even if they work hard, they have to catch up a lot
- Unmotivated, return blank paper in exam
- Indifferent to rules, evade responsibilities as learners
- Poor language abilities → special needs/care

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- What can teachers do so that other students are not influenced negatively?
 - Some repeaters in each S.1 class? → reduce the negative influence they bring?
 - Are we going to make repeaters sit with bright students in order to help them more → reduce

their self-esteem

Vision: 40 students to enter university; do S.1 students share this vision?

- Most important → let students know our dream
- To understand what is university, why enter university, & is it related to future career/ upward social mobility?
- What is public exam? Why have to do well?
- How to make them accept this vision (not rejecting)?
- If we just emphasize how difficult it is to enter university, public exam is difficult, is it the proper way to encourage students?
- Invite old boys/girls to share with students

Location of S.1 Classrooms & recess and lunch break

- S.1 classrooms to be on the top floor; advantage → closer to teachers' rooms
- Time of recess and lunch breaks are different from that of higher forms → reduce negative influences

School Opening Ceremony

- To instill a good first impression, to raise sense of belonging, to show our concern and care
- Serious and solemn
- Introduce the Principal and other teachers
- Announce the school motto, student charter and sing school song
- Introduce the school history & culture

Annex: Some observations in S.1 this year

- Not united, ethnic groups do not mix 班中不團結、族群不往來
- Stay in toilets, delay entering the classrooms 流連廁所、故意不入課室
- Do not understand “study and play at the right time” 不明白「讀書時認真、遊戲時遊戲」的道理
- Do not read enough 閱讀不足
- Resist the mainstream 抗拒社會主流
- No future perspective 欠缺遠景
- Lack of civic responsibility 公德心貧乏
- Lack of opportunities to show their talents such as sports, public speaking 潛能未能發揮 (如運動、演講能力)
- Short attention span 專注力不足
- Insufficient sense of responsibility 責任感不足
- Sense of involvement is weak, leave soon after school 學校意識弱、打鐘即走人
- Connection with senior students and negatively influenced 與其他班級聯繫甚密，容易學壞

Recommendations

I. 2+3 Structure & Names

1. Give names to the five classes as follows.

S1A 志	S1B 勇	S1C 信	S1D 勤	S1E 力
45 students	45 students	30 students	30 students	30 students
Aspiration	Bravery	Confidence	Diligence	Effort/ Endeavour

II. Curriculum

2. PATHS should be supplemented with policies to bring about positive influences (on students' attitude and values) outside lessons.
3. Project learning to be implemented again with modifications to reduce stress.
4. Reading – put emphasis on both English and Chinese

III. Other Arrangements

Vision, School Motto & Sense of Identity and belonging

5. Find ways to make teachers and students to share our vision
6. Explicit policy and implementation plans to promote the School Motto – Harmony in Diversity.
7. Sense of identity – there must be ways to promote the sense of being a “Broadwayer”
8. Sense of belonging – there must be ways to promote the sense of belonging
9. S.1 Cup – to enrich their school life and to raise their sense of belonging.
10. Take initiatives to convey positive & reasonably high expectations (behaviour, academic & ECA) to students.
11. School opening ceremony as an induction to S.1 students (as well as students in higher forms).

Timetabling

12. Regular morning assemblies for S.1 students are to be arranged.
13. Recesses and lunch break – different time arrangement for S.1 & other forms

Hardware

14. New S.1 PE uniform is to be designed.
15. Student handbook is to be used for (1) homework record, (2) communication between teachers & parents, and (3) a record of merit points.
16. Location of S.1 classrooms – to be on the top floor

School-parent Partnership

17. Liaison with parents – a parents' nite for S.1 is suggested to enhance school-parent communication and cooperation

Homework

18. Homework Policy is to be devised and implemented.
 - a. Student handbook is used for homework record and is checked from time to time.

- b. Namelist is devised for the purpose of collection record.
- c. Bookshelf to be given to individual teachers.
- d. Students (and parents) are informed of the HW requirements of individual subjects at the beginning of the term.
- e. Plagiarism, late submission & failure of submitting HW must be recorded and handled.
- f. HGL to be re-arranged for better use – parental support is enlisted and peer tutors are trained to offer help.

Discipline

19. Discipline policies are explicitly stated and consistent implemented among teachers.

Guidance

- 20. Guidance – early identification and intervention e.g. repeaters are usually demoralized and have to be supported; students who have learning difficulties should also be helped.
- 21. Positive reinforcement to good behaviours and performances (e.g. slips of paper are sent home/ a note is made in the handbook for parents to know).

Learning

- 22. Support/Remedial Programme for low achievers e.g. repeaters and those who experience learning difficulties
- 23. Enrichment Programme for bright students
- 24. Study skills workshop is to be given.
- 25. Textbooks – a fixed deadline for all students to purchase their own copies; no borrowing of textbook is allowed.
- 26. Stationery – low achieving students need close monitoring in bringing the necessary stationery items at the beginning of school year.
- 27. The use of lockers – lockers cannot be open in lesson time, all books must be ready by the time subject teacher enters the classroom; each locker-user should also have a key.

ECA & Life-wide Learning Activities

- 28. ECA & Life-wide Learning Activities – the concept of multiple intelligences (and subject-based, skill-based) can be used as framework to organize EAC & Life-wide Learning Activities.
- 29. Lunch time activities are to be reviewed on the aims and how these aims are met.

Seating Arrangement for Teachers

30. Seating arrangement for S.1 class teachers → closer for easy communication

Evaluation of Effectiveness

31. Evaluation of effectiveness of new S.1 initiatives – objective data and observation

END