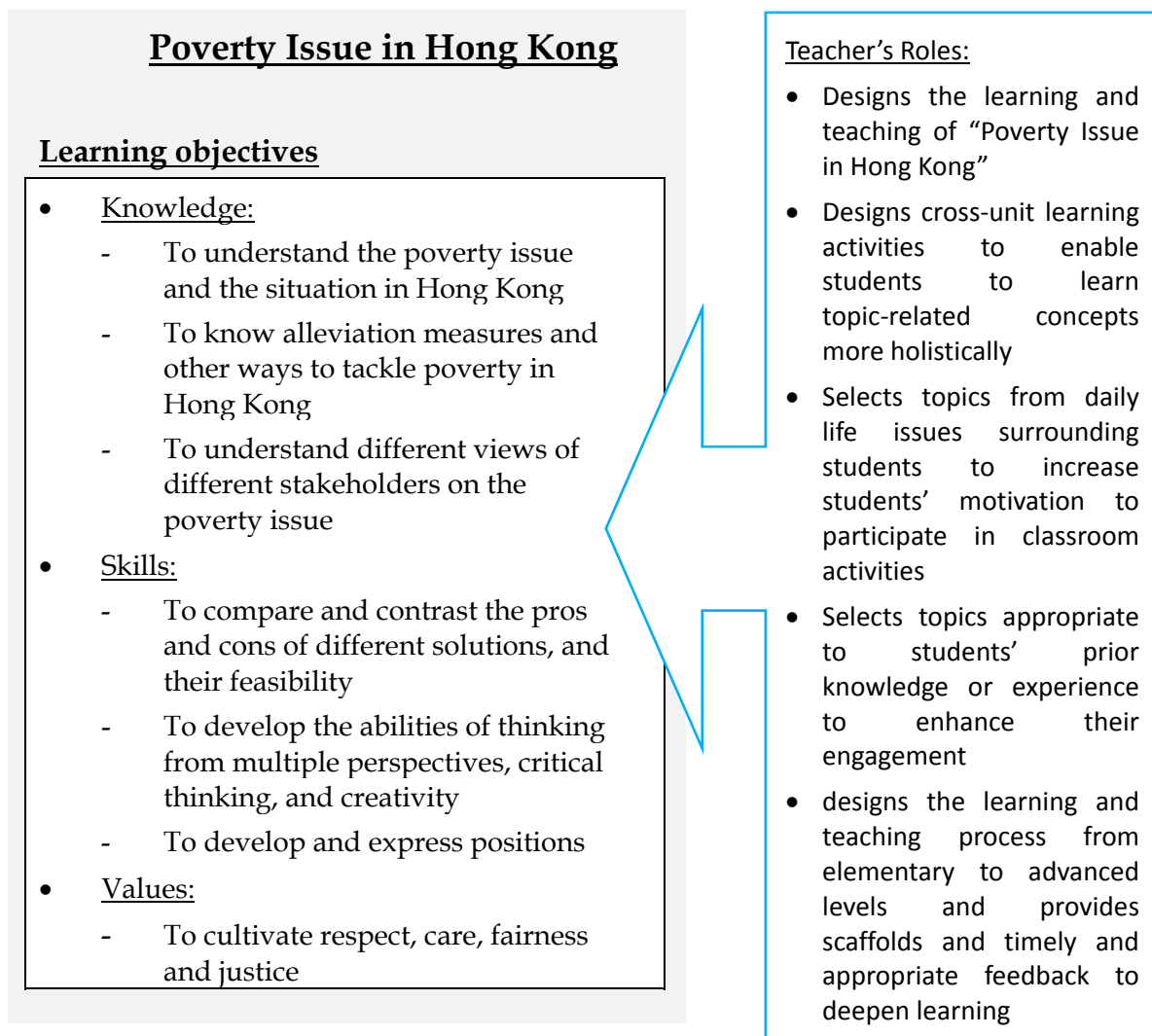


Multiple roles of teachers

Teachers often perform multiple roles in learning and teaching. The following is a demonstration and an analysis of the multiple roles performed by teachers (including humanities subjects) as seen in the design for learning and teaching of the topic of “Poverty Issue in Hong Kong”¹ by Mr Hui Shing Yan of Christian & Missionary Alliance Sun Kei Secondary School.



¹ This is a topic of a junior secondary school-based integrated curriculum in the PSHE KLA.

Learning & teaching design	Content	Learning & teaching resources
Arousing motivation	<ul style="list-style-type: none"> The teacher shares his childhood experience of using pocket money as an example to arouse students' interest <p>(Other suggestions: Teachers may introduce the habit of using pocket money of the secondary students nowadays, and guide students to discuss what constitutes a reasonable amount of pocket money per day)</p>	Teacher's childhood photos
Foundation knowledge	<p>Teacher explains</p> <ul style="list-style-type: none"> poverty as defined internationally poverty as defined in Hong Kong the poverty issue and the situation in Hong Kong 	School-based supplementary materials (1)
Group discussion (1)	<ul style="list-style-type: none"> In groups of four, students discuss solutions to the poverty issue in Hong Kong Before starting the discussion, teacher suggests some possible approaches to the solutions, e.g. legislation, economic support from the Government, training, support from charity organisations Two solutions should be proposed and explained by each group 	Worksheet for group discussion

Teacher's Roles:

- With personal experience as the entry point in the lesson, shares his childhood experience in using pocket money to arouse students' interest
- Guides students to think initially about the issue of poor and rich by comparing their ways of using pocket money with the teacher

Teacher's Roles:

- Provides knowledge and concepts that allow students to have a basic understanding of the topic being explored and lay the foundation for later discussions

Teacher's Roles:

- Provides opportunities for students to exchange views and engage in peer learning
- Encourages students to propose supported opinions
- Provides scaffolds for learning to improve the quality of discussions and demonstrates learning expectations
- Reminds students to respect different opinions and engage in rational discussion
- Observes group discussions and provide timely support

Learning & teaching design	Contents	Learning & teaching resources
Group report (text) and class discussion	<ul style="list-style-type: none"> • Each group writes down the key points of the discussion results on the blackboard and makes a brief report • Students ask questions to one another, express their views and give feedback to their peers • The teacher debriefs and provides encouragement for the recommendations given by students 	
Foundation knowledge and interpretation of values	<p>The teacher</p> <ul style="list-style-type: none"> • explains the meaning of social justice • briefly introduces values regarding the practice of social justice and the standards of resource allocation: status, ability, labour, basic human rights, socialism, care and concern, etc., and puts forth relevant cases 	School-based supplementary materials (2)

Teacher's Roles:

- Facilitates students to ask questions, express views and give feedback
- Through asking students questions and explanations, clarifies misunderstandings, highlights key points and guides students to reflect on related issues
- Through debriefing, helps students organise and summarise discussion results, and prepare for deep learning
- Provides constructive and encouraging feedback on students' discussions

Teacher's Roles:

- Based on the learning from the previous lesson, provides knowledge and concepts and prepare for deep learning

Learning & teaching design	Contents	Learning & teaching resources
Foundation knowledge and interpretation of values (cont'd)	<ul style="list-style-type: none"> offers summary and explanations with reference to the results of students' group discussion (1) 	
Group discussion (2)	<ul style="list-style-type: none"> Students integrate what they have learned in the lesson, revisit the solutions proposed in Group Discussion(1), and conduct reasonable and balanced discussions, then revise the solutions The teacher encourages students to conduct reviews and make revisions from different perspectives (social justice, different standards of resource allocation, etc.) Students select the best approach by group consent and design publicity posters 	Poster paper, coloured pens

Teacher's Roles

- Provides opportunities for students to
 - exchange views and engage in peer learning
 - integrate what they have learned and reflect
 - form personal positions
- Observes group discussions and provides timely support

Learning & teaching design	Contents	Learning & teaching resources
Group report (poster) and class discussion	<ul style="list-style-type: none"> • Each group posts their posters on the classroom walls and gives verbal reports on the ideas and content of the poster design • Students ask one another questions, express their views and give feedback to their peers • Students vote for the most popular poster 	
Lesson conclusion	<p>Teacher</p> <ul style="list-style-type: none"> • debriefs and summarises the lesson • stresses that there are pros and cons to the different approaches to poverty alleviation and that different social conditions and other reasons may also affect the feasibility and effectiveness of the solutions • educates students to respect stakeholders who advocate other ways to tackle poverty. Even if students do not agree with other stakeholders' ideas, they must understand the rationales behind them, respect and tolerate different views and think about how to reach consensus with them to create win-win situation 	

Teacher's Roles:

- Debriefs and summarises what have been learned in the topic
- Stresses again the values related to learning objectives