

## **ACTIVE Education (Summary)**

1. “ALL ARE EDUCABLE” is to be realized through establishing a “Successful School”, having “people as its focus” and “Active Education” as its solution. Under the framework of “Holistic Education”, we provide “active” space of learning and pass on “active” knowledge in order to help students of different aptitude and talents achieve excellence through our teaching.
2. “Active Education” is to be achieved under the guidance and implementation of “Authentic Leadership”. Based on personal and innermost values and convictions and done wholeheartedly, “Authentic Leadership” builds with teachers a “teaching partnership” that treasures collaboration through which the vision and mission of our school are realized.
3. A- Authentic Learning: We utilize the “Exploration and Experience” Initiative Learning Mode and the innovative idea of “Flipped Classroom” in forming learning partnership between teachers and students. Students become “active learner” through “interdisciplinary” and “borderless” learning activities and hence acquire generic skills, positive social skills and emotional quotient.
4. C- Caring School Culture: We build a “networking” structure of caring in which “holistic” and “multiple perspective” support are given to students for their needs in various aspects like emotion, learning and resources with the aim of nurturing a spirit of self-caring among them. The needs of different stakeholders are also addressed by a caring and support network of teacher-student, student-student and family-school. “A Campus of Love” is to be built through promoting and carrying out community collaboration.
5. T- Technology: We build a high technology campus that suits the needs of the information technology learning mode adopted as a part of our school’s policy. We carry out STEM teaching, incorporate the concepts of “MAKER”, implement the practice of hands-on exploration and promote the integration of life and technology application.
6. I- Innovative: We adopt an approach of holistic perspectives in school management through establishing a Quality-Assurance Department that promotes reflection among colleagues and ensure the realization of the mission of our school. Moreover, we are keen in training administrative and teaching staff and raising the “power of execution” and effectiveness of teaching of our teaching team and hence guaranteeing the perpetuity of our school’s

development.

7. V- Values: Through whole school social services and holistic education lessons, we conduct life education and cultivate students' morality, affective dimension and values. We also aim at helping student to broaden their horizons and life experiences and hence making them acquire the important values of integrity, justice, charity and reason. We are committed to fostering in students values of various scopes including individual, social and universal dimension and hence helping them attain the state of "manifesting one's bright virtue"
8. E-Esteem: The ultimate goal of "Successful School" is to help students cultivate their self-confidence. The strategy employed should therefore be "Positive" by which, apart from providing experience of being "ACTIVE" and cultivating holistic development of students, we create opportunities for them to gain successful experiences and hence help them lead positive and confident lives.
9. If educational workers could realize the philosophy of "Education is Life" and "Life is Education", they must be able to help student insist on holding a positive attitude and being brave in facing challenges and thus make them become elites of the 21st century.

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# **ACTIVE Education**

## **Introduction**

Throughout the years, we have been insisting on our vision as transcribed in our motto “ALL ARE EDUCABLE” under which we build the skeleton of our “Holistic Education” philosophy, provide diversified courses and extracurricular activities to create “ACTIVE” learning space for enriching their learning experience and making them master “ACTIVE” knowledge. We pursue the excellence of students in society through a quality and relevant education.

“ALL ARE EDUCABLE” refers to the idea of realizing the potential of students of various aptitudes and talents and attain the ideal “ALL CAN BE A USEFUL PERSON”; we should avoid “TEACHING ONLY THOSE ARE EXCELLENT” but devote ourselves to “EDUCATING FOR EXCELLENCE”!

“Active Education” is to be achieved under the guidance and implementation of “Authentic Leadership”. Based on personal and innermost values and convictions and done wholeheartedly, “Authentic Leadership” builds mutual trust among team members, earn their respect and trust and builds with teachers a “teaching partnership” that treasures collaboration through which the vision and mission of our school are realized. A school of authenticity is accordingly built that provides quality education to students under our motto “ALL ARE EDUCABLE”

School education is to serve “people”. It is also “people” by which education is done. Therefore educational organizations, with the ultimate goal of being a “Successful School”, have to be “for people” through observing the principle of fairness, justice and openness, respecting the interests of teachers, students and other stakeholders of the school and establishing a campus of mutual trust and care.

## **A- Authentic Learning (Diversified Experiential Learning)**

1. Self-directed Learning: Traditional methods of instruction are to be replaced by a new approach that emphasizes proactive learning, promote “flipped classroom” teaching, subvert traditional understanding of the learning-teaching relationship and assign a major role to

students' learning as a part of teaching process. Teachers act as mentors while students act as learning partner. High-order thinking of students is to be developed and their interest and creativity aroused through classroom interaction and sharing. This results in making students active learners who are proactive and assertive in acquiring knowledge.

2. Global learning / boundless learning: apart from classroom learning, our curriculum also consists of elements in experiential learning. Students are encouraged to broaden their horizons beyond classroom and even Hong Kong and set their sight on the whole world. In their six years of study, students have opportunities of visiting different countries like Taiwan, Korean, Japan, Australia, New Zealand and those in Europe and America for topical exchange. Students internalize what they experience in these tours and transform them into knowledge, attitude and skills of their own.
3. Experiential learning: reality learning emphasizes students' opportunities of knowing and interacting with society. We carry out a whole school social service scheme in which, through contact, communication and participation, students understand and experience better the running and needs of society and hence cultivate positive values. Students can acquire positive values through various experiences obtained in courses. For instance, in rock climbing course, students could learn the spirit of perseverance and audacity to take up challenges; in Film and Video Making course, students could acquire the ability to make observation and appreciate arts. To enlarge students' reality experience in society and make them informed of its development, we are also keen on organizing territory-wide and international activities and competitions like English Musical, Micro-Novel Extended Writing Competition, Hong Kong Inter-Primary School English Folk Song Group Singing Contest, etc.
4. Inquiry-based learning: Students are to conduct topical enquiries arranged by teachers in which suggestion, observation and conclusion are made after information collection and analysis. This mode of learning could help students develop ability to collaborate, solve problems, organize and conduct high-order thinking and strengthen their sense of ownership of their own knowledge.

5. Cross-curricular learning: Under the existing design of school curriculum divided by subjects and forms, knowledge is broken into pieces and school education is fragmented. Therefore we promote inter-disciplinary learning in order to ensure that students could grasp knowledge in its entirety and completeness.
6. Generic skills: people of the 21<sup>st</sup> century must possess a set of generic skills. Therefore we have a diversified extra-curricular activities program. Apart from school-based activities, we also have various types of joint-schools activities like interschool debate, interschool overseas exchange tour, interschool leadership training day camp, etc. Through cooperation and experience gained in team activities, we help students to understand themselves and realize their potential. They also become more eager to express themselves and share with each other and learn to have mutual-respect and care towards each other.
7. Drama: To strengthen students' ability to communicate, we offer drama as a junior secondary subject. Through training of screenplay editing, acting, directing and writing, we help students to develop collaboration, communication, conveyance, problem solving, creativity and critical thinking. By using an inquisitive and experiential mode of learning, we make stronger training for students' high-order and creative thinking.
8. Social and emotional intelligence: teachers and students form a mini-society as they all come from different sectors. Through strategies mentioned above such as self-directed learning, flipped classroom and diversified activities both inside and outside school, we build an intimate network of teacher-student, student-student and student-society interaction through which students could acquire positive social and emotional intelligence.

### **C- Caring school culture (Caring Culture in Campus)**

9. School leadership: our school management treasures a culture of caring in managing the school. "A campus of love" is created with this caring culture. The core is to build a

networking caring structure with a scope including staff, students, parents and community stakeholders.

10. Teaching and supporting staff: for our staff, we dedicate ourselves to creating a caring working environment. We have been carrying out a teacher-partnership scheme for many years in which senior teachers (the mentors) lead teams of three to four teachers (the mentees) and hence the latter's needs in their work are cared for and supported and mutual trust between them are formed. Besides, there is a yearly Joint-schools Staff Appreciation Scheme that encourages the staff to appreciate the effort of each other. Moreover, our school provides hospital insurance to teachers and recruits administrative and teaching assistants to ease the burden of teachers in their non-teaching work.
  
11. Students: for our students, we have been providing them for many years an all-round support scheme starting from the first day of their school life until their graduation. Even before the commencement of their first school year, they are offered a summer bridging course lasting for three to four weeks to ensure them a smooth transition to secondary school and mitigate the problems encountered in their secondary school learning lives and hence make happy learning attainable.

While in their school days, students are cared for with a “comprehensive” and “holistic” caring and support scheme that covers aspects like emotion, academic results and resources. Apart from social workers, two guidance teachers are recruited for taking care of students' needs. The teacher-student ratio is also increased in order to strengthen the care of teachers given to students. Our Life Planning and Career Guidance Scheme, Angel Scheme and Raw Jade Counseling Scheme all provide one-to-one or group based caring services through which our teachers could strengthen their support to and care of students, both in academic and emotion aspects, and eventually guide students to have self-understanding. Together with our experience in running “Life Education” for years, surely we can help students cultivate a sense of self-caring.

Moreover, our school also provides financial aids including fee remission scheme, activities allowances, tour sponsorship, further studies loan, etc. It is expected that no students would miss chances of having education due to financial difficulties.

12. Caring relationship between students: caring culture should exist among students in the form of support, sharing and encouragement; the caring atmosphere in campus has already created a culture of mutual caring and harmony amid students. Many measures such as S.1 summer bridging course and QC Buddy are for helping students to build two-dimensional support and caring network starting from their first day in our campus.
13. Parents: We treasure our relationship with parents and extend our caring network to cover parents of our students. Principal Q&A Forums with Parents are regularly held, meetings with parents, Parent Association, parent volunteers, parent consultants, etc. are all for creating a closer relationship between teachers and parents and hence facilitate a better support for a caring culture in our school: teachers, students and parents are the three pillars of our support system.
14. Community: a caring culture must have connections with and be integrated with the community and as a part of it. Our school is responsible for promoting a harmonious community; apart from encouraging students to serve the community through our whole school social service scheme, we also collaborate with institutions in the community and other stakeholders to promote the development of the community and social services. The Elder Academy and primary school homework tutorial classes are examples of success in our attempt to advocate caring in the community; we will follow our ideas of being a school of accessibility that shares with the community its own resources. This makes the caring culture of our school popular in the community.

#### **T- Technology**

15. STEM: In order to cope with the needs of technology development in society, our school,

using information technology as the basis, fully implements STEM (Science, Technology, Engineering and Mathematics) with the aim of equipping students to be useful in 21<sup>st</sup> century. Apart from integrating Mathematics and science subjects, we put into practice the concept of “MAKER”. Students, starting from S.1, are motivated to learn by hands-on exploration that requires them to integrate knowledge learnt with their daily lives and finally results in tangible artifacts. The ultimate goals of STEM are thus attained.

16. High tech campus: To accommodate our whole school information technology learning mode, we must keep up with the times by building a quality high-tech campus. Starting from several years ago, we have been providing a WIFI network covering the whole campus and a number of advanced interactive technology classrooms and equipment including: VR virtual reality, Dream Laboratory, 3D printing, Lego and Alpha robots, etc. Moreover, we have over 700 computers installed in our campus. Every classroom has an Apple TV installed. Students are hence enabled to overcome the spatial barrier to learning and grasp the trend of development.

### **I-Innovative**

17. Holistic management:

When considering our school management framework, apart from setting up departments for School Development, Academic Development and Student Development that take care of various sectors of school administration, we also have Quality Assurance Department monitoring the performance of all departments, offering material for their reflection and most importantly ensuring that activities in teaching and learning in our school all comply with our original mission. Moreover, we also arrange training for administrators of various sectors and hence secure the sustainability of our ideas of school management and practices that perpetuates the development of our school

18. Execution power: The vision and mission of our school are to be realized by a team of administrators with hearts and creativity. Apart from an open, fair and just recruitment process for administrators, we emphasize the development of creative thinking of our administrators.

Every year we hold a number of joint-schools administration training programs. Every week we have all senior administrators of the schools under our organization (QualiEd College, Pak Kau College, Jockey Club Eduyoung College) gathered in a joint-schools administration meeting in which the development of our organization and schools are discussed. We many times send our administrators overseas to exchange visits in order to get latest information on education and school administration in order to lead the development of our school, strengthen the creativity and execution of our administration team and hence prepare ahead a fitting education for our students.

19. Innovative teaching: We encourage lifelong learning among our teachers for broadening their horizons and hence develop our teaching and learning with the latest thinking. We systematically build the teacher's training framework and its goals and support the development of their creative teaching through the construction of training networks of various level including individual school-based, joint-schools, local and overseas. Apart from teachers training days to be held in our school or Value-added Education Series, we also make a stronger joint-schools collaboration, build a joint-schools subject-based communication network and hold regular joint-schools staff development day; we encourage teachers to enroll in training courses held by other institutions. In recent years, we offer more chances for our teachers to exchange with others outside our school in order to keep in touch with those from other schools and sectors for enhancing exchange of knowledge. We also organize regular overseas exchange tour for teachers and administrators in order to learn newest information on education and hence nurture an atmosphere of a "Learning School" and consequently the reformation of learning and teaching of our school.
  
20. Innovative interactive learning: we emphasize the interactive, collaborative and innovative elements in the learning process that aims at cultivating innovative thinking among students. Therefore, we advocate an innovative and proactive learning mode and promote Flipped Classroom teaching. Equipped with the novel facilities for teaching and the POWER FLIP, our teachers record their lessons as videos accessible to students for their preview in home and hence make more room for interactive sharing and discussion in formal lessons. This shifts the

focus of lessons back to students and raises their communicative, collaborative and critical thinking skills and hence promotes their ability to learn proactively.

21. Innovative curriculum: we dedicated ourselves to explore STEM education in order to cultivate students' creative thinking and potentials. Through various learning strategies, we strengthen students' ability to integrate and apply the knowledge and skills acquired in different subjects. The list of strategies consists of systematic integration of mathematics, science and technology education curriculum, APPS making courses, hardware designed by Arduino, 3D printing, digital games, etc. There are also more than 400 online learning platforms and a number of school-based digital games as learning resources available to students. We stress that learning process of students should be down-to-earth, socialized and thoughtful. Through encouraging students to join various type of activities like joint-schools debate, STEM FAIR, Project Learning activities and territory-wide / international competition, etc, students could learn integrating different areas of knowledge and be strengthened in high-order thinking, critical thinking and creative thinking.
22. Innovative advanced facilities: in order to promote various innovative curricula, we keep improving our campus environment and facilities. We collaborate with commercial firms and universities in providing the most advanced and complete set of facilities for helping students to realize their creativity.

### **V-Values (Morality, Emotion and Values)**

23. Moral education: The youth in their growing-up need to be nurtured in different aspects including values education, civic education and sex education. It is through this series of education they become citizens with integrity and well-being, both physically and mentally. We emphasize a "For People" education that not only has its messages embedded in the activities and lessons students engaged in, but also is conducted in the formal "holistic education" lessons. Once an afternoon a week, all students are to have a learning session on "holistic education" with various topics; through systematic arrangement of the curriculum for

S.1 to S.6, students would be well-informed in these areas and hence could acquire a positive attitude towards their lives.

24. Social services: we carry out a whole school social service scheme that makes the number of hours of social services done by students a part of the criteria of promotion and graduation. It is hoped that students could broaden their horizons and life experiences through joining social services and have their integrity and emotion fully cultivated in all levels starting from individual to universal. Students are enabled to acquire values like integrity, justice, charity and reasons and hence formed in them a sentiment of treasuring lives, exemplifying the goodness in human nature, displaying hearts of innocence, being in a state of “manifesting one's bright virtue” and living lives of “ACTIVE” values.

#### D-Esteem (Positive and Confident Life)

25. Successful school:

It is both the ultimate goal of our school and the mark of a “successful school” to help students build up their self-confidence. Graduates with self-confidence are those who can keep their heads up and embark on a journey of life that's full of possibilities. Even they encounter obstacles on the road or in the midst of adversity, they would never give in but insist on “sincerity” and “uprightness” and keep chasing their life goals.

26. Self-esteem: we adopt a “positive” strategy by which we nourish, by closely interactive and lively learning experience both inside and outside school, the development of morality, intelligence, physical well-being, sociability and aesthetic among students. On the other hand, we help students to gain successful experiences through whole school award schemes such as “Star Award Scheme”, “Self-Strengthening Award Scheme” and other award schemes outside our school. Students are thus enabled in the process of their growing-up to cultivate “sincerity” and “uprightness”, build up their self-confidence and pursue a kind of life displaying will and behavior compatible with “progress” and “goodness”

## **Conclusion**

The focus of ACTIVE education is “humanistic education” in which students are the foci. Under our conviction “ALL ARE EDUCABLE”, we realize the philosophy of “Education is Life” and “Life is Education” and cultivate in students self-images of positiveness, perseverance and self-confidence. Students also acquire a life attitude of attaining goodness for themselves and others. They treat others with honesty and are responsible for society. They possess generic skills in the era of information technology and have their strengths and advantages realized. They are full of positive energy that could help overcome the challenges posed by the future world and hence become useful persons in 21<sup>st</sup> century society.