

**Mainland Study Tour for Newly-joined Teachers  
(for Non-Chinese Speaking Teachers)  
Learning Report**

	<b>Group Member</b>	<b>School Name</b>
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**Acquisition**

Throughout the Study Tour, there has been a variety of opportunities to acquire new knowledge and understanding. Thematic lectures have provided greater insight into Chinese Education Policy, Digital Literacy and the development of the Greater Bay Area, whilst visits to local primary schools and museums have given a greater understanding of local culture and day to day life. Finally, being able to professionally develop through a multitude of conversations with a variety of HK teachers has proved to be invaluable.

We learnt about the Guangdong-Hong Kong-Macau Greater Bay Area which is a significant development plan that shows great promise in developing economic growth and increase cultural understanding within the region. It aims to enhance economic cooperation and integration among the three regions, fostering innovation and sustainable growth.

We also had the opportunity to attend a lesson observation at a local primary school and learnt how we can utilize rapping techniques to motivate and engage students to read English stories and how it help to foster and better help them to retain knowledge. We learnt how to gamify reading lessons with students. By using fun games for vocabulary words and repetition, students will find enjoyment and fun in learning new words. The repetition of each word will help with students memory functions, and help to improve pronunciation, phonics skills and usage.

We also learnt some simple basic techniques for writing Chinese calligraphy which was very fascinating.

## **Inspiration**

We developed a subtle interest in Chinese calligraphy now that we've understood some of its basic strategies. We can make use of these strategies to help out the students during the Chinese new year activities held in our schools. Mutual paintings around schools to preserve memories of schools remarkable achievements for future inspirations.

We also appreciated the opportunity to see a local primary school lesson in action has provided inspiration to re-assess my own lessons to incorporate new teaching styles and learning opportunities. The trip to the Electronics Manufacturer provided inspiration for the possibility of the use of technology in the classroom to the benefit of students, teachers and parents.

We were inspired by this technique, because not only did it enhance the element of fun but it also teaches them to deeply internalize the story and its emotional beats. The rhythmic rhyme scheme challenges students to identify the most essential narrative beats and help them to focus on key words which I believe will help to build on vocabulary knowledge.

I believe this approach will dramatically enhances reading comprehension. By translating stories into rap, students can develop a more intimate understanding of plot, setting, and characterization. They're not just passively absorbing information, but actively learning how to most effectively communicate the tale through an artistic medium.

## **Impact**

As educators in the Greater Bay Area, Hong Kong-Macau-Guangdong, we are able to experience significant positive impacts such as collaborative opportunities for professional development and cultural exchanges within this dynamic region. The diverse perspectives and innovative practices shared among educators are fostering a rich learning environment that benefits both students and teachers alike.

We are very culturally touched by the vibrancy of Beijing Road. It was aesthetically pleasing to look at all the mural paintings representing the long lost culture of China. A very impressive way to retain and remind people about the history and culture of China through such artworks.

Another great impact that this study tour has had was from observing the alternative teaching approaches, the professional discussions with participants,

organisers and lectures, and the possibility of introducing new technologies into my classroom.

Overall, seeing how rapping can be integrated into a story-based lesson had me thinking how I can incorporate similar methodology for my teaching. I believe it will breath new life into the reading experience, making it vibrant, participatory, and meaningful for my students. These are all invaluable ideas that help me grow as an educator and look forward to see the transformative impact of this approach.

This trip has impacted our worldview of how rich the history and culture of China is, and the different teaching styles and methods of the teachers in the mainland.