Chung Sing Benevolent Society
Mrs Aw Boon Haw Secondary School

Application

For

Paula Helen Stanley Fidelity Award 2013

A School of Multiculturalism

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http://www.csbs.edu.hk
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1. **Invitational Education Journey in CSBS**

Since Chung Sing Benevolent Society Mrs Aw Boon Haw Secondary School's first encounter with Invitational Education in 2003, we have been on a unique course of our Invitational Education Journey. Invitational Education has not just provided us with the stability of a theoretical background to be able to always comfortably refer to the 5 P's (People, Place, Program, Policy and Process), but also the robustness in practice in terms of building upon the existing framework so as to keep up with, or even go ahead of, the dynamics of contemporary educational needs. The most valuable and initially viable of all have to be "Intentionality". Along with "Trust", "Respect" and "Optimism", being “Intentional Inviting” is the most powerful in establishing relationships. Without anyone taking the first step of leap of faith, teachers and students could have remained "strangers" albeit years of schools. All communications could have been merely transactional, nothing personal. Being “Intentionally Inviting” would not only break the ice among teachers and students in the first day of school, it surely serves as a memorable experience for students. Having learned such a strategy, students will certainly turn it gradually into their life skill in human interactions, and eventually a life attitude. This attitude opens the doors of knowledge: Students become open-minded, embracing both sameness and differences; this attitude opens the doors of opportunities: intentionally inviting people are attractive simply because other people find them nice and friendly! Is that what we hope to see in our students' holistic development?

Hence, our school, CSBS, has focused on different working themes since our implementation of IE. We started as a School of Love and Care in 2003 with the aim to apply the 5 basic assumptions of IE. After being awarded the Inviting School Award in 2006, our scope had widened and we had become a School of Community during 2007-2008. We had become cognizant that we need much help of our own community as well as that we can actually reciprocate and offer much more! In 2009-2010, we were confident about our roots in the community and in the IE development of Hong Kong, we started new
partnerships with other educational organizations in the United States, Singapore (from whose Ministry of Education we learn the practice of Learning Circle) and the People's Republic of China. It is not difficult for anyone to see what we did during this year paved the way for our working theme of a School of International Perspectives.

To understand why we have "A School of Multiculturalism" as our guiding principle this year, one should know a little of our school's history and development. CSBS is situated in Tuen Mun, the New Territories of Hong Kong. This northwest corner of Hong Kong is more amiable for the costs of housing and grocery are more agreeable. Throughout the neighborhood, everyone is indifferent about seeing different colorful faces not because of ignorance but different ethnic groups have populated Tuen Mun for generations! Hong Kong is called "Special Administrative Region" for it was a colony. English is the official language for over a hundred years and Chinese is given the equal legal status since the handover of 1997 with our upholding the Basic Law. Although the British rulers had long gone, Non-Chinese legacy and traditions remain. Thanks to international trades, and the needs of regional security and domestic cares, a diverse spectrum of ethnic groups live in joy and call Hong Kong their home. They are not just New Hong Kongers but perhaps second or third generations born and raised here! Language is the primary challenge on the surface; social integration and prospect of becoming upwardly mobile in a dynamic metropolitan Hong Kong is more pressing. CSBS is aware of this situation and we have chosen our developmental path accordingly. The followings are our rationale and actual practice with IE as our theoretical basis.

2. **Helix – The CSBS Context**

According to the Helix of the Fundamentals of Invitational Education (IE), our school CSBS has been revolving around the stages of phase III Pervasive Adoption (9, 10, 11 and 12) since our previous IE awards.
The beginning of the new millennium has also been the dawning of CSBS being a school with multiple ethnicities. It was the time when more and more students who are of Asian descent other than Chinese joined CSBS. They are born, raised and educated in Hong Kong as any other Chinese students in Tuen Mun. As we first got to know them in their Form 1 (grade 7), we knew they knew the Chinese Language at least as good as other Chinese students. This fact became more evident when some of the more outstanding Non-Chinese students took Chinese Literature and Chinese History as elective courses for their public examinations. Meanwhile, non-Chinese students’ presence has also made the strength and weakness, or in other words different learning styles, more obvious. Not limited to Non-Chinese students, more and more students show signs that they are learners better in multisensory learning styles, especially tactile-kinesthetic.

With the introduction of the New Education Structure introduced in the Hong Kong education system, we are more aware of the fact that the learning and teaching of Non-Chinese students is a new challenge and fresh opportunity in all language and non-language subjects for both students and teachers at CSBS. Although the responsibility in learning and teaching is mutual for students and teachers, teachers and school administrators should take a more dominant role in leadership developments—in the lights of bringing nuances to practices and theories for teaching as well as for learners to become actual leaders in becoming a prominent voice for their community in the society.

2.1 **Chemistry as an Illustration of How the IE Helix Is Implemented on a Departmental/Subject Level:**

The "Understanding-Application-Adoption" of IE Helix interwined with "Reflect-Plan-Action-Observe-Reflect" of Learning Circles (LC)
2.1.1 **Awareness -- Leadership Development: IE-LC (Synergetic Effect)**

As has been mentioned, the seed of IE has been planted and its flowers has blossomed rigorously. Moreover, we have found that by incorporating the Singaporean practice of Learning Circle (LC), IE will produce a synergetic effect in the CSBS context better, for Singapore is an Asia city home to multiple cultures. Why LC is compatible with IE is that “LC is a process, program and product. It makes organization cooperative and integrative. It invites the development of human potential.” Applying the aforementioned LC, the “Awareness” in the IE Helix we got can be considered to be parallel to the first “Reflect” in the cycle. What follow in LC are “Plan”, “Action”, “Observe” and the second “Reflect”. The more in-depth analysis performed can be found in our Department of Chemistry.

2.1.2 **Understanding -- In-Depth Analysis and Extension: Learning Styles**

Chemistry is a branch of studies in sciences and favors regularity. The Department Chemistry finds the “R- P- A- O- R” handy and systematic as a framework to help teachers work collaboratively together so that their skills can be enhanced to feed students’ learning forward. It also adds to each teacher’s experiences through LC as an exchange platform documentation of good educational practice. Having reflected on the human resources within the department, regular meetings are held so as to plan for research question with the intention that students’ interests and results in Chemistry are to be enhanced. Regardless of being Chinese or Non-Chinese, it was found that junior secondary students (grade 7 to 9) have not been so keen on sciences in general and Chemistry in specific, perhaps due to unfamiliarity. Even those who have picked Chemistry as an elective for senior secondary (grade10 to 12), they lack the meta-cognitive strategies much needed in studying Chemistry. These points of
weaknesses might well be interpreted as strengths in tactile-kinesthetic and visual models of learning, which are the focal points in formulating the research questions.

2.1.3 Application -- Confrontation of Major Issues: Making Good Uses of Teaching Tools, New and Old

Drama from Discovery channel and Youtube

There are many actions taken to suit the many diverse needs of students according to their learning and receptive styles. Dramas from the Discovery Channel and Youtube are frequently used to draw attention and induce interests. They provide for sure "instant gratifications" through audio-visual stimuli, sometimes explosive literally, that no teachers are capable of performing without potential danger. What they do is to activate students. Another good tool is animation of chemical reactions. As mentioned before that our students lack metacognitive strategies, what can be done is to make it virtual so that they can visualize abstract ideas. The aim is to keep them engaged by making some concepts understandable to them. Living in this information age can be either a curse or a blessing. Students might get more frustrated with a flooing amount of links and websites whose credibilities and reliabilities are not guaranteed. These sites are not recommendable because they miss learning objectives and focuses however disorganised. This is exactly the sole reason that the Chinese University of Hong Kong has set up Webquest.org. If students are interested in one topic, all they have to do is to go through and work out the exercises and problems laid down. The designers of this Webquest project are experts in education and students' skills in terms of analysis, synthesis and evaluation along the Bloom's taxonomy are the goals. To fortify students' memories and further applications of theories onto practices/research questions, a never-out-of-date tool is mind map. A clear mind map can only be generated only when students' minds are clear about what they have learned. They
need to first classify their learned materials into different categories before they put them into a structure. This is yet another computer-aided visualization tool. That "Practice make Perfect" is a concept rooted deeply in Chinese rote learning, and it is still adopted. Rote learning sounds monotonous and uninteresting, which will certainly make learning ineffective. For Chinese, learning has to be coupled with practice of exercises. Effectiveness depends on how the problem questions are differentiated and graded to suit the levels of students' progresses. They should neither be too hard nor too easy. Repeated exercises that are slightly more difficult than their attained levels are deemed to be good for strengthening their memories and confidence building as well as challenging. When we say "challenges", they can be of different levels for different students. It is where both differentiation strategy and collaborative learning of learning and teaching can be applied. For example of 16 students, we can break them into 4 groups of 4. There are of 4 levels of difficulties. Having finished their own expert group questions, each student is delegated into sharing groups.

2.1.4 Adoption -- Transformation: Evidence Speaks for Itself

The most evident observations are to be the awards received from open external competitions and the results in public examinations. In the 1st Excellent Science Innovation Competition, our students have won the Electronic Innovation Award in the Chemistry Olympiad. As for the public examinations, our students' percentages of passing have risen from 61.1% in 2008 to 75.6% in 2009 and then 86.8% in 2010 for the Hong Kong Certificate Examinations. Progressing likewise respectively for throughout the years 2008 to 2011, the passing rates for Hong Kong Advanced Level Examinations are 38.9%, 52.9%, 70.6% and 84%.

The success in Chemistry is said to be one of the Magics of IE exhibited in our school.

3. School Policies – Putting Our Efforts into Perspective

How We Intended to Treat Some Better Turning into Benefitting All—Fine tunings of Student Policy and Language Policy
3.1 Awareness -- Leadership Development: the Importance of Being Multicultural

No sooner have we thought that we have already arrived at a point where CSBS could not outdo ourselves, than we have found fine-tuning existing policies and programs could shed light on a new perspective. During 2011-2012, we become a School of International Perspectives. The rationale behind is that we have already established so many international partnerships and connections that we are not mere participants in student exchange programs or professional exchanges and trainings but co-organisers and to a great extent, leaders. Concrete examples include our management's roles in promoting Learning Circles from Ministry of Education, Singapore as well as furthering the development of Invitational Education in Asia. Particularly in the People's Republic of China, we are proud to have made much difference in Guangzhou, Fushan, Shanghai and Ningbo. That was the moment when we were worried about not able to find any challenge as a goal and drive for making progress. "Change doesn't; therefore, we must!" If we had felt contented and remained stagnant, we would have actually become backward in this time and age. Thus, we thought that going back to the fundamentals and being down-to-earth is preferable.

3.2 In-Depth Analysis and Extension: Think Global, Act Local

Hong Kong itself is a multicultural society without an actual policy towards catering diversity in the face of inclusiveness. For us at CSBS, it is rather out-of-date to look
into the issue academically to try to find a distinction if it is a case of integration or assimilation. What we know is that "We" have been together in the community and at school for quite a long while and it is high time we made accommodating policies. Our vision on Non–Chinese student policy has 4 areas: (1) We hope our students learn well bi-literally (Chinese Language and English Language) and tri-lingually (English, Putonghua and Cantonese); (2) We hope they can be included into the Hong Kong Society, which is still predominantly of Chinese culture; (3) We hope they can serve the general public, despite as small scale and scope as their neighborhood community; and (4) We hope they can improve their socio-economic status. We have also two clear aims: (A) They can be in-tune with mainstream curriculum through school based and external support, which are provided beyond the funding, provisions and recommendations of the Education Bureau of HKSAR; and (B) They can be more engaged occupationally in HK workforce so as to be upwardly mobile.

Our Non-Chinese students are strongly encouraged to offer their leisure in social services in the form of entertainment and volunteering in communal events. They are also indispensable in our Multicultural Day when we have not just exchange students from the United States and Mainland China, but also distinguished guests from both the US Consulate and the Liaison Office of the Central People's Government in the HKSAR. Together with other outstanding Chinese students, they are our school's ambassadors and online television reporters/interviewers. CSBS is also the place for the community's cricket match so that youngsters have a nice and safe environment to get together. Not to forget is that they are given options to learn Chinese Language together with other Chinese students in Cantonese or in Putonghua, on top of their extra after-school classes of learning the language as a focused group. All have been done by the school is simply
giving choices and creating opportunities for students within the school's room for maneuvering. From the Non-Chinese students' and parents' point of view, it is of something extraordinary and prestigious.
3.3 Application -- Confrontation of Major Issues: Getting the Most with in the Boundaries

Languages are mandatory subjects as well as the vehicles to other sets of knowledge or subjects. Our language policy is then the core enabling policy for all other learning and teaching strategies. On one hand, we have to stay in line with the EDB, HKSAR guidelines. On the other hand, our students are very diversified in terms of background and educational needs. Regardless, our aim has to be finding a pragmatic way to equip our students with necessary language abilities in order to embrace new challenges in this new era of globalization. This aim is "bi-literacy and tri-lingualism". The outcome is that students have more choices in media of instruction (MOI). For Chinese Language, they can choose to learn in Putonghua or Cantonese throughout junior to senior secondary. For Mathematics (S1-S6), Computer Literacy (S1-S3) / Communication Information Technology (S4-S6), Economics (S4-S6), Geography (S4-S6), as well as Business, Accounting and Financial Studies (S4-S6), there are again options in English or Cantonese as MOI.

Apart from the new Hong Kong Diploma for Secondary Education Examinations, Non-Chinese students can opt for the International General Certificate of Secondary Education Examinations (IGCSE) and General Certificate of Education Examinations (GCE) for Chinese Language offered by the University of London. The reason is that these exams are internationally recognized and they are more of use of Chinese instead of the old- fashioned literature based format. Our Non-Chinese Speaking (NCS) students can get both the recognitions they deserve as well as a heightened level of confidence if they also want to take the HKDSE Chinese Language exam, which does not come into conflict with the prior.

The challenges facing our NCS students and language policies are multi- faceted. The lesser difficulties are (1) parents' intention and students' interest, (2) full support from stakeholders, that are, the approvals from Parent Teacher Association (PTA) and the Incorporated Management Committee (IMC) of our school, (3) and capacity of teachers, which is to be built gradually rather than "purchased" or "wished for" overnight. They are easier to tackle and the reason is simple. Once students claim they are interested, there is little chance their parents would object, and PTA and IMC would never so long
as it is for the benefits of students. All of our teachers are aware of the special language requirements in English and Putonghua attainments. There have always been in- service professional courses offered by the EDB solely for those teachers willing to teach non- language subjects in English.

The biggest problem has to be financial means. Yet again, when there is a will, there is at least one solution. Pooling the residuals of existing but limited resources from counseling and guidance, Mainland Newcomer Chinese students funding, and language enhancement or fine- tuning schemes, we have a scarce but barely enough budget, together with the new minuscule subsidy for Non-Chinese Speaking students. We manage to set up School Based (Internal) Support, including (1) NCS Advisory Support Program (from CSBS), (2) NCS Language Enrichment/ After- School Tutorial (from Chinese Language and PTH Teaching Assistants), (3) School and Social Adaptation Program (Counseling and Guidance Team), and (4) NCS Chinese Language Target Courses (from PTA and IMC). Luckily, with our good deeds performed earlier, we have also received generosities of outsiders as Community (External) Supports, i.e. (A) tutorials and excursions from Faculty of Education, University of HK, (B) tutorials on language and social etiquettes from Christian Action Training Service, (C) Saturday Chinese writing classes and workshops from Support Service Centre for Ethic Minorities, Yuen Long Town Hall, and (D) social and adaptation skills from Shan King Integrated Children and Youth, Seventh- Day Adventist Church.

3.4 Adoption -- Transformation: Leadership Developed

In the light of NCS and Language policies, we are grateful that we have actually gone beyond the current state of professional development. When we thought the Open University of Hong Kong and the Faculty of Education, University of Hong Kong came to support us professionally in teaching methods, they were in fact hopeful in finding observations and good (existing) practices. As we were busy learning and searching for the best pedagogy, we failed to see we have already become one of the forerunners in the area. Very often, our Vice Principals and the teaching staff were invited to attend sharing sessions in various workshops in the development of NCS teaching and learning strategies. It is our honor the our that our Vice Principal, Mr Wu, has even been appointed to the Curriculum Consultant for the Non-Chinese Speaking Students in
Beijing Normal University (Zhuhai). All could have become realistic due to our holistic and cohesive approach on school development. When we only see a concerted effort from all the members of teaching staff, we don't see the work behind, meaning the extra time from bridging course in summer holidays, or the curriculum planning among language and content subject teachers.

4. **Summary - Being Inviting, Being Inclusive**

According to the theme of our 2012-2013 work plan "Dare to Innovate; Dare to Take Challenges", we should follow a greater plan, 3-Year, for major concerns for the years 2012 – 2015, which are (i) to enhance the effectiveness of learning and teaching through optimizing the pedagogical strategy, (ii) to promote proactive outlook on life through deepening moral education, and (iii) to cultivate collaborative learning atmosphere through consolidating care and love culture. “Being Inviting” is our philosophy and has become our way of learning and teaching life at CSBS. “Being Inclusive” can be considered as a special concentration.

5. **Growth**

Without any doubt, the growth and further development for CSBS should be another cycle of pervasive adoption of the IE Helix. The best way to illustrate has to be again the 5 P’s.
5.1 Policy

While being grateful with our humble success with our harmonious school environment, among students of diverse ethnicities and among students and teachers, we can never be too contented and stop being progressive. The only reasonable way to acquire the salient IE theories and put them into practice in a sustainable way in our situation is to keep the spirit alive by promoting them to the Non-Chinese parents and communities. The current holistic school policies on languages and Non-Chinese students are to be adjusted incrementally. Doesn’t it sound great that our CSBS students live an "IE life" at school and at home?

5.2 Process

Our mentality on the process side is simple: Since "Multiculturalism" is our core value, applying IE in our students' lives would surely generate the ripple effects onto their family members, relatives, communities and hopefully the whole Hong Kong. We are confident and committed that we have quality students in IE and hence we will have quality parents for IE.
5.3 **Place**
The visual elements of our school premises are subtle but essential in having an inviting environment. Taking advantage of the fact that we are having an installation of a lift and facelift of the entire school building of the major repair/renovation project, we have picked new colors for both exterior and interior walls. The aim is straightforward: to better show our school values and principles by showing the theme colors of the four houses—Be Modest (Red), Be Courteous (Orange), Be Diligent (Purple) and Be Prudent (Green).

5.4 **People**
Adding onto the existing student-student and teacher-student relationships, CSBS would become a real platform for IE development for multiculturealism with an "IE-strengthened" student-parent relationship as well as a new and improved "IE-Non-Chinese Speaking parent-IE teacher relationship. Such span has to be enhanced by 1) teachers' ongoing outreaching activities, such as overseas visits and exchanges, 2) students' promoting and living an IE-spirited life at school and at home, and 3) parents' accepting IE theory in cross-cultural interactions.

5.5 **Program**
Words are cheap without substantial action. CSBS has already joined hands with the Employment Retraining Board (ERB) in setting up a (re-)training centre. This centre is located at our school providing Cantonese Course for Non-Chinese community member, especially our parents. Direct benefit is the increase of competence of social skills and competitiveness in job markets of our Non-Chinese parents. Through more interactions and better understandings in language and culture, all parents, students and teachers benefit from this program.
6. **Comment**

The successful transformation of our school depends on ……

Inviting Parents

Inviting Scholars

and

Helix

CSBS IE Spirits

(Present Situation)

- Phase III

(Pervasive adoption)

- Step 12

(Transformation)

IE has been rooted firmly in every aspect in our school

The End