

Collaborative Research & Development (“Seed”) Project for 2022/23

Section	Native-speaking English Teacher Section
Title of the Project (Project Code)	Thinking Routines for Writing (TRW): Optimising the Writing Experience Within and Beyond the English Language Classroom (NT1522)
Class Level (Please check and ✓ the appropriate box.)	<input type="checkbox"/> Kindergarten <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u> S1-S5 </u>
Brief Description (e.g. Objectives, expected outcomes)	<p>According to Project Zero at the Harvard Graduate School of Education*, Thinking Routines can be seen as “a series of procedures, processes, or patterns of behaviour that, when used repeatedly, enhances one’s thinking ability and leads to the accomplishment of a specific task.” To find out more about the Project Zero Thinking Routines, please click here: http://www.pz.harvard.edu/thinking-routines.</p> <p>The Thinking Routines for Writing (TRW) “Seed” project is designed to explore the use of “thinking routines” to develop students’ writing skills in various stages of the writing process, from pre-writing and drafting to revising and editing. A common concern about secondary student writing is the difficulty students experience in generating, expressing and elaborating on ideas. This project therefore aims to address this concern by developing English language teachers’ capability to refine the thinking processes that students undergo to make thinking visible during writing through interaction with other students. It is believed that getting students into the habit of using thinking routines will lead to more logical and sophisticated writing.</p> <p>The objectives of this “Seed” project are to:</p> <ul style="list-style-type: none"> • explore how thinking routines can be applied to develop and refine students’ writing skills; • familiarise English language teachers with a range of thinking routines that can be used for different purposes, such as introducing and exploring ideas, synthesising and organising ideas, digging deeper into concepts, giving targeted feedback, and self-reflection. • develop English language teachers’ capacity to cultivate a classroom environment conducive to using thinking routines regularly and naturally to enhance students’ writing; • develop English language teachers’ capability to design units of work with writing activities structured by thinking routines; and • develop English language teachers’ ability to facilitate the use of learning journals and e-portfolios for formative assessment and to assess students’ application of the thinking routines and to track students’ progress in the development of their writing ability. <p>In this project, the school project team will, under the guidance of one or two NET</p>

	<p>Section support officers, develop units of work in which thinking routines are applied throughout the writing process. In the process of project implementation, thinking routines should become a natural part of student writing leading to a deeper understanding of the ideas, the text structure and the language.</p> <p>This project is suitable for schools that are looking for ways to enhance the development of students' thinking and writing skills.</p> <p>*Project Zero is an educational research group at the Harvard Graduate School of Education. The research done at Project Zero is shared with educators in the form of frameworks and practices to help them design classroom experiences that cultivate students' thinking.</p>	
<p>Key Emphases (Please check and ✓ the appropriate box(es). You can choose more than one box.)</p>	<p>Dimension</p>	<p><input checked="" type="checkbox"/> Curriculum planning <input checked="" type="checkbox"/> Learning and Teaching <input checked="" type="checkbox"/> Assessment</p>
<p>Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)</p>	<p>Focus</p>	<p><input type="checkbox"/> Values Education (including MCE, NSE & BLE) <input type="checkbox"/> Chinese history & Chinese culture <input type="checkbox"/> Reading / Language across the Curriculum <input type="checkbox"/> STEM & IT Education <input type="checkbox"/> Entrepreneurial Spirit <input type="checkbox"/> Life-wide Learning <input type="checkbox"/> Gifted Education <input type="checkbox"/> L&T of Chinese as a second language <input checked="" type="checkbox"/> Catering for Learner Diversity <input checked="" type="checkbox"/> Self-directed Learning <input type="checkbox"/> Whole-person Development <input type="checkbox"/> Others (please specify *): <u>Generic Skills, Assessment Literacy</u></p>
<p>Duration and Nature of the Project</p>	<p>From <u> 9 </u> mm <u> 2022 </u> yy to <u> 8 </u> mm <u> 2023 </u> yy</p> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Ongoing (started from _____ mm _____ yy)</p>	
<p>Name of Advisor(s) / Consultant(s) to be invited</p>	<p>/</p>	
<p>Officer i/c</p>	<p>Name: CHENG Chung-hang/Luana HASELL</p>	<p>Post: SCDO(NET)1/RNC(SNET)8</p>
	<p>Tel No.: 3549 8339 / 3549 8337</p>	<p>Fax No.: 2334 8707</p>

Please use a separate sheet for each project.

* e.g. catering for learner diversity, experiential learning, self-directed learning, whole-person development, interdisciplinary learning, etc.