**Summary of most common ideas expressed in the book.**

**Developing the whole person**

* Recognise that every student is a “diamond in the making”, with unique strengths and potentials. Encourage the students to see their own qualities and those in others, and to develop them as best they can.
* “All people, whether they are rebellious teenagers, or students of the College, desire to be recognized for their existence, a sense of recognition that no one can put a price on”.
* Encourage students to do presentations, particularly in English, to develop their confidence and competence.
* Encourage the students to become the best they can be, and not to compare themselves with others.
* Encourage the students to chase their dreams, and be what they want to be, rather than what others expect them to be.
* Expect students to understand their rights and responsibilities, for example when working on group activities.
* Identify students’ unique skills and talents, and reward them for these; a custom-made merit certificate, talking to them about their hobbies and interests… all help to establish their sense of self-worth.
* Let the students see that you respect them for who they are, and believe that they have the potential to grow.
* Prepare students for life, not just for making a living. Incorporate some messages into lessons about the philosophy of life, for example, “Your past tribulations can well be an ‘asset’ one day”
* Encourage the students to try to believe in themselves, in order to raise their self-concepts that might be at-risk because of negative past experiences of schooling.
* Teach from the heart – show love and concern for the students. Try to get to the reasons underpinning their behavioral or learning problems rather than making judgments about them.
* When students need to be disciplined, do so in a way that teaches them how to change their behaviours to be more positive, rather than scolding, ridiculing or punishing them.
* Raise the students’ awareness of the values and generic competencies important in their future careers and in life in general, and encourage them to develop these.

**Classroom management**

* Many people claim that Hong Kong students are passive in class. However, the cases cited here indicate that this passivity is probably perpetuated by the teacher-centered teaching they have experienced through their secondary schooling. The teachers interviewed here have demonstrated that, with the right stimuli, Hong Kong students can be as active and interactive as students anywhere. They need to be stimulated to start, and once they start, others will join in. Several teachers suggested that the students are quiet because they are afraid of giving wrong answers, so they need to be encouraged to try, and not criticized or scolded if they are wrong.
* Be warm and friendly to students and take an interest in their ‘culture’, the things that interest them, etc. so you can build a relationship of trust and support. On the other hand, be careful not to cross the line between ‘friendly’ and ‘familiar’ – by keeping this slight distance as the teacher you are maintaining their respect for you.
* Encourage students to make their studies their first priority, before other activities.
* Groupwork: Even if students need to do their work individually, they can learn a lot by comparing their methods to others in discussion.
* Have classroom rules and discipline standards that help the students to recognize behaviours that are important in the workplace and in society, but that are not too rigid or unsuitable for young adult learners.
* Know the students’ names and something about their personalities. They appreciate being called on by name, and are more likely to participate if you invite them by name.
* Praise students for good work and give them a chance to showcase their achievements with the institute and broader professional community.
* Your students should respect you but not fear you.

**Getting satisfaction from being a teacher**

* Be enthusiastic about the topics you are teaching and the way you deliver them.
* The more time and commitment the teacher puts into preparation and teaching, the greater the sense of satisfaction will be.
* The teacher’s true happiness and sense of fulfillment comes not only from the students achieving good academic results, but from seeing students who have become well-adjusted, balanced, happy and able to take up successful roles in society and who have identified their potentials and are using these to help themselves and others.

**Teaching strategies**

* Move away from teacher-directed teaching, with the teacher lecturing from the front of the class, towards active, student-centred learning in which the students are engaged actively and do most of the talking and thinking, with your guidance to keep them on the right track.
* Students will try to place the responsibility for thinking on their teachers, because this is what they have become accustomed to in the teacher-directed secondary school system they have come through. Teachers need to pass the responsibility back to the students, by asking questions and providing stimulating activities that will stimulate them to think critically for themselves and construct their own understanding of the knowledge they are taught.
* Ask “wh” questions (i.e. “what”, “when”, “where”, “why”) that put the responsibility for thinking onto the student, rather than “yes/no” questions, that put the responsibility onto the teacher.
* Be aware of ability differences in the class. Create challenges for the high-achieving students so they can develop their potentials fully, and also provide additional support (e.g. tutorials, meetings, glossaries, peer-tutoring) for the weaker ones who are struggling.
* Collect some relevant and real topics and cases for students’ discussion. Students become more interested and motivated if the examples are related to themselves and their needs, such as understanding the GPA system
* Discourage students from expecting you to give them model answers. Set questions and activities that encourage them to try to find their own answers first, let them feel that there is nothing wrong with making mistakes, and help them to improve upon their ideas.
* Encourage them to think and find solutions to their own questions, rather than relying on the teacher to give them the answers.
* Use games to motivate and encourage them to think about theories
* Move beyond the textbook and introduce a range of other source materials. For example, use popular media, including TV programmes and YouTube videos, to arouse students’ interests and link to the topics to be taught.
* Teach them specifically how to avoid committing plagiarism as an alternative to not knowing what to do.
* Teach by example – share experiences of your own journey as a student and in your profession. Your teaching will have a greater impact if they are able to appreciate that you have been through/experienced what you are teaching.
* Use imaging or mind-maps and other effective strategies to help students to remember facts that have to be memorized.
* Vary the activities according to your goal – sometimes it is more effective for students to work collaboratively in groups, and other times for them to work individually; there are times to lecture and times for discussions. Allow the students to learn through games, roleplays, debates etc. as appropriate.
* “Every teacher is a teacher of English!”. For the students coming from CMI schools, the transition is difficult, particularly learning new, technical vocabulary. Scaffolding and support to understand these terms is necessary. Assignment and exam questions can be worded simply in Year 1 and gradually become more complex as the students learn how to handle increasingly complex English. Questions, particularly exam questions, that encourage the regurgitation of memorized facts should be replaced by questions that encourage the students to apply the knowledge to a new or unfamiliar situation.

**Making use of the professional community**

* Make use of practitioners in your field, to validate your curriculum design, talk to students, and offer provisions for internships or other workplace experience.
* Work in partnership with industry on real projects.

**Assessment**

* Set standards that are only just slightly beyond their reach. This gives them a challenge to strive for, but will not de-motivate those who find the goals too far beyond their capabilities.
* Explain marking criteria and expectations clearly, especially to the weaker students.
* Give feedback to individual students and explain the common mistakes to the whole class.
* When evaluating learning effectiveness, as well as measuring by assessment results, take into account the students’ responses to activities and discussions in class. Some teachers ask the students to give mid-term feedback on the things they like about the class and their suggestions for improvement.