

Nan Hua High School's Journey in DL : The First Forays

Valerie Keh

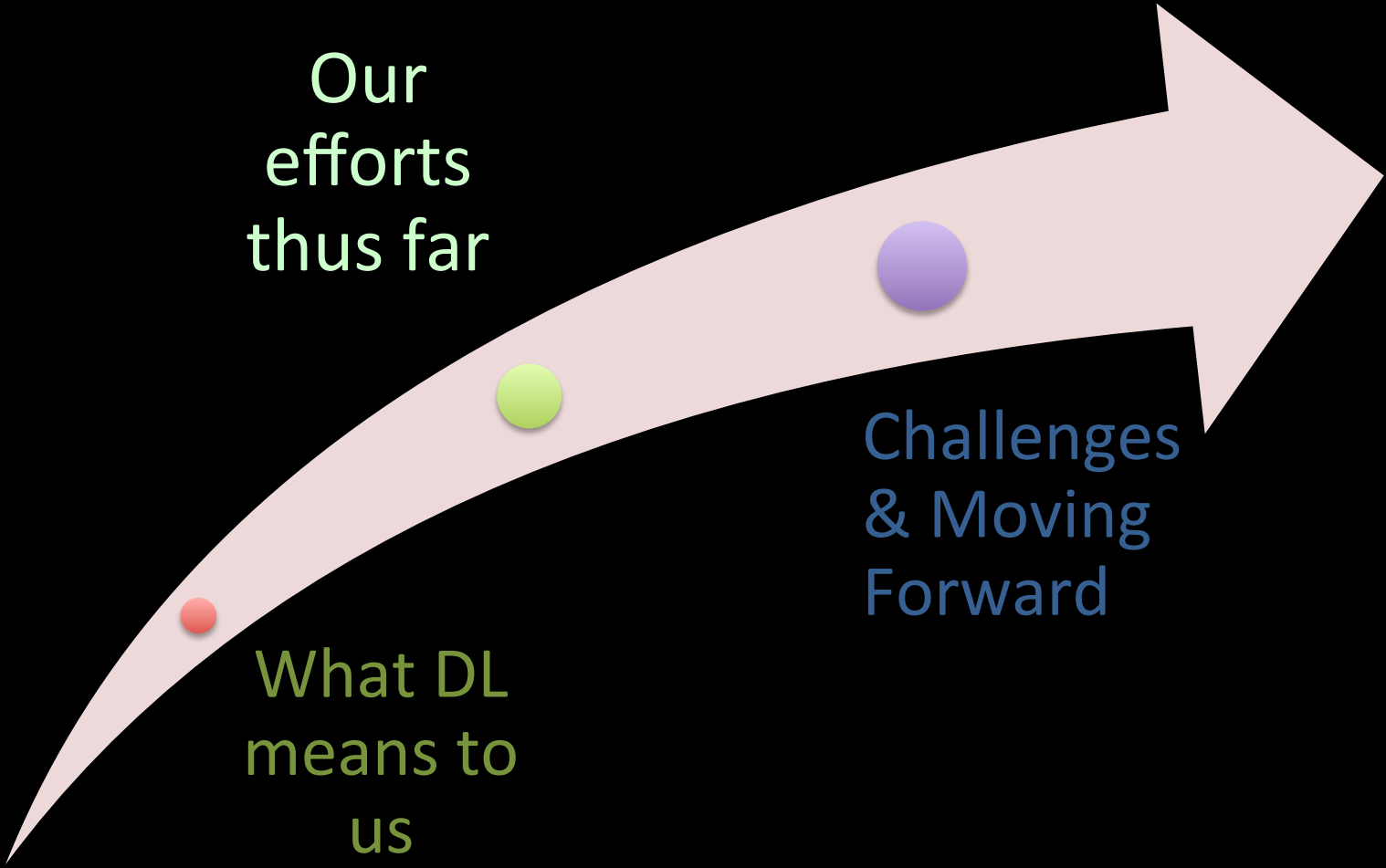
HOD Curriculum & Assessment

Overview

Our
efforts
thus far

Challenges
& Moving
Forward

What DL
means to
us



Our Journey in DL

2011

- Book - 'Content Matters' by Stephanie M. McConachie
- SMC Retreat 2011 : sharing by KPs from Math, Chemistry and History
- Professional Learning Day 2011: sharing by Principal on disciplinary literacy

Our Journey in DL

2012

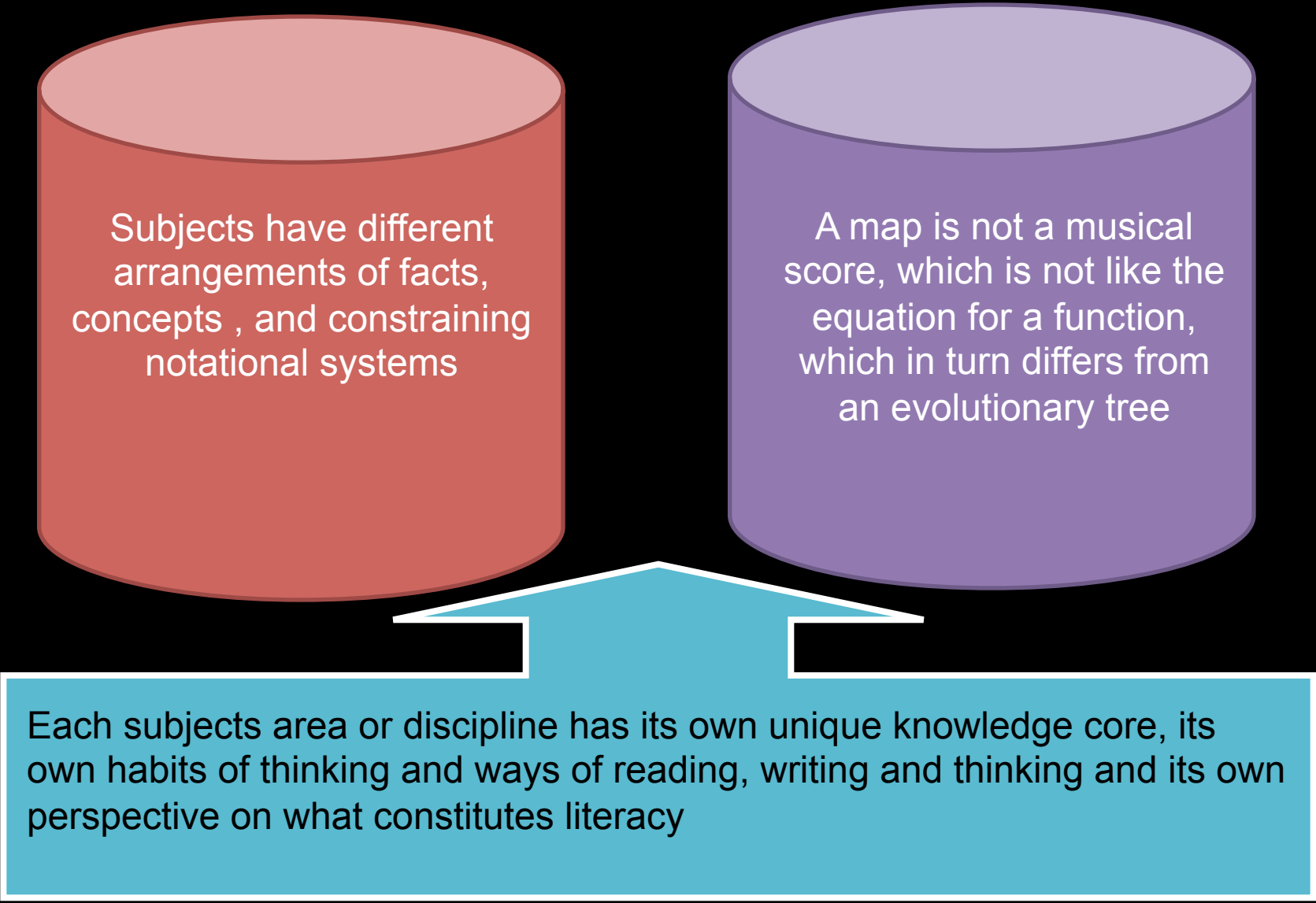
- Teaching and Learning Committee 2012
 - led by HOD/C&A with Senior Teachers
 - Professional dialogue
 - Interested but not totally convinced
 - Read and shared the relevant of the book 'Content Matters'

Our Journey in DL

2013

- Sharing by Senior Teachers with Staff during Professional Learning Time (LeAPS)
 - Discussed with staff on why the need for DL
 - Developed some understanding of DL through group discussions
 - Read and discussed the principles of learning and the DL design principles
- Formation of one DL team in each academic department to research into DL of own subject discipline – shared at Professional Learning Day

Content and Habits of thinking



Subjects have different arrangements of facts, concepts , and constraining notational systems

A map is not a musical score, which is not like the equation for a function, which in turn differs from an evolutionary tree

Each subjects area or discipline has its own unique knowledge core, its own habits of thinking and ways of reading, writing and thinking and its own perspective on what constitutes literacy

Content and Habits of Thinking

Content knowledge cannot be separated from learning the language used to represent it

Academic subjects cannot separate content learning from discipline-specific ways of reading, writing and talking needed to generate and communicate that learning

Discipline's content and habits of thinking always go hand in hand

Habits of thinking occur in disciplinary ways of reading, writing, reasoning and talking

Our Journey in DL

2014

- Each DL team develop a lesson package during time-tabled time
 - Identified the DL of subject/ topic
 - Factor DL design principles in the design of lesson
 - Craft tasks that enable students to think and work like a mathematician, scientist, historian, etc
- WSA-EC efforts and sharing by Dr Paul Doyle
 - Raise interest and awareness about quality of classroom talk

Habits of Thinking

- Knowing how to work in different disciplines
- The ways that members of different communities read, inquire, reason, investigate, speak, write and co-construct their respective knowledge bases

Disciplinary Literacy

Teacher Competencies:

- content knowledge + habits of thinking
- model the ways to investigate key topics
- Conceptual knowledge + habits of thinking
+ pedagogy = scaffold students' learning

Disciplinary Literacy

Student Outcomes:

- Learning to read, write, talk and reason as a junior member of a particular discipline
- Crafting arguments in the ways that members of a discipline do: eg proofs in Mathematics, document analysis in History, interpretations in Literature, hypothesis testing in Science

Disciplinary Literacy

Mastery of Core Ideas and Concepts

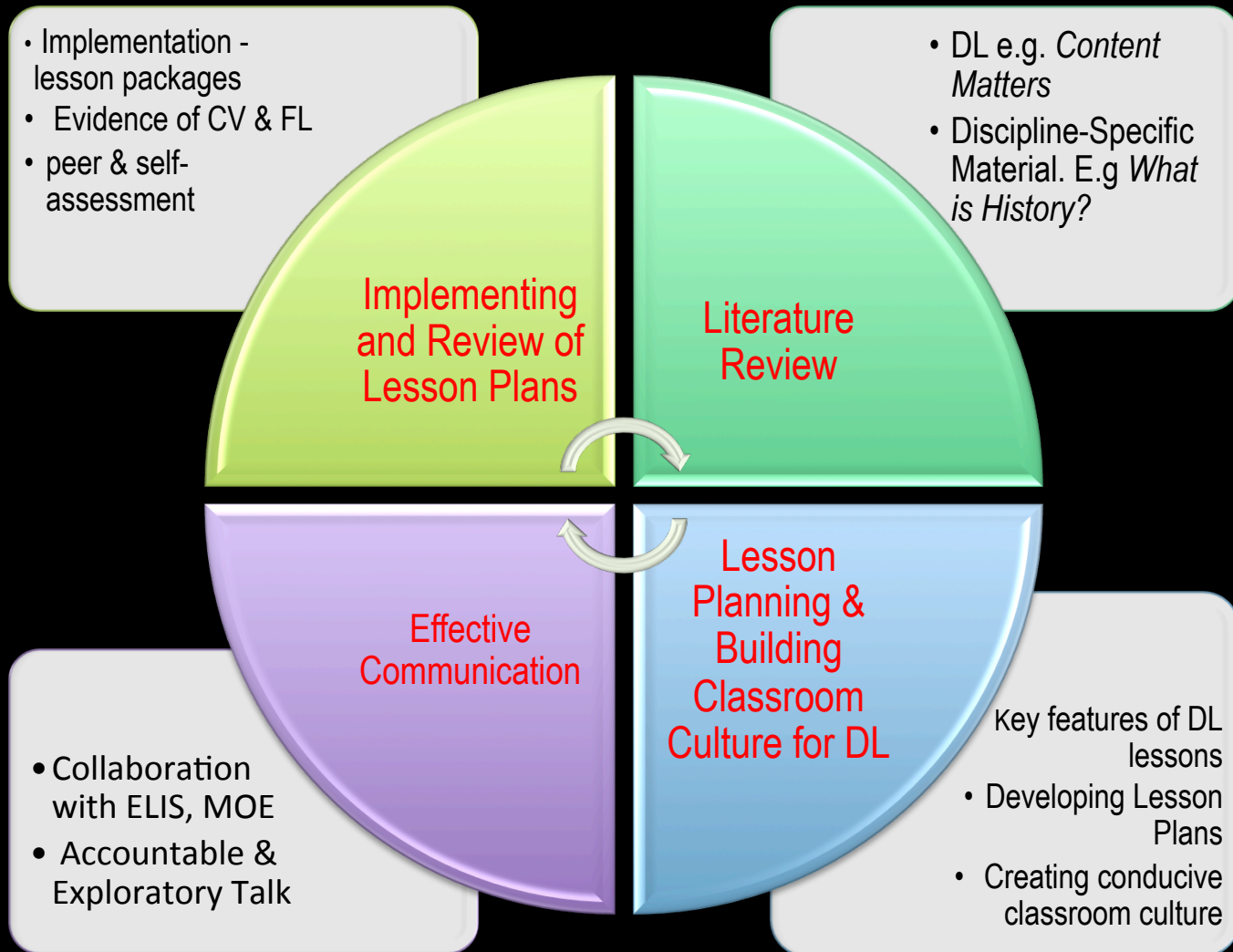
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Habits of Thinking of Particular Discipline

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Language Specific to Particular Discipline

Action Plan – Building Disciplinary Literacies in T & L



CHALLENGES !



Not a top-down initiative

Takes time

Aiyah, this is nothing new!

Loads of experimentation

MISTAKES!

Team Work



Our Journey in DL

2015

- To build classroom cultures where more dialogic talk takes place
- Student to demonstrate their understanding by thinking and talking in disciplinarity of the subject
- Broaden the reach to teachers
- Subject experts to deepen DL in their subjects

Thank you