

Paula Helen Stanley Fidelity Year 7 Award

Portfolio – Ling Liang Church M H Lau Secondary School (Hong Kong)



Background

Ling Liang Church M H Lau Secondary School was founded in 1999 by Hong Kong Ling Liang Church. As a Christian school, we are committed to excellence in education while our central teachings about life are based on Biblical truth. Every student is enabled to grow in a pleasant, healthy and caring environment. We encourage life-long learning, a positive attitude towards life, and a willingness to embrace new ideas. We emphasize the all-round development of our students – spiritual, moral, intellectual, social, physical, and aesthetic – so that they can contribute positively to the society and the nation.

Our school set up an Invitational Education committee in 2003 which aims to provide a favorable environment for students to explore and fully develop their inner potential. While infusing the values of Christianity and Invitational Education (IE), we intentionally provide various learning experiences for students and show them trust and respect in the process.

It was our great honour to be granted the “Inviting School Award, “Inviting School Fidelity Award”, and “Dr. Paula Helen Stanley Inviting School Year 5 Award” in 2006, 2008 and 2011 respectively. We have internalized IE as our school culture. Hence, it is easy to find IE elements everywhere in our school in terms of teaching and learning, as well as the design and preparation of a wide range of activities and programs. We intentionally provide more opportunities for students to explore their potential in different aspects.

Helix (螺旋歷程)

學校已達到螺旋歷程的第三時期(Phase 3)----滲透採納(Pervasive Adoption)；並踏入螺旋歷程的第十個及第十一個階段 (10th and 11th steps)，分別是深入分析及推展 (In-depth analysis and extension)和針對主要困難(confrontation of major issues)。

為推廣 IE 文化，學校協辦了 2012 IAIE World Conference、負責年會的頒獎禮籌備小組(Award Committee)，統籌各獎項的頒發、及協助大會的接待。參與這個 2012 IAIE World Conference 的學校數以十計、當天出席的教育工作者多達千位。我校期望透過這年會，讓更多的學校及教育工作者受 IE 教育理念感染，推展樂觀、刻意安排、信任、尊重、關懷的教育精神。我校所有教師也有出席這個年會，從而進一步深入認識 IE 的最新發展及實踐經驗。

學校每年都會就現況作出分析，了解正面對的困難及需要，並檢討各項政策及活動的推行，評估其是否能切合實際的需要，解決學校所面對的困難。今個學年，學校刻意設計獎勵制度，目的是為了進一步建立學生自發性良好行為，亦期望增加師生間的欣賞及鼓勵，務求讓同學更正面及積極。由此可見，經檢討及更新後的學校政策，更能建立互信、互相尊重、互相關懷的環境，這正符合我們 IE 的理念，並能啟發學生的潛能。

Brief Summary

這兩年的時間，IE 滲透我校不同的範疇及政策：

a. 推行獎勵卡換領計劃

我校今年推行全校參與的獎勵計劃，老師可就學生在學習、品德及服務各方面的良好表現發出獎勵卡，以欣賞同學的進步及努力；當學生累積特定數目的獎勵卡，便可換領獎賞。本計劃旨在加強老師對學生好行為的正面回應，以鼓勵他們更積極改進，力求突破。我們以樂觀 (optimism) 的信念看待每個學生，期待同學的進步，關懷他們成長的需要。老師是同學的重要人物 (significant others)，對同學的成長有著重要的影響力，他們的一言一行都可以建立學生。透過獎勵卡，老師可表達對同學的重視及關懷 (care)，肯定同學的價值。我們刻意 (intentionality) 設計多款不同範疇的獎勵卡，從而在不同層面 (學習、品德、服務等範疇) 鼓勵同學。我們相信 (trust) 同學有能力改進自己、並深信同學有正面的潛能；只要給予適當的機會及鼓勵，他們便能發揮自我。據統計，全校超過九成的同學曾收到獎勵卡，並有九成多的老師曾發出獎勵卡。由此可見，校園正面樂觀、互相鼓勵的 IE 文化正不斷加強及滲透。

在政策 (Policy) 層面上，校方鼓勵老師建立一個關懷、樂觀、信任、刻意安排、尊重的 IE 校園。獎勵卡計劃是其中一個具體活動 (program)，在過程中 (process)，學生的進步和優點被欣賞、鼓勵和尊重，而樂觀正面的校園氣氛也被建立。學校特別預留地方 (place) 供同學換領獎賞，及設計不同的展板讓同學了解每期得獎和領獎的情況；同時，同學也有機會在早會中分享自己 (people) 得獎的感受。

b. 龍舟隊

學校深諳體育運動有助鍛練意志和毅力，對學生成長及學習有所裨益。故此，學校刻意(intentionality)成立龍舟隊(program)，以培養學生在學術以外的潛能。在香港這個著重學術成績的教育制度下，部份成績稍遜的學生未能在學習上得到滿足感，以致經常自我否定；但我們相信每個學生均有潛能，亦肯定他們的價值及長處；我們深信只要提供恰當的空間及機會，學生的內在潛能及才華必定能得以發揮。這兩年，學生透過參加龍舟隊，代表學校、大埔區甚至香港，到不同國家(廣州、台灣、馬來西亞、俄羅斯等)出賽，擴闊視野。我們相信(trust)藉著每星期龍舟隊嚴格的訓練過程(process)，能夠鍛練同學的忍耐、堅持及團隊合作精神。同學們在過往的比賽中，屢獲佳績，得到各項的獎勵及殊榮。藉著龍舟隊，他們的表現得以肯定，亦建立了自信心。我們關懷(care)學生的成長，對他們的潛能感到樂觀(optimism)。我們刻意(intentionality)安排不同比賽，讓同學在比賽中吸取經驗，完善自己。我們尊重(respect)老師及學生的獨特性，以及彼此肩並肩同行的重要性，期望老師能與學生打成一片，一同參與比賽及練習。得獎時，彼此祝賀；辛苦時，彼此支持；落敗時，彼此安慰。

c. 學生會及基督徒福音團契(Christian- power)

這學年，學校成立了首屆由學生一人一票選出的學生會，這有助確立學生「主人翁」的身分，讓他們能體驗及實踐民主選舉的理念，培養公民意識，承擔學生事務的責任。學生領袖能參

與更多學校事務，如籌備聯校運動比賽，從中掌握領導及溝通的能力。我們相信(trust)學生會幹事能藉此機會，為同學表達意見，促進學生與學校間的溝通，優化學校政策。我們重視每一個學生的意見，因為他們是學校的重要成員，其意見應受到尊重。同學藉參與學生會，能夠學習領袖組織技巧、團隊合作精神、人際溝通技巧等。對此，我們表示樂觀的盼望。一個具民意基礎的學生會，能夠得到同學廣泛的認同；在推動政策及活動時，必定能獲得同學的支持；而同學也能透過學生會向學校表達意見，讓學校的環境更切合他們成長的需要。這年度的學生基督徒福音團契(Christian- power)也轉變為學生主導的模式，增加學生的參與。為數二十多位的學生領袖(以高年級同學為主)，輪流負責詩歌敬拜的時間、並帶領小組及預備聚會內容；他們刻意設計(intentionality)各類型的活動，以迎合初中同學的需要。學生領袖也能學習組織及溝通技巧，團隊合作精神。福音團契亦能促進師長與師弟妹之間的互動，強化同學間的關係，增加同學的歸屬感，建立互助、互相關懷的學習環境。

d. 早會時段

這學年，學校的早會時段也有所改變，務求讓同學能夠參與更多，如英語一分鐘、普通話一分鐘、學生領袖分享等。我們信任(trust)學生的能力及才幹，刻意提供機會讓同學表現自己。在過程中(process)，學生能在老師的指導下，在全校近千名的師生面前，說英語、普通話，這大大提升了他們的自信心，亦營造一個積極學習英語及普通話的環境，我們對他們能成為其他同學的榜樣表示樂觀。學生領袖也能分享正面、積極的信息，務求以其親身的經歷感染其他同學。

Growth

我校感到相當榮幸，能參與籌備 2012 IAIE World Conference，推廣 IE 的精神。我們未來十分樂意與其他學校分享本校 IE 理念的實踐，及相關的成功經驗，彼此交流。我們期望將來能建立更關愛的校園，推廣更符合 IE 精神的政策，建立一個信任、尊重、關愛、樂觀的學習及成長環境，好讓 IE 的精神於人與人、學校與學校之間，甚至整個社區、社會當中得到推崇。我們期望下一代能薪火相傳，承傳 IE 的文化。我們未來計劃與家長分享 IE 精神，讓他們認識 IE 五大基本理念，期望家長們能將 IE 精神融入日常的管教，成為他們管教子女的理念。若家長能加入尊重、信任、樂觀、關愛、刻意等元素於其管教當中、子女的潛能必定能得以啟發，自信心及自我價值也得以提升。



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Helix

Our school has achieved Phase III of the Helix which is Pervasive Adoption and we are now spiraling to the 10th and 11th steps of ‘In-depth analysis and extension’ and ‘Confrontation of major issues’ respectively.

In order to promote the IE culture, our school co-organized the ‘2012 IAIE World Conference’ and was responsible for the Award Committee in facilitating all the award-giving work. We hope that through this conference, more schools and educators are influenced by the IE values. All our school personnel have attended this conference so as to know more about the development and implementation experiences as well as strengthen our bonds with Invitational Education.

Our school has critically analyzed our difficulties and areas of concern from an inviting perspective and timely reflections and evaluation have been made on implementation of the policies and programs. In order to help students to be more positive and motivated, our school intentionally designed a reward-scheme this year. Not only does it serve to encourage and give formal recognition to students’ self-initiated positive accomplishments, but also enhances the continuous appreciation and mutual trust among teachers and students. Therefore, we can build up an environment with mutual trust, unconditional respect and intentional care.

Brief Summary

The IE values have been permeating extensively into our school’s policies and programs in the following aspects for two years.

a. The implementation of the ‘Reward Card’ Redemption Scheme

Our school has implemented a reward scheme in a whole-school approach in which principal and teachers show their continuous appreciation to students’ improvements or endeavors by giving out reward cards to students as a positive reinforcement based on their positive accomplishments on various aspects such as academic, moral or service. So when students accumulate certain amount of the reward cards, they could redeem corresponding prizes. Our program aims at reinforcing

students' positive accomplishments and encouraging them towards a more optimistic and positive life. We are committed to the continuous appreciation and growth on students with optimism as our fundamental beliefs. We also believe that teachers who are students' significant others have positive influences in all areas of positive students' endeavor and growth. Therefore, by giving out the reward cards, teachers could express care, trust and recognition to students. Regarding the design of the reward cards, we intentionally divide the cards into various categories, for instance, academic, moral and service, so that students' various good practices are well-recognized. Moreover, we are confident that our students' potential can best be realized through our care, support and encouragement. According to statistics, almost 90 % of students have received the reward cards and over 90% of teachers have given out the reward cards in due course. Therefore, the IE culture has been intensified and permeated in our school towards a more optimistic, trustworthy and encouraging environment.

Concerning the policy, our school encourages every teacher to build up a campus with care, optimism, respect, trust and intentionality. With the reward card scheme, students' endeavor and strengths can best be appreciated, respected and encouraged through the process. Places have been specifically reserved for students to redeem their rewards and display boards have been intentionally set up, so that students could know more about the redemption criteria and details on a regular basis. Besides, with emphasis on people, awarded students were given the chance to share about their feelings during the morning assemblies.

b. The Dragon Boat School Team

Our school knows that sports trainings are not only beneficial to train up students' perseverance and determination, but also to students' personal growth and learning. Therefore, our school has been setting up the Dragon Boat Team Program intentionally, so as to foster students' potential in non-academic areas. Under the exam-oriented education systems in Hong Kong, the academic lower-achievers are often neglected. However, we believe that every student possesses untapped potential and all the inviting acts that we have done have the power to make a positive difference on students. In the past two years, our students have been representatives of our school, our region and even our country to join competitions around the world such as in Guangzhou, Taiwan, Malaysia and Russia. We trust that through the process of enriching training every week, students' horizon could be broadened on the one hand and their teamwork, perseverance and persistence power could be fostered on the other hand. Our students have received many awards and at the same time their self-confidence and recognition could be built up in the process. We sincerely respect the individuality of both students and teachers and emphasize the importance of students being accompanied by teachers, so that teachers and students are walking side by side in sharing the joy of achievements and sharing the sorrow in disappointments.

Our Student Union and Christian-power fellowships

In order to enhance students' participation in the school's vital decision-making processes, our first Student Union that is elected by students has been established this year. Students could learn the rationales on democratic election while students' leaders are organizing more school events such as the Inter-schools sports competition. We place trust on every committee member in the Student Union that they could help in facilitating the communication between students and the school to refine our school's policies and programs. We treasure every student's opinion since they are the most important aspect in Invitational Education, so their views should be well respected.

Apart from this, our Christian Power Fellowship has also switched to a more student-oriented

mode where more than twenty senior students have organized a great variety of programs and activities to cater for the needs of junior form students. The Christian Fellowship not only facilitates the interaction between senior and junior students, but also promotes students' sense of belonging in an inviting environment with mutual care and mutual assistance among others. Through students' active contribution to both the Student Union and Christian Power Fellowship, students learn the leadership skills, cooperative skills and also the communication skills.

c. The morning assembly session

We show our trust on students' talent and ability by providing ample opportunities for students to express themselves in front of the whole school. In order to encourage students' participation in the morning assembly sessions, students are invited to be in charge of the sharing programmes such as 'English One Minute', 'Putonghua One Minute' and the 'Students' leaders' sharing'. With the collaboration of teachers and students, students' self-confidence has been enhanced and the English and Putonghua-rich languages environment have been enriched. We are optimistic for the role model effects of this program which have positive influences upon other students.

Growth

We are deeply honoured to co-organize the '2012 IAIE World Conference' to promote the IE values. In the future, it is our pleasure to share and exchange our school's IE good practices and successful experiences among other educators. In order to uphold the IE values in our personnel, our school, our community and our society, we are committed to build up a more caring and inviting campus with trust, respect, care and optimism. We have great expectation on passing the IE cultures onto the next generation. Therefore, we plan to share the IE values with our parents and so that parents would infiltrate the IE values into their daily parental care. Through incorporating the five IE fundamental beliefs into parental guidance, students' untapped potential, self-confidence and self-values could definitely be enhanced.