

Looking beyond your subject and your classroom

--- Opportunities to take an active role in your students' learning

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How much Chinese do you reckon your GCSE students could remember after a year if they were not carrying on learning it?

So what is the point, then?

Are we teaching the subjects
 or are we teaching the children?

What you have learned about learning so far as a learner yourself?

What have you learned about teaching so far as a teacher yourself?



What is learning?

Learning is an internal activity and a key personal development skill.

Learning involves the whole personality - senses, feelings, intuition, beliefs, values and will.

Learning is not something that can be directly observed in others. We can, however, observe the results of learning in ourselves and others.

Learning brings about changes in the way we act, think and/or feel about ourselves, other people and the world around us.

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Some personal experience of looking beyond...

- The role of Confucius Classroom Manager
- 2012 London Olympic coordinator for OLC
- National waste campaign

Continue to promote London Curriculum in OLC and identify best ways of using it as additional resources.

How did I start the National waste campaign in OLC?

<http://jointhepod.org/resources>
understanding energy, science & sustainability

How can we make the most of these resources?

London Curriculum <http://www.london.gov.uk/priorities/schools-and-education/for-teachers/london-curriculum>

Chinese resource in museums

<http://www.ancientchina.co.uk/tombs/challenge/challenge.html>

British Museum

http://www.teachinghistory100.org/objects/teaching_ideas/shang_bowl

<http://www.earlyimperialchina.co.uk/staff/main.html>

<http://www.vam.ac.uk/page/c/china/>

V&A

<http://www.nationaltrust.org.uk/sitesearchresult?cx=013977971265714106561%3Afuikcid2dl0&cof=FORID%3A10%3BNB%3A1&ie=UTF-8&q=Chinese+style+garden&sa=Search>

Chinese style gardens in UK

<http://www.nationaltrust.org.uk/document-1355824589286/>

Chinese wallpaper

<http://brightonmuseums.org.uk/royalpavilion/whattosee/saloon-and-reception-rooms/>

Brighton area

<http://www.arts-emergency.org/>
Why humanities matter?



British library http://fdp.bl.uk/pages/education_students.a4d

<http://www.gardenofwales.org.uk/learning/english/>

the National Botanic Garden of Wales

<https://www.edenproject.com/learn/schools/seven-easy-steps-to-introduce-outdoor-learning-in-your-school>

Eden project

But time is limited and in most cases, never enough, why should we choose to go beyond our subject and classroom?

- ❖ Life long learning
- ❖ New inspiration
- ❖ Creating more learning opportunities (to allow students to play to their strengths and work on their weaknesses)
- ❖ help build better relationship with students and colleagues
- ❖ Increase job satisfaction

And also because it helps develop our students'

- communication skills
- Creativity and curiosity
- ability to work well as a team
- confidence and self-esteem
- their sense of what is wrong and what is right
- ability to deal with adversity
- understanding of their role as a citizen of the world

Is it realistic to look beyond our subject and classroom in our school?

Are there ways for us as teachers to look beyond but still maintain a work-life balance?

Free Online courses for anyone who is keen to learn anything of his/her interest.

<https://www.coursera.org/course/meditation>

http://www.ted.com/playlists/182/talks_from_inspiring_teachers

Thank you!