



# My Teaching Experience

## Ethical Decision Making

## Teachers' Professionalism



Ms. Brenda Lo  
Principal  
Marymount Primary School

15 Oct 2024



Things I need to  
stick to ...

Things I need to  
find out more about/  
work more on ...



# Marymount Primary School



Academic  
Achievement

Student  
Formation





3

2

1

***Marymount***





3



基督生活團

# Christian Life Community

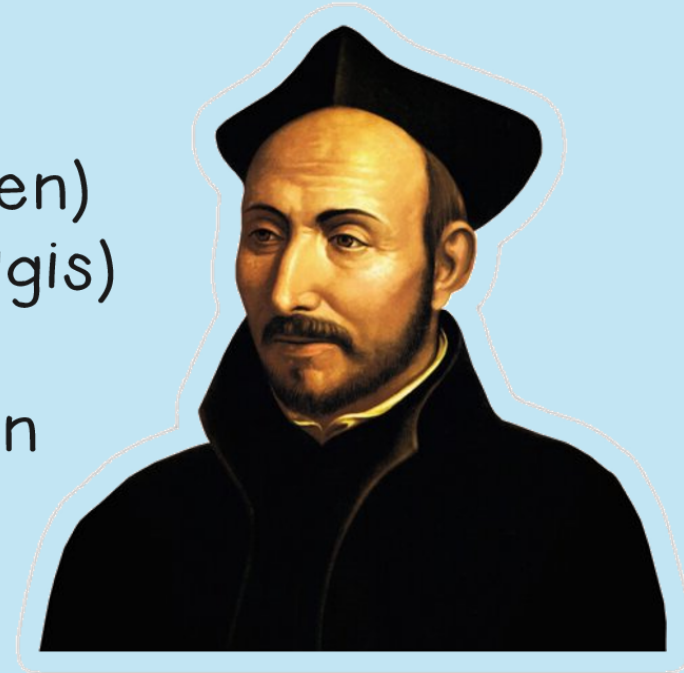


St. Ignatius of Loyola



# Ignatius Spirituality

- ❖ Through reflections (Daily Examen)
- ❖ Be a better person each day (Magis)
- ❖ Finding God in all things
- ❖ Development of the whole person



St. Ignatius of Loyola





Pearl Puppy



Crystal Cat



Ruby Rabbit



Lapis Lion



Diamond Donkey



Opal Owl

2

Respect





# Code of Respect

Respect for ...

School

Self

Others

Learning

Property

Environment

Truth



1

Everyone is  
No.1





Learning Achievement Report

LAR

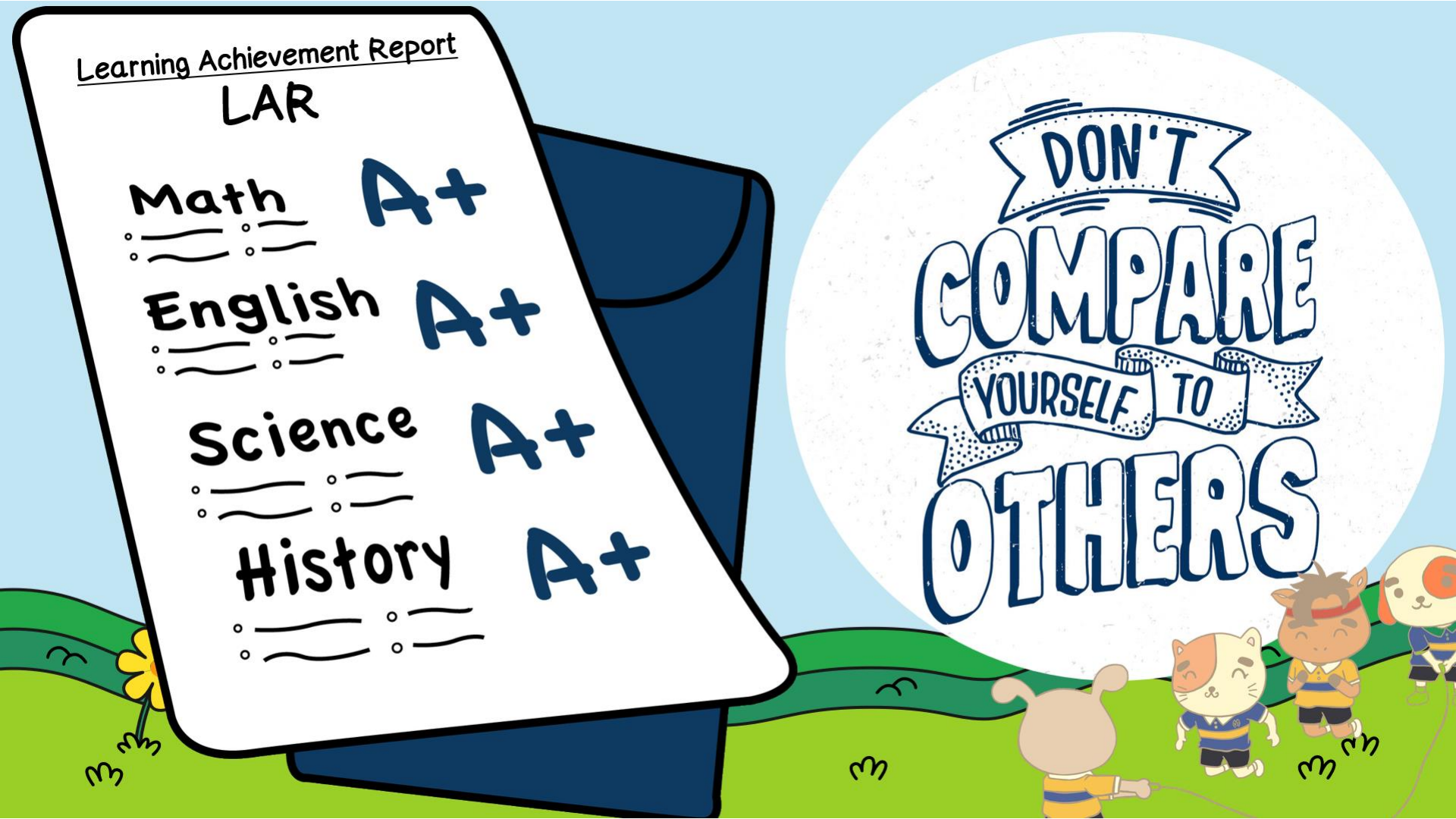
Math A+

English A+

Science A+

History A+

DON'T  
COMPARE  
YOURSELF TO  
OTHERS



Embrace the Power of  
**...YET!**

I'm not good at this...**YET!**

I don't get it...**YET!**

This doesn't work...**YET!**

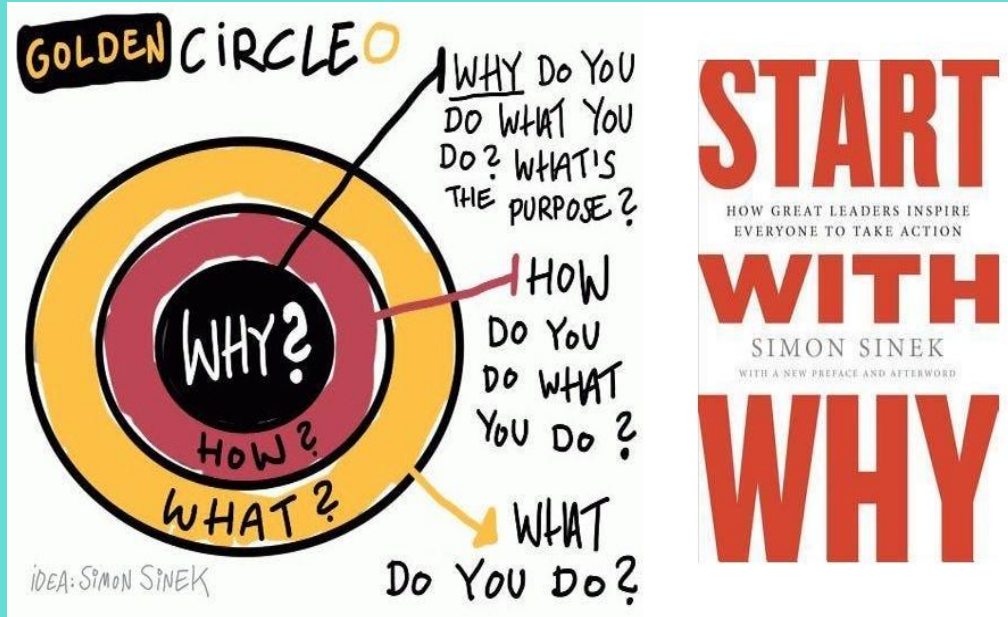
I can't do this...**YET!**





# FIND YOUR WHY

## START WITH WHY



The Golden Circle

Simon Sinek



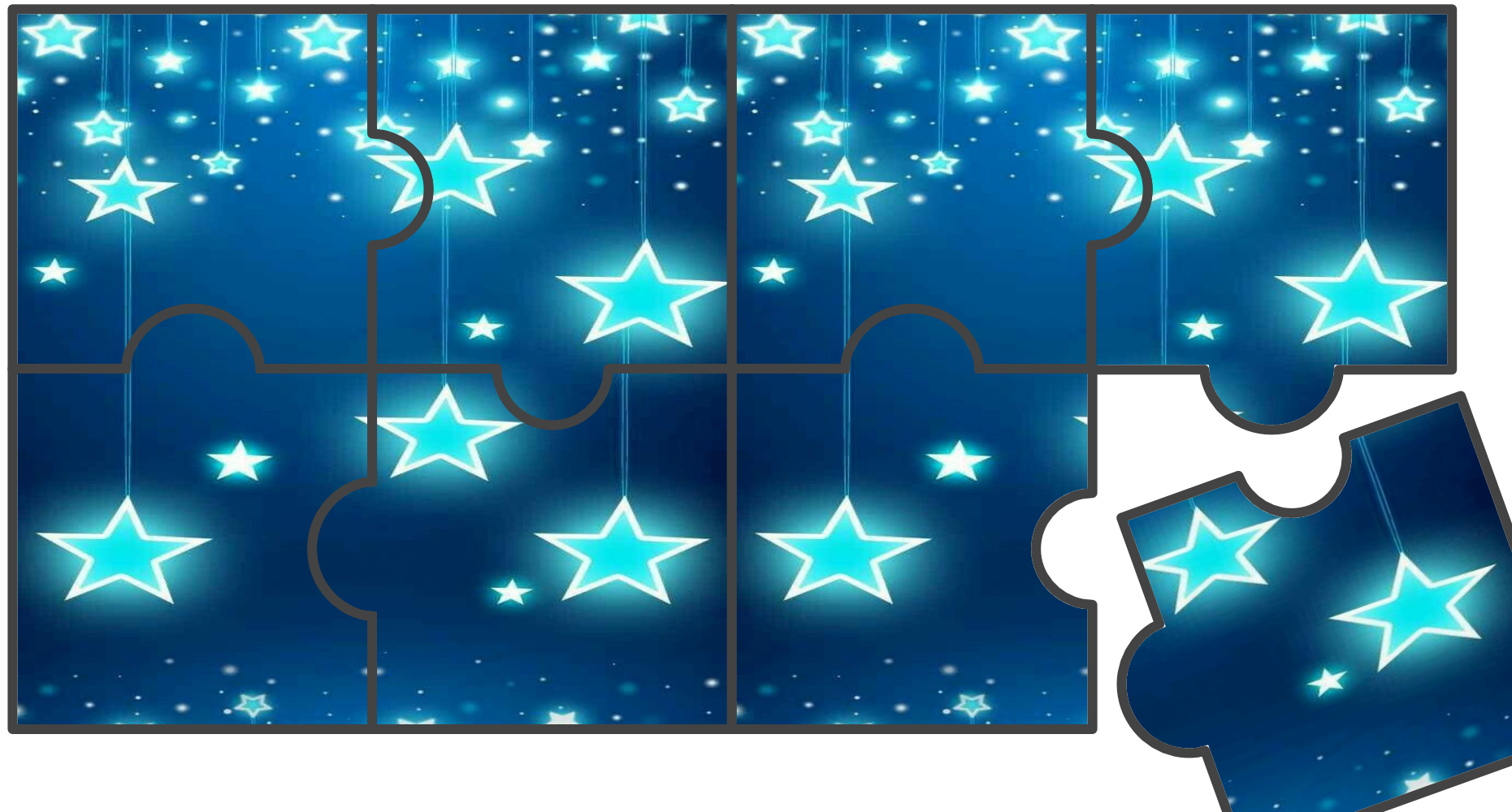
Why do you wish to  
become a teacher?



一個都不能少  
No one less

Jun  
2019





# Celebrate Differences







Leadership is about  
**moral purpose.**

**It is about making a difference in  
the lives of students and  
the community.**

Michael Fullan



# To be a change agent...

What are the excellent qualities of  
a professional teacher?



Dear the prettiest in the world ♡:



Tks for teaching me in these 3 yrs.  
I have loved your lessons, you told us soooo  
much jokesssss. Although not all of your jokes are  
hilarious ~~z~~. I still love ♡ it, cuz it is from your mouth  
ga ma ♡

My english marks changed a lot in these 2 yrs.  
cuz my test got 70 or above everytime (maybe not  
all)

Really thank you arrr ♡

Really really thank you arrr ♡

Sylvanian - L

2019

# Entertaining

## Moments of laughter in English Lessons

# Effective

## Enhance Ss' English Proficiency



親愛的榮老師：

Encouraging

六年的小學生活消然而去，我在這段時間最想感謝你。雖然我只認識了你兩年，但你已成為我在這個小學生活最重要的一個人。多謝你想盡辦法去鼓勵我作故事，多謝你啟發了我的心，打醒了我的心，幫我尋找我的命運，未來。我感謝天主指導你來到我的生活。多謝天主！  
很

2019

Encourage Ss to TRY and  
find their SHINING STARS



敬愛的勞老師：  
 你好嗎？不經不覺，  
 我還有半個月就畢業了。  
 我還想藉着這個機會，  
 我達深謝。雖然我只認識了你  
 兩年，但我們是差不多天天  
 見面，所以和您不熟絡了。  
 您的英語老師。您用生  
 喜愛有趣的方教我們英語  
 動有和英國文學，令我每天都  
 期待上您的課，而我的英  
 語也進步了不少。

您也是我的宗教科老師。  
 上課時，您教了我們  
 許多做人的道理。您常說：  
 「要寬恕別人，七個七次」  
 和「一個都不能少」，

令我更加明白瑪利曼今  
 年「一緊記和實踐」。您  
 我的教導。我感謝天主能讓我  
 遇到您——一位盡責、  
 友善和關心學生的好老師，  
 令我在學業和品德方面  
 得益不少。我也祈禱天主  
 求天主幫助我能以您的榜  
 樣，做個關愛別人的  
 人。

祝  
 生活愉快！

2019

學生  
 綽賢上  
 六月十二日

Responsibility



Gratitude



Care



Integrity



Persistence



Wisdom



# Entertaining Effective

## Kind

## Responsible

## Caring

## You are NOT teaching the subject only

## You are nurturing a PERSON

**Encouraging  
Empathetic**

**Inspiring**

**Caring**

**Observant**

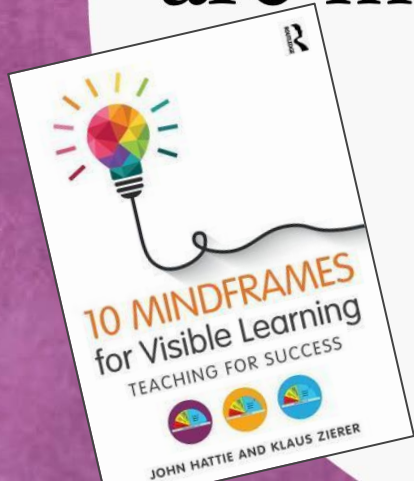
我最想感謝是 Miss Lo。因為她很關心我，  
在我傷心失落時，鼓勵我不要放棄，努力面對。  
她給我的啟發是忘記背後，努力面對困難，  
多關心別人。我會多謝和感恩天主安排 Miss Lo  
教導我，我會向天主說希望將來可世界的光照亮  
世界。

**2019**



It is teachers who  
have created positive  
teacher-student relationships that  
are more likely to have the above  
average effects on  
student achievement.

John Hattie





親愛的勞老師 Miss Lo:

我最想感謝的人就是你，你  
會嘗試用最佳的方法去令到我們明  
白，例如英文室的時候。

我們班有爭執的時候，你每次  
都會聆聽我們的訴求，並嘗試找出  
最好的方法去解決。做了我們的好  
榜樣。

多謝天主賜我們班一個那麼  
好的英文及宗教老師。希望能夠寬  
我們班那麼頑皮。

祝  
身體健康

同學  
卓翹正  
六月十二日

2019

Engagement  
Enthusiastic  
Empathetic

Creative -  
Teaching Methods

Active Listening

Dear Ms. Lo,

Thank you so much for amazing education throughout these years! ♡

You always give tips and remarks before exam, that always lead us to a better result. I still remember P.4, you told "you did so well on Summer Concert!". At that time, I don't know your name, until TA, you taught us English, I know you, Ms.Lo!

**Embracing  
Differences**

**Encouraging**

**Praising**

I may not be the best student, I may not be an all-rounded student. But you always give your best effort and patient to teach us!

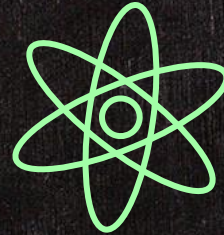
Thank you & may god bless you! ♡

**2019**





**What is your  
educational  
philosophy?**

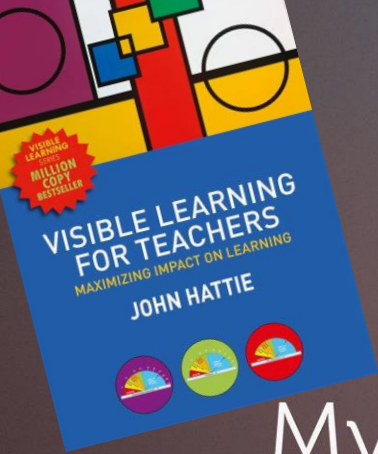






# Be Reflective

**Continuously** enhance  
teaching strategies



My role, as teacher, is to evaluate  
the effect I have on my students.

John A.C. Hattie









# Know your students well





# Learning Styles

## Learning Interests

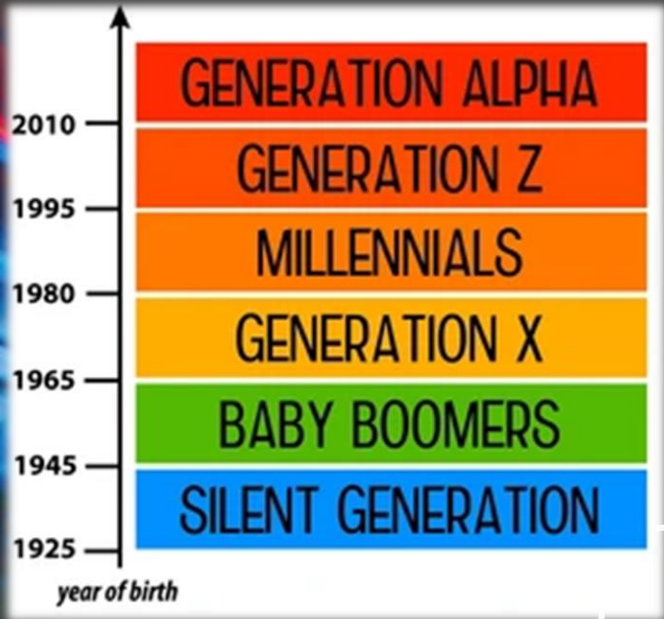
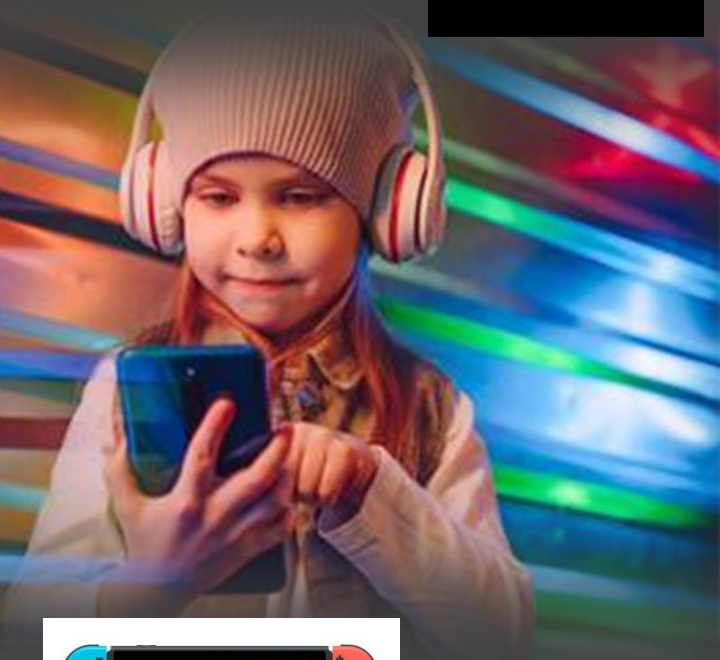
## Learning Abilities







iPhone 13





If we teach today's  
students  
as we taught  
yesterday's,  
we rob them of  
tomorrow.

- John Dewey





# DIVERSE

## Teaching Strategies

# Diverse Teaching Strategies for Second Language Learning



1

Total Physical  
Response

2

Communicative  
Language  
Teaching

3

Content-based  
Instruction

4

Task-based  
Learning



5

Cooperative  
Learning

6

Visual Aids

7

Scaffolding

8

Game-based  
Learning



# Second Language Learning



1

## Presentation Stage

**Pre-**

Listening/Speaking/  
Reading/Writing

2

## Practice Stage

**While-**

Listening/Speaking/  
Reading/Writing

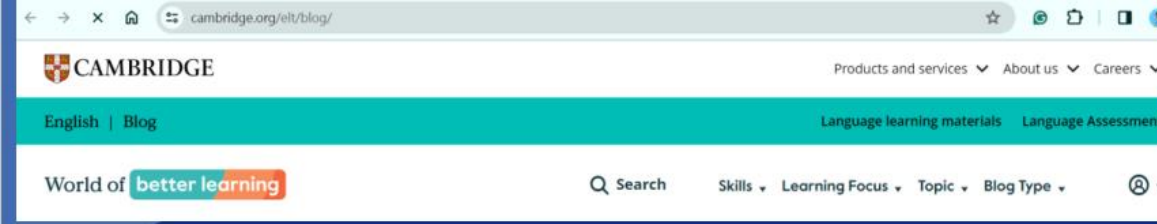
3

## Consolidation

**Post-**

Listening/Speaking/  
Reading/Writing

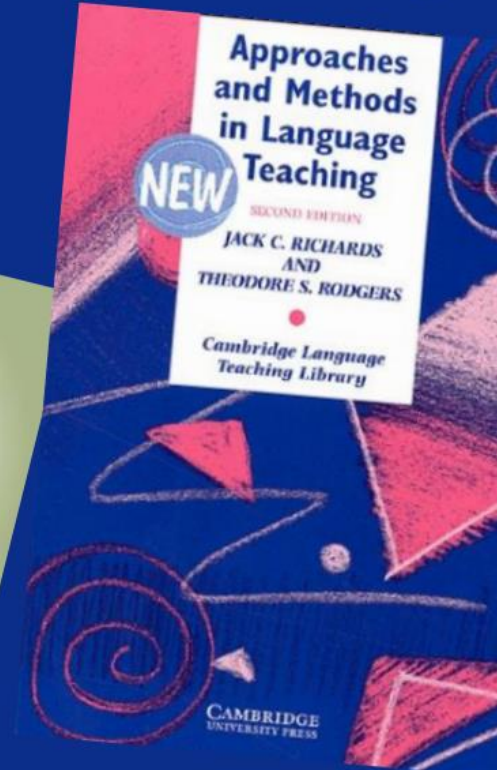
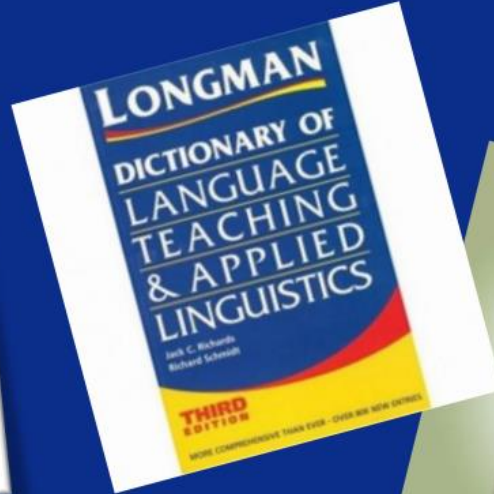




<https://www.cambridge.org/elt/blog/>



Jack C. Richards



TESOL

*Communicative Language Teaching CLT*



# Diverse Teaching Strategies

## Learning Objectives

The diagram consists of two white rounded rectangular boxes on a dark background. A dashed line connects the top of the left box to the top of the right box. Each box has a purple speech bubble icon at its top and a white star icon at its bottom. The left box is labeled 'Use for Creation' and the right box is labeled 'Use for Practice'.

Use for Creation

Use for Practice

# Creation



Change  
story  
ending

Add  
character

Puppetry

Write a letter/  
Thank you card  
to characters



Comic Strips



Pick-a-Path

Role Play

Make up  
stories using  
vocabulary







# If I met Genie, what would you do?

Target Language Item:  
Conditional Sentence Type 2



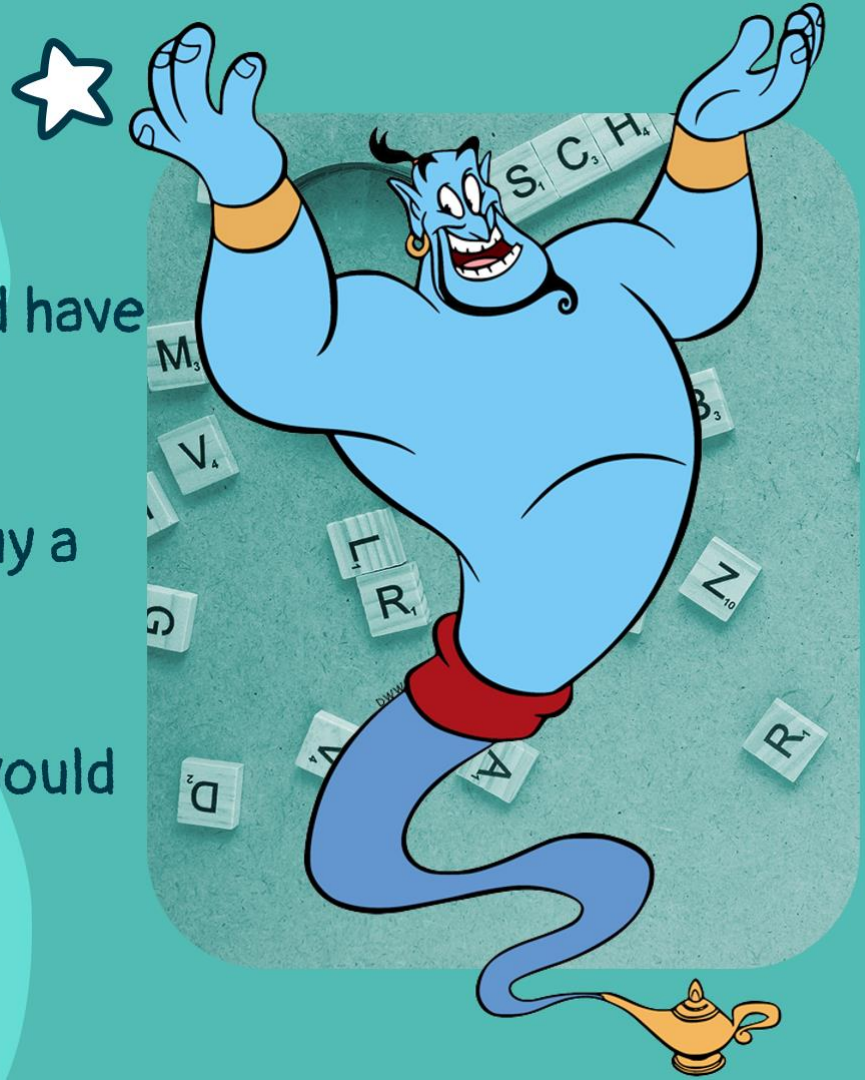
If I met Genie,  
I would make an infinity wishlist.

If I had an infinity wishlist, I would have  
a lot of money.

If I had a lot of money, I would buy a  
lot of Switch games.

If I had a lot of Switch games, I would  
play non-stop.

If I played ...



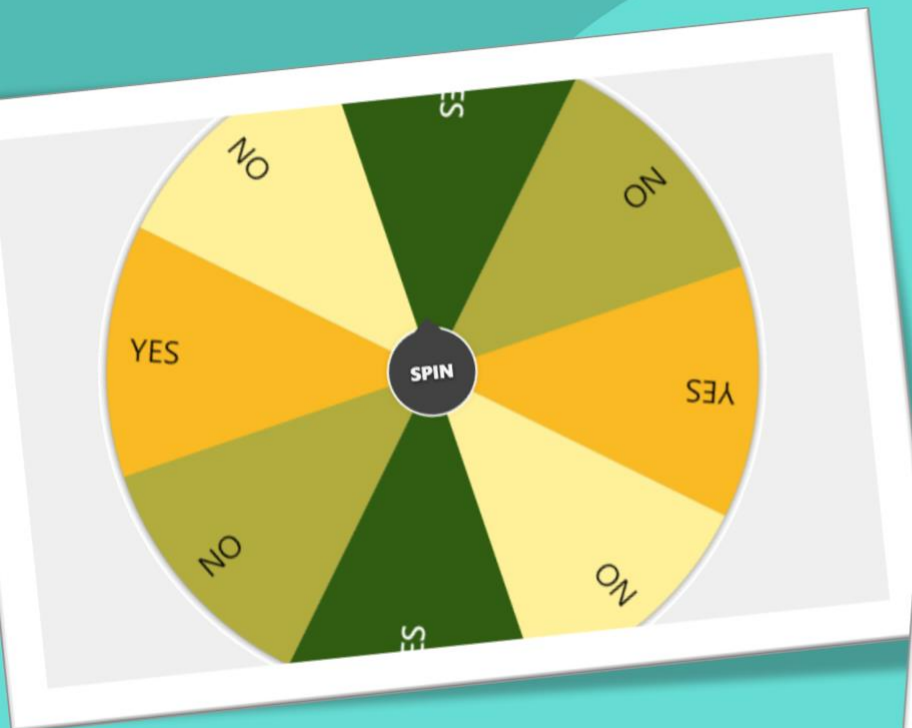






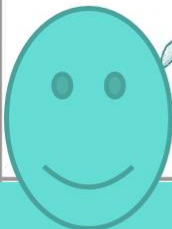
Picker Wheel

<https://pickerwheel.com/>





# THE DRAGON



4D (17)

disappear  
The Drag  
and do  
The Dra  
you h  
too sca  
stick a

Characters and Setting!

1

Want to have  
Adventure?  
will have

Describe the problem  
Give your readers some choices (pick a path)!

2

pogo stick for hours  
wait and wait. It  
already eight o'clock  
night. Everyone leave  
it for you. At last

you decide to grab  
your pogo stick and  
go look for your lost  
parents.

If you want to ask the information  
center about your parents, go to page 3  
If you want to directly go to where  
your parents have been, go to page 4

You decide to ask  
the information center,  
where your parents are,  
yet nobody has  
seen your parents.  
Then it starts raining,  
so you buy an umbrella  
and go save your  
parents.

3

If you want to have a snack  
at the butcher, go to page 5

If you want to go to the wizard  
to seek help, go to page 6

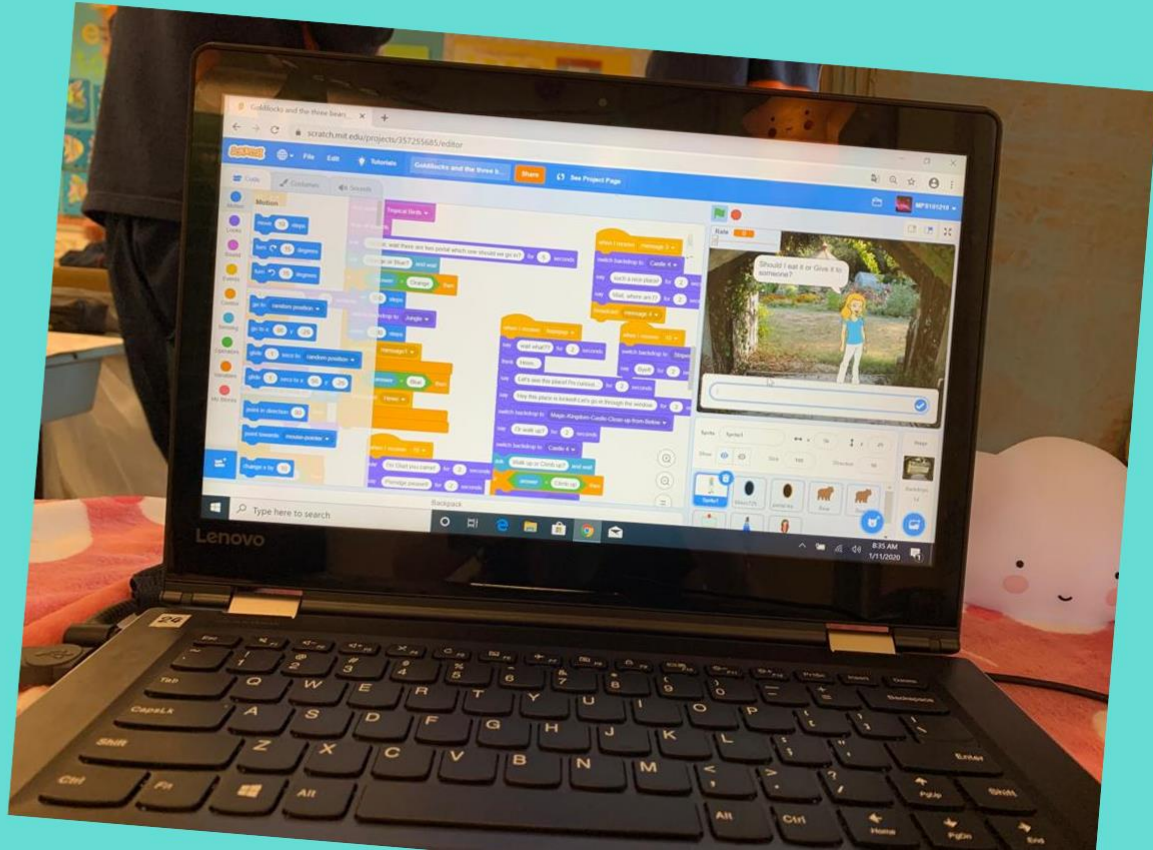
## Pick-a-Path story

You go where your  
parents have been  
and you see a real  
dragon staring at you.  
You immediately grab  
your pogo stick and  
try to run away as  
fast as you can to  
prevent the dragon  
from eating you. But  
the dragon has already  
grabbed you, so you can't  
make a get-away.

4

If you want to cry for help,  
go to page 7

If you want to use your pogo  
stick to fight, go to page 8





# Creative Writing

One day, \_\_\_\_\_ and \_\_\_\_\_

were \_\_\_\_\_ (Action) \_\_\_\_\_ (Place).

They were \_\_\_\_\_ (Feeling).

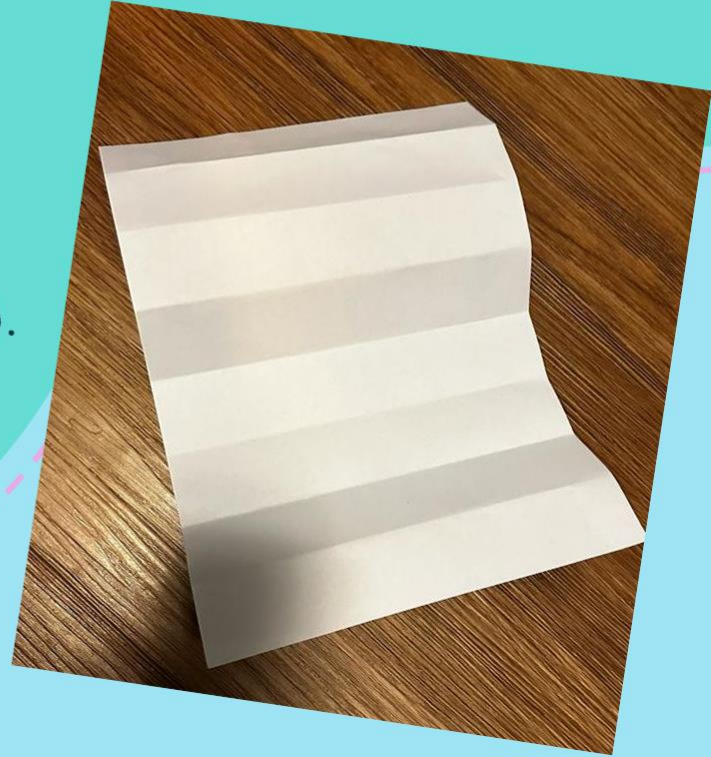
One of them said, " \_\_\_\_\_ "

All of a sudden, \_\_\_\_\_ (something happened).

They try to \_\_\_\_\_ (solve the problem).

At the end, \_\_\_\_\_ (end of the story).

They hope \_\_\_\_\_ in the future.



# Practice



Guessing  
Game

Board  
Game

Card  
Game

Kahoot  
Wordwall



Information  
Gap Activity



Crossword  
Puzzle/  
Word Search

Jumbled  
sentences  
/words



Bingo







# Big

# Big Bigger Biggest

Where is Melody?



Melody  
Joyce

	Kitty
Peter	Renee
	Harry
Mary	Lucy

Melody is sitting  
**behind** Peter.

Kitty  
Harry

Melody	
Peter	Renee
Joyce	
Mary	Lucy





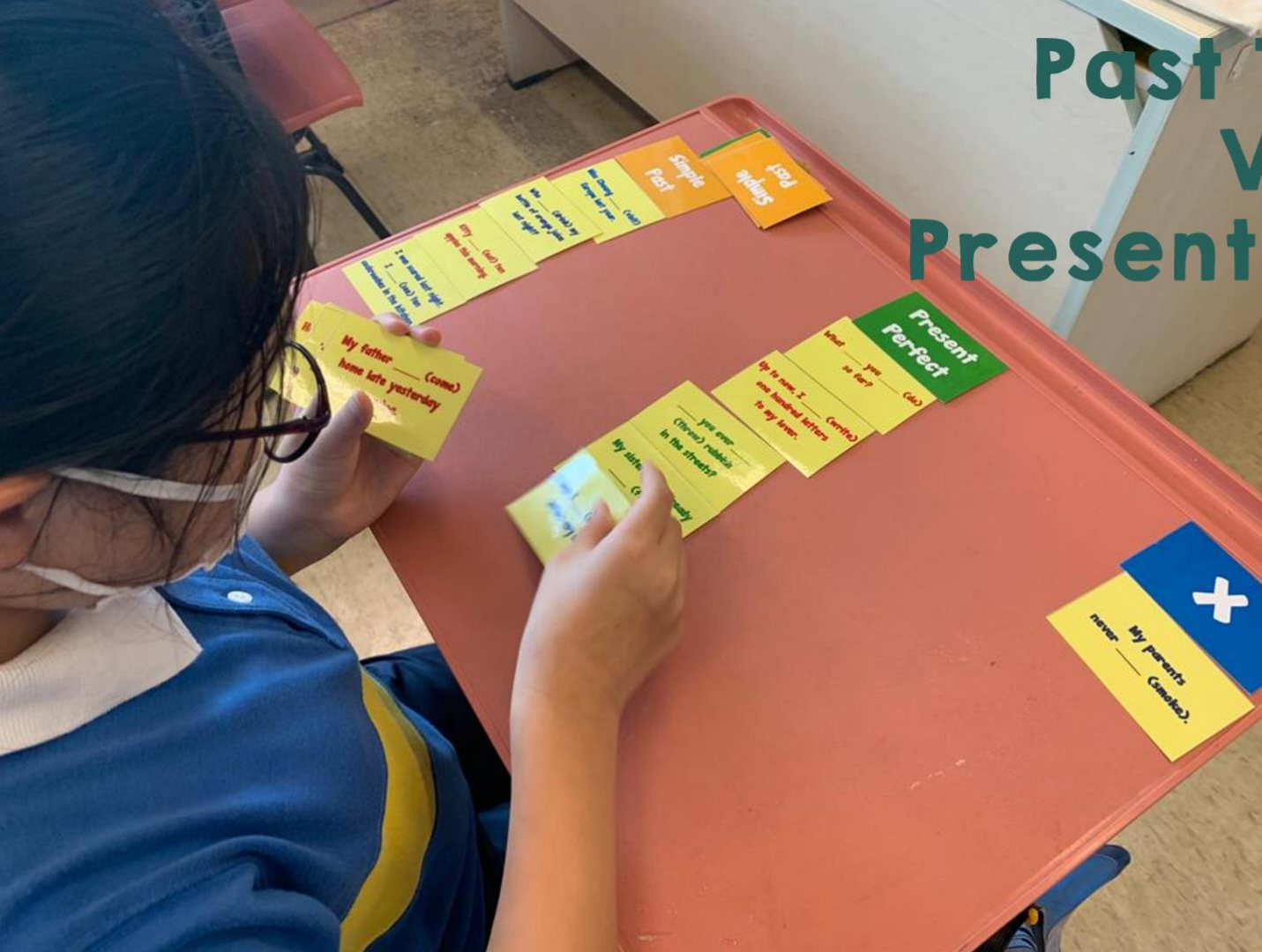


**Who am I ?**

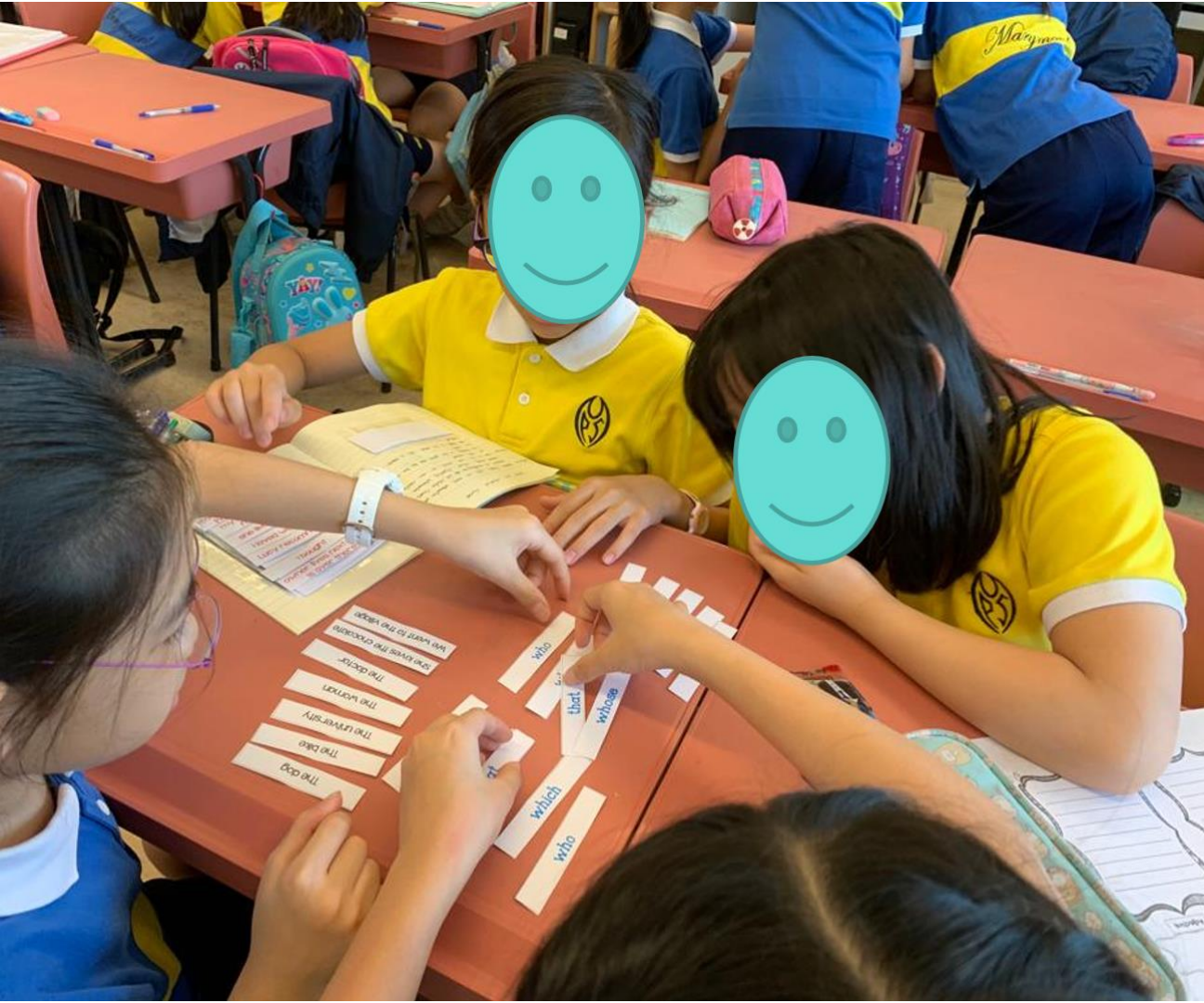
**Am I ...?**

**Yes... No...**

# Past Tense VS Present Perfect







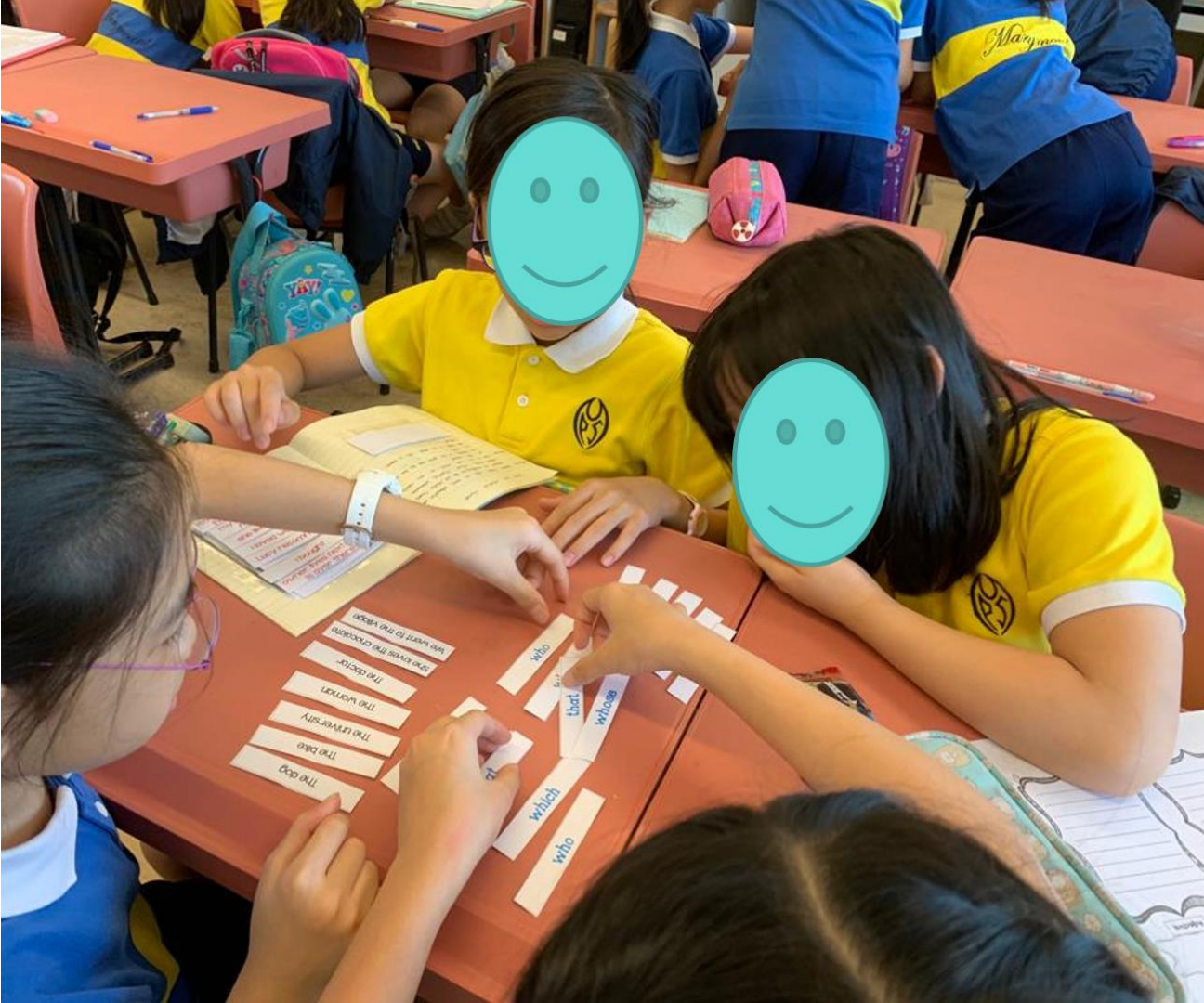
**The man**

**works in the  
bank is my  
brother**

**who**

**which**

**whose**



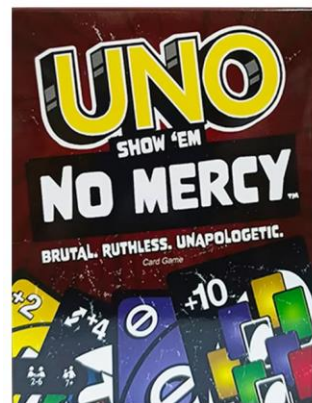
**1:00 pm**  
**Wash dishes**

**8:00 am**  
**Do homework**

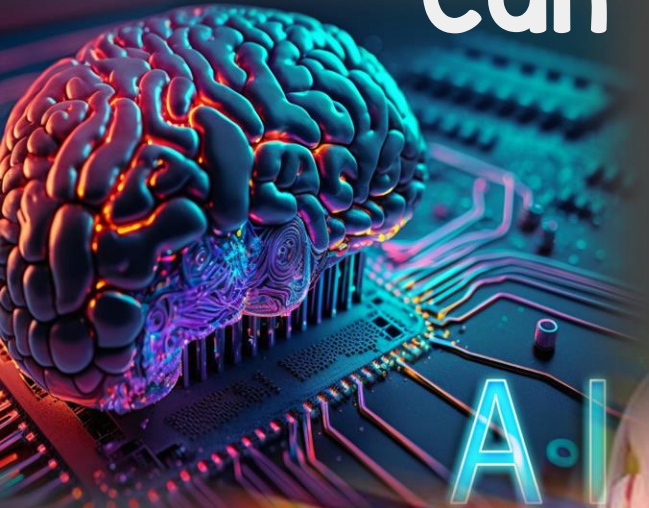
**before**

**after**

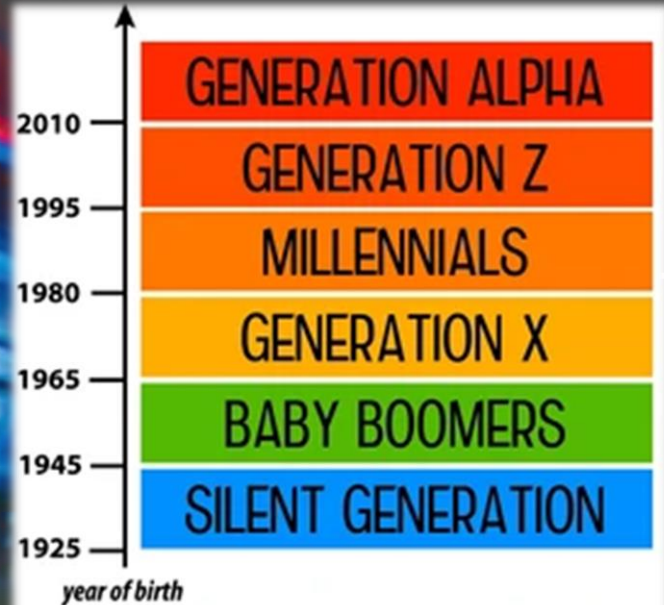




# Can teachers be replaced by AI?



AI







Teach students  
how to THINK

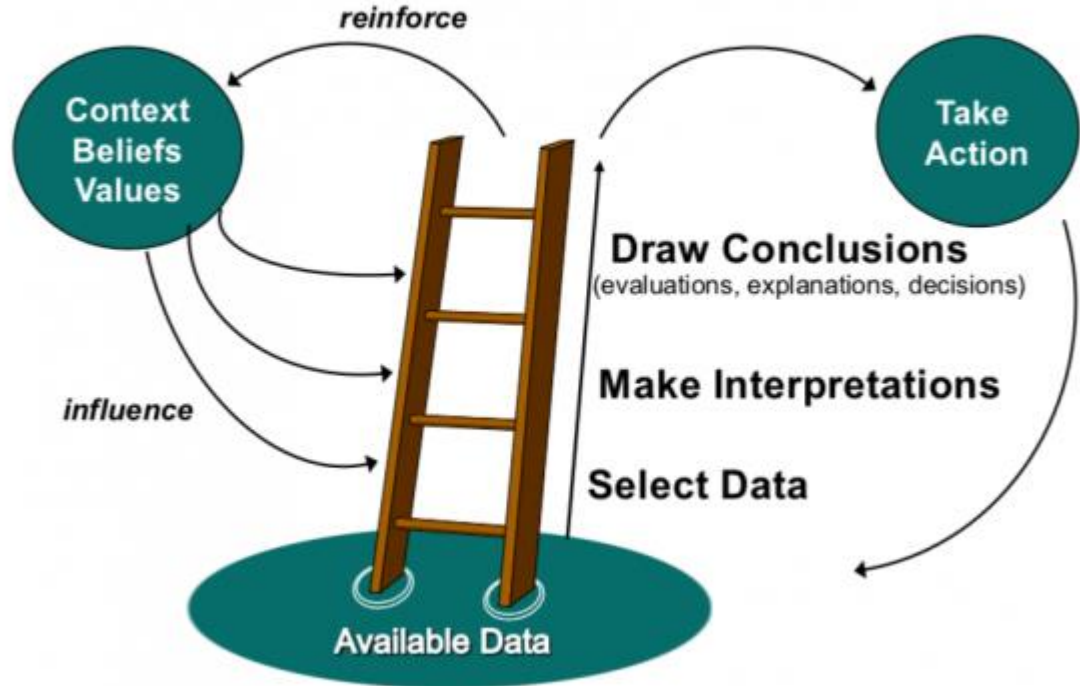








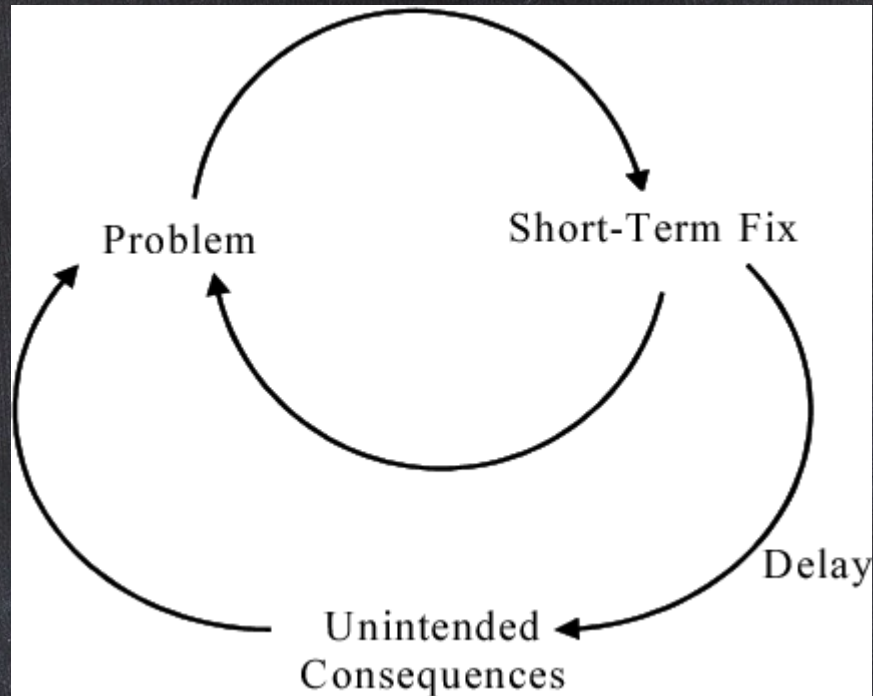
# Ladder of Inference



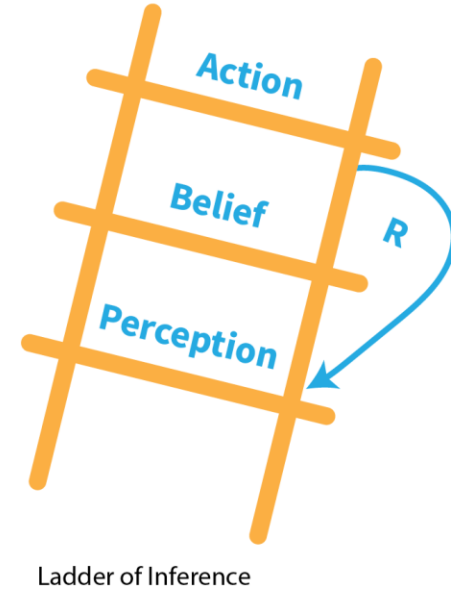
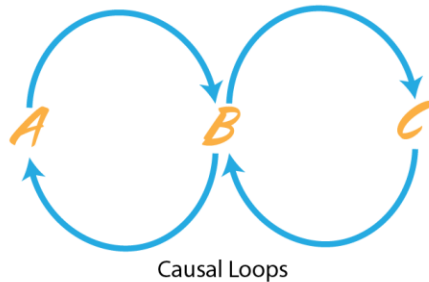
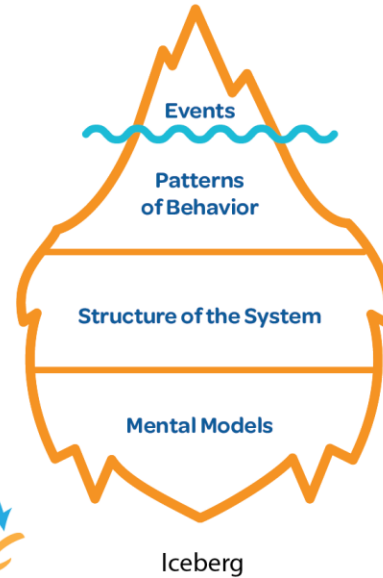
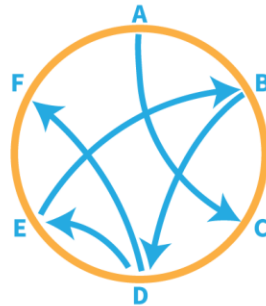
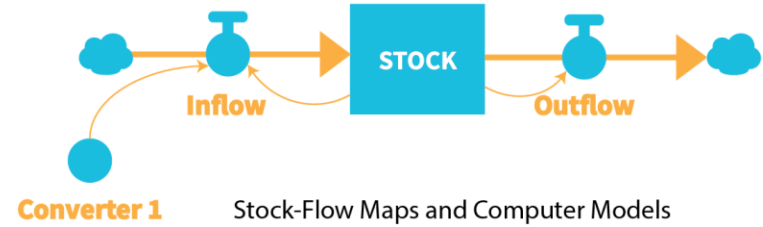
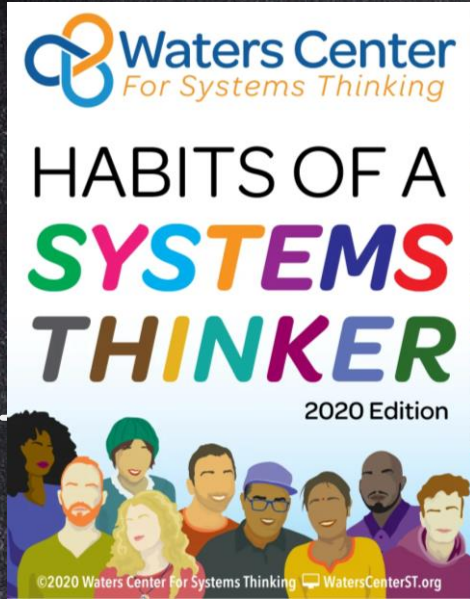
Adapted from Chris Argyris

© Action Design, 1994

# Fixes that Backfire







Ron Ritchhart • Mark Church • Karin Morrison

FOREWORD BY DAVID PERKINS



# MAKING THINKING VISIBLE

How to Promote  
Engagement, Understanding, and  
Independence for All Learners



HARVARD  
GRADUATE SCHOOL OF EDUCATION

<https://pz.harvard.edu/>



## Thinking Routine TOOLBOX

A collection of more than 65 Thinking Routines from PZ's research projects including Agency by Design, Artful Thinking, Cultures of Thinking, Visible Thinking, and more.



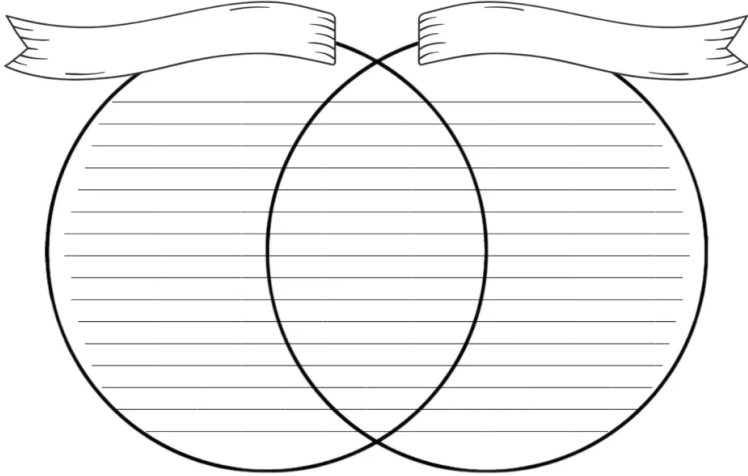
# Graphic Organizers



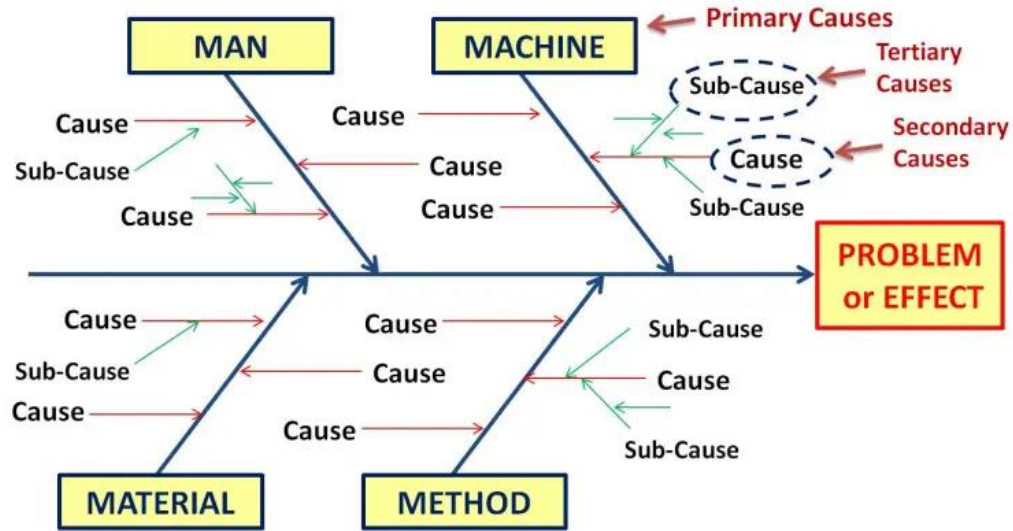
Name: .....

Class: .....

## VENN DIAGRAM



## CAUSE AND EFFECT DIAGRAM





**P.6 General English**  
**Speaking / Writing Peer Feedback Form**

## 2 STARS & A WISH

Feedback for:

From:



# PEER REVIEW

## SENTENCE STARTERS

POSITIVE  
FEEDBACK

I like the way you ...

You should  
continue to ...

My favourite  
part was ...

You did a  
great job at ...

This is great  
because ...

CONSTRUCTIVE FEEDBACK

Next time  
you should ...

Why don't you try ...

A suggestion  
I can offer is ...



P.5 General English  
Speaking / Writing Peer Feedback Form

## 2 STARS & A WISH

Feedback for:

From:



No need for a script! How did you memorise that?



Fluent and with no stuttering (unlike my mess of a mental breakdown, stage fright, anxiety attack and fear)



It's a little too short, but good job! Also, too many people chose Japan so it's too generic.

## 2 STARS & A WISH

Feedback for:

From:



You gave a lot of supporting details



You gave the class enough eye contact.



You can start by asking a question to make people start listening!

P.5 General English  
Speaking / Writing Peer Feedback Form

## 2 STARS & A WISH

Feedback for:

From:



The pitch of your voice is a dear! ;)  
very



Love how you showed us some of the phrases!



I wish you can speak longer next time! ;)

Feedback for:

From:



- Giving questions or reason that are informative with good thoughts.



- Giving an example which also gives her thoughts.



- She can try saying more things and shouldn't leave so much time.





Speaking Rubrics: Presentation				
Content	Expresses ideas that are relevant to inform and explains with details	Expresses ideas that are relevant to inform and/or explain with some details	Expresses adequate ideas that are relevant to the topic	Expresses limited/disjointed ideas that are relevant to the topic
	4	3	2	1
Organisation	<p>Student presents information in logical, interesting sequence and used more than five of the following techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses engaging anecdote</li> <li><input type="checkbox"/> Uses meaningful rhetorical question</li> <li><input type="checkbox"/> Adopts effective interaction with audience</li> <li><input type="checkbox"/> Uses relevant cohesive device</li> <li><input type="checkbox"/> Smooth transition</li> <li><input type="checkbox"/> Appropriate concluding remark</li> </ul>	<p>Student presents information in logical sequence used three to four of the following techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses engaging anecdote</li> <li><input type="checkbox"/> Uses meaningful rhetorical question</li> <li><input type="checkbox"/> Adopts effective interaction with audience</li> <li><input type="checkbox"/> Uses relevant cohesive device</li> <li><input type="checkbox"/> Smooth transition</li> <li><input type="checkbox"/> Appropriate concluding remark</li> </ul>	<p>Audience has difficulty following presentation and student have used less than two of the following techniques:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses engaging anecdote</li> <li><input type="checkbox"/> Uses meaningful rhetorical question</li> <li><input type="checkbox"/> Adopts effective interaction with audience</li> <li><input type="checkbox"/> Uses relevant cohesive device</li> <li><input type="checkbox"/> Smooth transition</li> <li><input type="checkbox"/> Appropriate concluding remark</li> </ul>	<p>Audience cannot understand presentation because there is no sequence of information</p>
	4	3	2	1
Gestures & Manners	At ease speaker, natural hand gestures demonstrated, no distracting mannerisms, stands straight up, both feet on the floor	Fairly at ease with little evidence of anxiety; some distracting mannerisms noted	Anxiety that affects presentation, regular distracting mannerisms	Obvious anxiety leading to long pauses, significant distracting mannerisms
	4	3	2	1
Pronunciation, Fluency & Intonation	Speaks fluently, with few or no errors in pronunciation; few to no hesitations; uses intonation to enhance communication	Speaks clearly with some errors in pronunciation and occasional hesitation; makes occasional attempts to use intonation	Speaks clearly though hesitantly with errors in pronunciation that may impede communication	Speaks with frequent errors in pronunciation that impedes communication; hesitant/stilted speech that impedes communication
	4	3	2	1
Voice Projection	Speaks clearly and volume is excellent	Speaks clearly though hesitantly; volume is quite soft		Volume is inaudible
	3	2		1
Eye Contact	Shows appropriate awareness of audience		Makes limited or no attempt to display audience awareness	
	1		0	



# Group Discussion Roles

## Name: Care Leader

I encourage active listening, empathy, and respect among group members. I ensure everyone has a chance to speak and be heard.



## Name: Responsibility Leader

I help the group stay organised and on track. I keep track of time and take notes of the discussion. I will conclude the discussion when time is almost up!



## Name: Wisdom Leader

I share knowledge related to the discussion topic. I ask thoughtful questions and provide explanations to support understanding.



## Name: Creative Leader

I encourage thinking outside the box and suggests new perspectives or ideas. My approach to the topic may be different from my group mates!





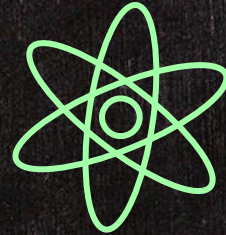
# Professional English Teachers

1. Contextualized
2. Form and Function
3. Diverse Teaching Strategies
4. Meaningful Communication  
(Less Teacher Talk, Learning Noise)
5. Speak English
6. Englishes (American, British...)
7. Brush up your English





What is your  
educational  
philosophy?





# My Educational Philosophy



What inspired  
you to pursue  
a career in  
teaching?

What is your memory of  
a best English  
teacher/lesson?



What qualities  
define  
an exceptional teacher?







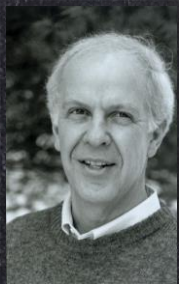
**What qualities define  
an ethical teacher?**



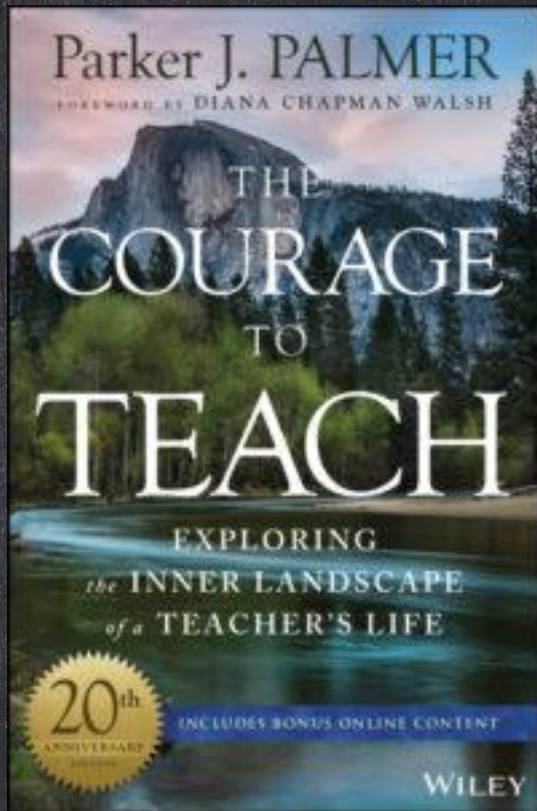


**Role Model**





**Parker Palmer**



# We teach WHO we are

不在乎  
你教什麼 怎樣教

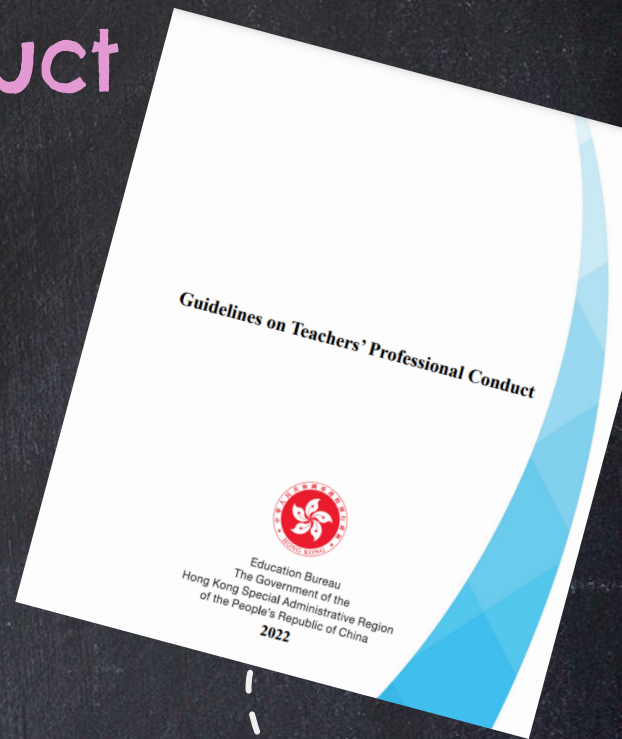
只在乎  
你是一個怎樣的人



# Guidelines on Teachers' Professional Conduct

## EDB

## 2022





1. Uphold professional **belief**
2. Honour the rule of **law**
3. Be a **role model**
4. Uphold probity and **integrity**
5. Be committed and **responsible**
6. **Care** for students
7. Respect **privacy**
8. Safeguard **professionalism**





1. What **ethical implications** arise from the behaviour?

2. What **consequences** could arise for students?

3. What **alternative actions** could have been taken?



# Case 1

A teacher named Miss Kitty forgot to collect the writing assignments from **all** of her students. As a result, she was **unable to assign grades** to those who had not submitted their tasks. Consequently, she **fabricated the marks**.



## Case 2

A teacher named Miss Kitty wanted to help her students achieve better results in their assessments. To do this, she created a tailored worksheet that included questions similar to those that appeared on the assessment paper, allowing students to practise in advance.



## Case 3

A teacher named Miss Kitty took photos of class activities that included her students' faces. She then posted these photos on her private Instagram account.



## Case 4

Miss Kitty, a teacher, assigned a student to complete her homework **alone in a room during recess every day as a punishment** for not submitting homework on time..



## Case 5

A teacher named Miss Kitty consistently selects **high-achieving students** to serve as class monitors. She rarely invites the slower students to answer questions in class and often has difficulty remembering all the **students' names**. When a slower student expressed a dream of becoming a doctor, she responded, "**Are you sure you want to become a doctor?**"



1. What are the **potential impacts** of my decision on students?

2. Does this action **align with my values and the values of the school?**

3. How would I feel if my decision was **made public?**

4. Am I considering the **diverse needs and perspectives** of all students?

5. Is this decision **fair and just?**



What  
you  
say / do  
matters





It Takes a



BIG HEART

To Teach



LITTLE



MINDS









**THANK  
YOU!**