

Table of Contents

1.	Letter of Recommendation	2
2.	Signature Page	4
3.	Letter by the Applicant	5
4.	Introduction of Christian Alliance College	7
5.	Five P's in CAC	9
	5.1 Processes	9
	5.2 People	12
	5.3 Places	18
	5.4 Policies	22
	5.5 Programs	25
6.	Reflection and Evaluation	31
	6.1. Inviting School Survey (ISS-R) and evaluation	31
	6.2 Site visits by IAIE US consultants, students and local educators	33
	6.3 The Inviting School Checklist	34
	6.4 Conclusion	35
7.	References	36

1. Letter of Recommendation



鐘聲慈善社胡陳金枝中學

Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School
中國香港新界屯門兆麟街 20 號 20 Siu Lun Street, Tuen Mun, N.T. Hong Kong, CHINA
電話：2452-4688 傳真：2458-8130
網址：www.csbs.edu.hk 電郵：info@csbs.edu.hk

March 15, 2010

To Whom It May Concern

I am writing for Christian Alliance College in Hong Kong to be considered for the 2010 Inviting School Award.

The school possesses great potential to be recognized as a truly inviting school that has sustained their journey of Invitational Education (IE), which has many impressive practices in all five P's: People, Places, Processes, Policies and Programs. These five domains worked in great harmony and have helped the school to achieve great successes in terms of their educational effectiveness in their whole school development.

The warm relationships and team spirits among the principal, staff and students impressed me most. The principal, Mr Poon is a very dedicated and caring leader. During the school visit, the delegation was warmly received by a group of Welcome Team consisting of students, teachers and principal. They were so intentionally invited that even a special car park lot labeled with "IE Guests" was reserved for our visiting team. The atmosphere was really inviting. I was quite impressed at the constitution of the IE core members who were formed by a group of young teachers from different subjects. Most importantly, they were neither all senior teachers nor English teachers. It seemed that the implementation of IE philosophy was not just confined to the administrators but had been extended to the front-line teachers. I could experience an atmosphere of trust and respect prevailing through our visit. Most of the time, students took the initiative to be the speakers, ushers, demonstrators, singers, presenters, etc. It showed that the school authority trusted the ability of the students even at this grand function. With the full support of all their staff, IE has been able to launch its impacts to the full and has been able to raise the school's operation standards in all levels. From their presentation and reports, it showed that the school had tried her best to provide a caring and inviting environment which are so crucial for the development of the potential of individual students especially in their secondary school years. Indeed, the school has been achieving this goal greatly after the implementation of IE.

關愛校園獎 The School of Love & Care Award
最關愛家校合作主題大獎 The Best School of Love & Care Award : Parent-School Collaboration Theme
國際啟發潛能教育大獎 Inviting School Award
國際啟發潛能教育成就大獎 Fidelity Award
屯門區傑出學生及學校獎 Outstanding Student & School Award (Tuen Mun)
新界區優秀學生獎 Excellent Student Award (The New Territories)



鐘聲慈善社胡陳金枝中學

Chung Sing Benevolent Society Mrs. Aw Boon Haw Secondary School
中國香港新界屯門兆麟街 20 號 20 Siu Lun Street, Tuen Mun, N.T. Hong Kong, CHINA
電話：2452-4688 傳真：2458-8130
網址：www.csbs.edu.hk 電郵：info@csbs.edu.hk

Throughout the year, students have a wide variety of social services to participate in, from visiting the disables to helping the elderly. The policy of sending the orchid to the old age homes during festivals enabled the students to cultivate a sense of community service and responsibility to the society. All these services served as a valuable opportunity for the students to broaden their horizons as well as to show their love and care to the needy people in the society.

Christian Alliance College is very promising in their overall development in Invitational Education. From my observation and personal experience, I am sure that the principal and the staff will continue to give effort to enhance the implementation of IE in their school and help to introduce and promote the idea of IE in the district. I have full confidence to recommend the school to be considered as one of the schools receiving the 2010 Inviting School Award.

Yours sincerely,

Mr. CHU Wai-ming, Stephen
Principal of CSBS Mrs Aw Boon Haw Secondary School
Vice-chairman of IAIE(HK)

關愛校園獎 The School of Love & Care Award
最關愛家校合作主題大獎 The Best School of Love & Care Award : Parent-School Collaboration Theme
國際啟發潛能教育大獎 Inviting School Award
國際啟發潛能教育成就大獎 Fidelity Award
屯門區傑出學生及學校獎 Outstanding Student & School Award (Tuen Mun)
新界區優秀學生獎 Excellent Student Award (The New Territories)

2. **Signature Page**



SIGNATURE PAGE OF INTENT FOR APPLICATION

Name of School/District/University Christian Alliance College

Complete Address 11 Leung Choi Lane, Tuen Mun, Hong Kong

Telephone Number (852) 24692080

Fax (852) 24637225

Principal (Headmaster/Headmistress/Superintendent/President) Mr Poon Wing Pong

Email Address lky@cactm.edu.hk

Type of School (Elementary Middle High School/College/University/Other) _____

We certify that our Inviting School Committee has met and has made an evaluation of our school using the Inviting School Survey-Revised. The completed surveys have been returned to Radford University.



[Signature]
(Signature-Principal/Superintendent/University President or Board Member)

[Signature]
Advisory Committee Member (*)

[Signature]
Student Signature

[Signature]
Faculty Signature

[Signature]
Advisory Committee Member (*)

[Signature]
Student Signature

[Signature]
Faculty Signature

[Signature]
Advisory Committee Member (*)

[Signature]
Student Signature

[Signature]
Faculty Signature

(*) Parent/Business/Community/Trustee/Board Member

Forward Portfolio and supporting materials to:

Mr. David A. Chapman
Superintendent, South Vermillion School Corporation
800 W. Wildcat Drive
Clinton, IN 47842

Phone: (765) 832-2426

Fax: (765) 832-7391

Email: daciaie@aol.com



九龍塘基督教中華宣道會
宣道中學

Kowloon Tong Church
of the Chinese Christian & Missionary Alliance
Christian Alliance College

新界屯門良才里 11 號

11 Leung Choi Lane, Tuen Mun, N.T., Hong Kong.
TEL: 2 4 6 9 2 0 8 0 FAX: 2 4 6 3 7 2 2 5

3. Letter by the Applicant

Dear Mr Chapman,

I am writing this letter to apply for the Invitational Education School Award. We treat this award as an honor that your organization recognizes what we have done in the past few years and encourages us to work harder for a better school in the near future.

Education Reform has been discussing and implementing in Hong Kong since last decade. In 2005, our teaching staffs have concluded a new school mission. Our school mission is to create a pleasurable learning environment for our students to learn happily and for our teachers to teach effectively.

I learnt about the philosophy of Invitational Education from my old school mate, Dr Peter Wong, the founder of Hong Kong Invitational Education, in 2005. Then I invited Dr Wong to carry out an in-school seminar and workshop about Invitational Education for our staff. Our administrative staffs have found that the concepts of Invitational Education works in line with our school mission. After a thorough discussion, we believe that the key concepts of Invitational Education - respect, trust, optimism, care and intentionality will definitely speed up our school mission to come true.

Our school locates in Tuen Mun at where most families are classified as low social economic families. Parents are usually with low education level and low income. Our teachers have observed and agreed that our students are lack of confidence and also without exposure to new things. In the past four years, we have been focusing our work on how to up-build their confidence and to provide more exposure for them. The five major areas, places, policies, people, processes and programs, of Invitational Education will facilitate us to have a better year plan for our students and our teachers.

In these years, we have set up a lot of new policies for our students, our staff and our parents (Details of these policies and record of works, please refer to the attachment). Some of these works are highlighted as follows:



九龍塘基督教中華宣道會
宣道中學

新界屯門良才里 11 號

Kowloon Tong Church
of the Chinese Christian & Missionary Alliance
Christian Alliance College

11 Leung Choi Lane, Tuen Mun, N.T., Hong Kong.
TEL: 2 4 6 9 2 0 8 0 FAX: 2 4 6 3 7 2 2 5

To our students: We create a culture of encouragement to up-build their confidence. We provide more exposure for them, program such as “One Life, One Talent”. We create more opportunities for them to share their talent with others, programs such as “Life Stage” and “Voluntary Services”. Activities for students have been increasing and number of awards are also increased recently. Survey from students showed that their feedbacks about these new activities were very positive.

To our staff: Team building and encouragement among staff are our priority in these years, programs such as “Sharing in managing difficult students by senior staff” and “Learning circle” have been introduced. We also have policies to recognize their hard work. Small gifts and cards of care will be presented to them periodically.

To our parents: Welcoming parents to be our working partner is our goal. In the past three years, more parents are willingly to come to our school and work with us, program such as “Voluntary services”. In this program, they serve as helpers to assist our teachers to provide services to the needs.

About the hardware, we have put much effort to improve the school campus, not only making it more beautiful but also making it more welcomed by our students and staffs. A new English center, a new orchid corner, renovation of library, staff room and computer room have been finished in these years.

By introducing Invitational Education, we believe that the development of our school will be improved continuously. We hope that when you review our records of work, you will agree we deserve the award. We will treasure it as a special gift for our 45th anniversary in 2010.

Yours sincerely,

Poon Wing-Pong
Principal of Christian Alliance College

4. Introduction of Christian Alliance College

a) Mission Statement:

We lead our students to know the truth of Christianity and to equip them with a correct and positive value system.

We encourage them to explore their potential and build up a life wide learning habit. In return, we expect our students to be a good citizen to serve our community.

b) School Motto:

The fear of the Lord is the beginning of wisdom and the knowledge of the Holy is understanding.

c) Year of Commencement of Operation: 1965

d) Theme of the year:

Learning the Truth from Christ,
Cultivating potentials through “Invitational Education”



e) School Sponsoring Body:

Kowloon Tong Church Of The Chinese Christian & Missionary Alliance

f) Number of teaching staff: 60

g) Number of Students: 1080

h) School Type: Aided

i) School Size : 7000 Sq.M

j) Characteristics of School

i) School Management

School Organization:

A simple and clear administrative structure with an open and fair policy to encourage staff to create a learning circle, to build up each others, and to equip our students.

Incorporated Management Committee:

In addition to the stakeholder board members, our school sponsoring body has also nominated seven Christians into the board.

ii) Learning and Teaching Plan

Whole-school Language Policy:

In Junior form, we develop school based curriculum, Project Learning, to equip our students with 9 generic skills. We emphasize two languages and tri-lingual. In different levels, extra resources have been allocated to enhance English standard of our students such as to set up a self-access learning centre and small group English Teaching. In Junior Form, we offer Chinese Language classes taught by Putonghua.

Learning & Teaching Strategies:

Our vision is to create an enjoyable learning and teaching environment to enhance the teaching effectiveness. We hope our students to own a good learning attitude with a good learning habits. Among teaching staff, we encourage them to create a learning circle to share their teaching skills.

Besides Extensive Reading Scheme of Chinese Language and English Language, we have daily reading lesson with 20 minutes for students to build up their reading habit. There is a website program "one chapter one day" provided by library.

Teaching & Learning in Information Technology:

All classrooms are equipped with computers, LCD projects and nodes for internet. There is a MMLC room for staff to prepare teaching materials. All staff is equipped with basic information technology skill. Recently, we are developing a learning platform for our students to use it at home.

iii) **Student Support**

Whole School Approach to Catering for Students' Diverse Learning Needs:

Class streaming is according to student academic ability.

We introduce after school remedial classes to our low academic achieved students.

We have dual class teachers system in Junior form to take care of individual differences.

Curriculum Tailoring and Adaptation for Learning and Assessment:

We emphasize on the continuing assessment and academic performance.

Policy on Class Promotion/Detention: Base on the academic performance and conduct of students.

iv) **Home-school Co-operation and School Ethos**

Home-School Co-operation:

In order for our parents to know more about school, we organize different activities for them. Recently, we develop parents voluntary service policy and let parents directly involve in the implementation of activities. The result is good.

School Ethos:

We emphasize simple school life. Dual class teachers are assigned to cater student diversity. In moral and civic education, we introduce voluntary project, civic ambassador, environmental ambassador and health ambassador to equip our students. Through these activities, we equip our students with a positive value.



5. Five P's in CAC

5.1 Processes

New initiative of IE in Christian Alliance College by using the HELIX

Christian Alliance College is situated in Tuen Mun. Mr Poon was newly employed in 2004 as the School Principal and he initiated IE in 2006. The HELIX would be used to describe our experience in this new initiation of IE.

a) *On Occasional Interest (Phase I)*

Highly aware of the vitality of Invitational Education, Mr Poon asked his staff to have more exposure in understanding invitational education. The first thing to do was to send the staff to attend various seminars to have a general impression of IE. Then he assigned the two vice-principals, the Guidance Master and the Discipline Master, together with himself, to join a two-day workshop organized by the Education Bureau. The vision of carrying out IE in school became clearer as workshops for all teaching and non-teaching staff were planned to for the staff development day.

With the support of the Education Bureau, two workshops were held, introducing the theoretical background of IE and experiences of IE schools in Hong Kong were held. Seeing is believing. Hence, we organized a school visit to an IE school nearby was organized and the staff could have a first-hand experience in recognizing what an IE school would be like. Through the workshops, teachers were asked to have structured dialogues. They were encouraged to appreciate the practices implementing in the school, review the present situation as well as the ways to improve the school in the context of IE.

Other events carried out include some kinds of innovations such as beautifying the campus and the promotion of positive culture to incorporate new practices and beliefs into daily practice. On some occasions, such as in the morning assembly and staff meeting, Mr Poon would intentionally give credit and praise to the staff and students for their hard work in bettering the school. This recognition of success paved the way for more advanced levels of practice.

To sum up, a top-down practice of implementing the IE can be recognized. Our principal showed his sincerity and commitment in improving the school by his role modeling.

b) *On Systematic Application (Phase II)*

To share the vision, Mr Poon invited staff from non-managerial level (two teachers with less than 6 years' teaching experience) to form a core team with the above-mentioned managerial masters to have an intensive study to apply invitational education in a systematic way. They review all staff opinions on the 5P's (People, Places, Policies, Programs, and Processes) and draft a proposal which is applicable to the present situation of the school. This practice ensures that the senior staff can have a chance to comment on the possible effect on school culture as they are important stakeholders in school development. After further agreement was made, our principal invites three more teachers interested in IE to join the core team while the Guidance master, the Discipline master and one vice principal stepped down.

Our principal emphasized leadership training and the clear vision of the coordinators in the new core team. As the two "less-experienced" teachers might lack leadership skills, they were asked to join two workshops. One is the "Positive-culture" Workshop for teachers organized by Boaco Youth Centre. The other is the "Learning Circles" organized by Singaporean trainers. This practice ensured that the two teachers were ready for a more collaborative leadership rather than a bureaucratic one. It also expanded their capacity in handling difficulties. In addition, the two coordinators were asked to submit a more

detailed proposal on the 5P's and establish preliminary performance indicators and criteria of success so that they can reflect their readiness for and clear about the vision of introducing IE in the school.

Detailed presentations were made in the staff meeting and the administrative section to share the concrete ideas in implementing IE in the school. This put one step forward to the next phase.

After several meetings with the principal and the vice principal, the new core team started various dialogues for an in-depth investigation on the implementation plan. According to the HELIX, rotation method should be used so that all strands will have input in each strand's goal, procedures, obstacles, overcoming obstacles and evaluation. Each of the core team members is required to have in-depth understanding on the 'P' and to reach consensus. During this period, the core team member attended workshops organized by the International Alliance of Invitational Education in order to equip everyone with the skills suitable for promoting IE in the school.

c) *Pervasive Adoption (Phase III)*

The goal of Level III is to have an invitational theory pervading the attitudes of individuals and the cultures of organizations. This requires sustained concentration on basic concepts that leads to a logical integration of invitational theory. The intention of this phase is to develop the concerned parties' proactive stance to incorporate the deepest rational and moral commitments of invitational theory.

The other 4 P's would help us to describe our Phase III journey in IE.



5.2 People

The Ultimate aim is to establish our stakeholders

A. *On students*

a) *Establishing students' mutual support*

Thumbs-up and praise are emphasized especially in Life-education. Junior form students are encouraged to learn how to show respect and care to their classmates. Students are invited to show their appreciation to their classmates by writing cards to admire each other.



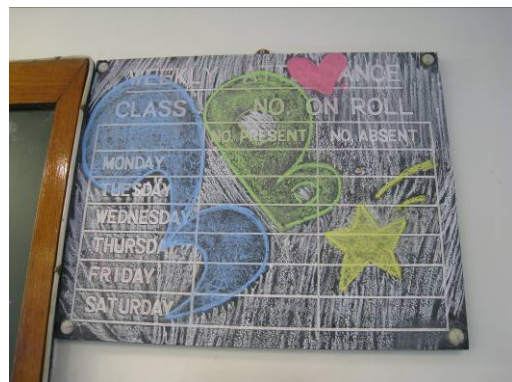
b) *Enhancing students' interpersonal relationship*

Alumni from different aspects are invited to come back to school and share insights in school assemblies. Our students have golden chances to be masters of ceremonies and further develop their awareness in planning their future. In addition, recently graduated students are also invited to share their experience in selecting the universities and disciplines they are studying. During the days of releasing public examination results, graduates will come back to accompany our students to face the challenge together. This heart-to-heart practice is a good tradition that helps our students further develop their connectivity with others.



c) *Building a self-improving culture*

Scheme of “Class-oriented rules” is launched throughout the years. Besides the school regulations, each class is encouraged to design class-based rules in order to help the whole class establish a positive learning environment. We believe that everyone is willing to strive hard to improve and do good under mutual support and consensus. This helps the students to have a common goal in correcting misbehavior and ensure that they will support each other to form good habits. The reward is a kind of recognition in sustaining students' positive behavior too.



Prevention is better than cure. In promoting “Positive discipline”, our teachers received training from the City University of Hong Kong through staff development. Teachers not only equip themselves with the effective skills in handling discipline problems, but also cultivate the attitude to have positive expectation on students. To integrate counseling and discipline, each class in the junior form is assigned with two class teachers. This would give our students more chances to talk with the class teachers and the class teacher will have more chance to contact and take care of the students.



“Self-actualization scheme” is offered to students who go against the school rules. Under the collaborative work of the Discipline unit and the Guidance team, students are encouraged to devise a plan in correcting their misbehavior.

B. On Parents

The Ultimate aim is to activate our parents’ participation

a) Formation of the Parent-Teacher Association

PTA plays an important role in our school. Council members have meetings regularly to discuss the need of the students. Fruitful opinions are reflected to the school management for the optimization of the school policies. In addition, The PTA organizes a lot of activities for develop a better communication among parents, students and teachers. The Incorporated Management Committee was established in 2008 and two parent representatives were committee member and help to give advice for the betterment of CAC.



Provide opportunities for parents' participation in school. Parents are invited to have a closer relationship with their children. In the case of field trips, together with the teachers, some parents would become volunteers in taking care of their children. Distinguished Parent-voluntary worker Awards were set up to recognize the contribution of our parents. To spread the culture of praise, parents will be the master of ceremonies in the assembly to show their appreciation to the teachers.



b) Share the use of school resources

Different mini courses were organized for our parents such as “narcissus flower planting”, “Chinese glutinous rice making”, “Movie making”, etc. To foster skills in communicating with children, monthly parents interflow meeting were held. A 300 square-foot Parent resource centre was opened for parents to borrow books and CD of nurturing.



b) Enhancing the teaching proficiency

Both regular and spontaneous peer class observations are introduced to help teachers share their wisdom in teaching. It also helps teachers form a reflective habit on their teaching.



With the help of the “Webcams” system, periods of collaborative lesson planning are set up to help teachers join together and have good preparation on the subject. It helps improving teacher’s skills and thus results in a “concordant” effect, especially for some newly implemented subjects, such as Liberal Studies.

To enhance the culture of interflow, regular meetings for the “Betterment for learning and teaching” are held. Teachers will share their insights in teaching or newly learnt software which help reduce the workload in preparing teaching materials.

To reinforce teachers’ sense of catering for individual difference, a workshop concerning the use of “Variation Theory” organized by the Hong Kong Institute of Education was carried out on the staff development day. Teachers from different key learning areas sat together to learn how to design a better curriculum for catering the diversified needs of our students.



c) Strengthening the teamwork

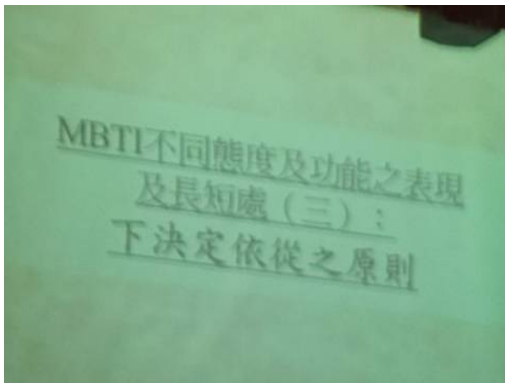
Purkey says, "The beautiful compensation of developing favorable self-concepts in students is that the teacher cannot build positive self-concepts in students without building his own."

Different workshops were planned for our staff to prepare for their readiness in joining the IE journey.

With the support of the Education Bureau and Dr Peter Wong, two workshops concerning the theoretical background of IE and experiences of IE schools in Hong Kong were held. Seeing believes. Hence, we organized visits to an IE school and our staff could have a first-hand experience in recognizing what an IE school would be like. By joining the “Inviting School Project”, our staff continues to attend and learn from the US trainers of the IAIE. This helps our school to further internalize the theory of practice of the IE initiatives.



To enhance teamwork among staff, a workshop of “Myers-Briggs Type Indicator Character Test” was held by MBTI® Master Practitioner. Through the workshop, teachers and non-teaching staff are able to recognize their own characters. Strengths and weaknesses of different characters were examined. It improved the understanding among staff and helped build up stronger teamwork for the whole school. To sustain the positive atmosphere within colleagues, some teachers were sent to join the “Positive-culture” Workshop organized by Boaco Youth Centre. The arousal of sub-consciousness in positive thinking did help our staff to develop their self-concepts.



To further develop the skills and attitude of collaboration, teachers were sent to participate in the workshop of “Learning Circles” organized by Singaporean trainers. It helped our teachers be inviting to oneself and further expand the sense to be professionally inviting to the others. Methods learnt in the “Learning Circle” are transferred to collaborative lesson planning.



5.3 Places

The ultimate goal is to raise students' sense of belonging to the school.

Creating a pleasant physical environment is a major way for professionals to demonstrate our concern for the people they seek to serve.

a) *Corridor of Life in CAC's*

Near 100 large photo frames were installed from the ground floor to the 6th floor. School lives of students are displayed. It helps students have a greater sense of ownership to the school.



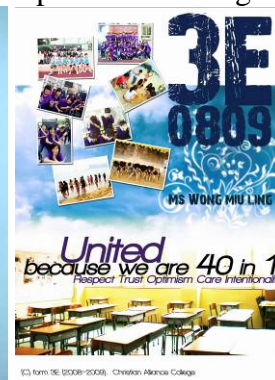
b) *“Honour Corner” and “Hall of Fame” are set up in order to recognize students’ achievements.*

Names of the students with special duties and scholarships are displayed in the hall. Prizes and certificates granted to the students are displayed in an elegant cabinet outside the hall. Students will feel honoured and set a model for other students to strive hard to participate more competition to actualize their potentials.



c) *Class-based design of posters in every classroom.*

Competitions on inter-class posters design are organized for students. It will not only raise the class spirit, but also help student have more chance to get in touch with more positive thinking slogans.



d) *English self-access learning centre*

To facilitate students' learning in English, an English self-access learning centre was set up in 2007. A name competition for this centre was held and 152 students joined the competition. Finally the center was named "L.E.T." Centre which stands for "Learning English Together".



To encourage students to use the "L.E.T." Centre, all English club committee members become the English students ambassadors to help the operation of the center. Students get a passport if they borrow books, DVD, CD or other English learning materials and they get chops to exchange for gifts. The centre opens during the lunch and after school in order to provide more chances for students to fully utilize the facilities. The centre also helps students follow the scheme of work to complete the assigned tasks such as newspaper clippings, book reports, movie appreciation, etc.



e) Orchid Corner

An “Orchid corner” has been built for students to develop their interest in cultivating different kinds of orchid. Every Thursday after school, students attend lessons to learn special technique to take care of the flowers. With the on and on nurturing, students develop their sense of patience. Each plant would be labeled with the name of the students who take charge of the plants. Plants are displayed in a beautiful garden and some of the plants would also be brought into the classroom to add live for the class.



f) Green policy

To raise students’ sense of caring of the environment, many plants and flowers are located in the playground and the corridors. Comfortable and peaceful environment creates a harmonious school life especially with the beautiful plants grew everywhere in the campus.



g) Beautifying Campus Project

In order to enhance a pleasant learning environment, regular campus refurbishment and renovation are carried on. The “Reading Area” has been set up and furniture which atmosphere of discussion has been brought in the covered-playground. To spare more spaces in displaying students’ art work, cabinets were installed along the corridor. In the lavatory, students’ painting can be found. An Art gallery was built outside the library. In the Geography room, curtains with scenes of natural landscape were put on.



5.4 Policies

The ultimate goal is to transform the present situation from “Good” to “Great” by improving the learning progress.

Purkey says’, “Nobody cares how much you know until they know how much you care.” It is our dream that everyone is in pace with the transformation with the inviting policies we adopted.

A) *Elevating the Learning Proficiency*

a) *Introduction of external resources*

Our teachers worked closely in enhancing the learning proficiency.

In stretching the abilities of the students, Chinese Writing Classes were organized for students who are interested in cultivating their creativity. By inviting distinguished writer to the school, students could learn different skills in writing. By joining the enhancement program offered by Education Bureau, various programs were held in reforming the English curriculum. For example, drama education was introduced in form one and journal writing in the form two.

To get closer to the latest development in curriculum, teachers from different subjects joined the seed project provided by the Education Bureau. For example, the Mathematics team has established a school-based assessment scheme for our school and the Economics teams worked with other fellow schools to design lesson plans and teaching materials in the basis of “assessment for learning”. Some of our teachers even became seconded teachers for the Education Bureau to bring in valuable front-line experience to other schools. Teachers in our school are keen to refresh their views and skills in teaching by enrolling in continuous training workshops.

The English department also applied fund from the Education Bureau to boost our students’ interest in learning English. By using the English Enhancement fund, two part-time native English teachers were employed to teach our students about English Drama and journalist’ writing. School-based materials about Poems & Songs were well-developed for teachers to use. To cater for the individual difference, different level of textbooks were used in the same form and split classes were arranged in order to generate the enhanced effect of small class teaching.



b) *School-based integration of subjects*

To prepare students to face the challenge of the New Senior Secondary curriculum, our school has some rearrangement in the curriculum provided in the junior form.

Several years ago, some of the humanities subjects such as the ‘Geography’, ‘World History’ and ‘Economics & Public’ Affairs were combined together to form “Integrated Humanities”. It helps students develop a strong basis on the subject content and build up students’ generic skills in learning through the

incorporation of the project learning in “Integrated Humanity”. This paves a stronger road for students in facing the challenge of the Liberal Studies in the New Senior Secondary Curriculum. In the past, science subjects such as Physics, Chemistry and Biology were separated in Form 3 and each of them only took up two lessons in a cycle with three different teachers, students faced much pressure in dealing with too many subjects at the same time. Therefore, to enhance a better learning effect, the three subjects were combined into the “Integrated Science”. As a result, students only need to take up 5 lessons a cycle and they can adapt to the teaching of the same teacher. Teachers can also have a more fluent flow of teaching in the same cycle.

c) *Emphasis on the importance of Languages*

As an Asian world city, Hong Kong's students should master English to embrace the challenges in their future careers. Given Hong Kong's close relationship with our motherland, our students should also be well versed in Chinese. In this connection, our school will keep on the effort to cultivate our students to be biliterate and trilingual. Our crucial goal is to ensure that our students are proficient in both Chinese and English.

Split class arrangement in English was carried out to ensure that students have more chance to express their ideas in the smaller class. With the native English teachers employed, students had more chances to build up their confidence speaking in English.

In the junior form Chinese lessons, using Putonghua as the medium of instruction were carried out to help students have a better writing styles and thinking skills.

Besides Extensive Reading Scheme of Chinese Language and English Language, a 20-minutes reading lesson is arranged everyday in helping students’ develop a better habit in reading. Through the reading lessons, teachers and students can enjoy a peaceful time in reading and further develop their senses in exploring new knowledge.

B) *Cultivate students’ courage and willingness to try*

a) *“One student, One talent”*

Various activities are provided for students to join in order to cultivate their potentials. In this policy, every form one students are required to choose one kind of sports or art to drill and practice when they enter our school. This is treated as a starting point for our students to establish their self-confidence and sense of achievement. Every Monday, students will have regular lessons and training to develop their talents after school. These trainings include dancing, Chinese music instrument, choir, badminton, basketballs, volleyballs, taekwondo, painting, drama, etc. After the first year of practice, students can continue to take the lessons if they are interested in the activities. Some of them may also be invited to join the school team for a better development of their ability.



b) Interflow trip

More chances are given for students to have outward journey and to broaden the horizon of the students. Offshore learning trips were organized. Hunan-Hong Kong interflow camp was organized on 2008. This is a mutual exchange program for our students to have a chance to visit the school in Hunan. In return, the students from Hunan came to Hong Kong. Our students got the chance to be the host in taking care of our guests. In exploring the economic and environmental development of the Pearl River Delta, senior form students joined the mainland learning trip. This not only deepened our students' knowledge about the economics and environment development of the Mainland, but also helped our students to have a good experience on how Hong Kong's environment was related to the Mainland. To further develop students' recognition of the identity as Chinese people, outstanding students were selected to have interflow trip in Beijing. When students came back, they would share their experience through the assemblies and the occasion of National Flag raising ceremony. All of these help students broaden their horizons by having contact with other people out of Hong Kong.



c) Scheme of "New touch in Learning"

In helping lower achievers at the moment, our school together with the social worker will organize activities for them to arouse their interest in learning during summer holidays. Different workshops and remedial classes are arranged to the students. It not only helps our students to have a better use of the summer vacation, but also help them to develop a positive image on themselves by continuous improvement through different activities.

While helping student's to develop a good sense of responsibility in learning, students are required to finish and hand in their homework on time. If they cannot meet the target, they need to join the tutorial class after school on the same day. Tutors are provided to assist students in the above class.



5.5 Programs

The ultimate goal is to Nurture students' enthusiasm in participating various kind of learning activities

Purkey says, "Students who experience repeated success in school are likely to develop positive feelings about their abilities, while those who encounter failure tend to develop negative views of themselves."

A) *High presentation of students' achievement*

Different clubs and uniform teams are organized by the department of the Extra-Curricula Activities. More than ten 10 subject-related clubs provide regular activities in enriching students' learning. 7 Clubs for increasing students' sense of health and culture help students develop their interest. For the betterment of the "elite" students, 10 school teams provide regular training for the students. 3 uniform-teams such as the Youth Red Cross, the Boy Scouts and the Girl Guides have weekly gathering and training. They also play an important role in serving the school in certain special occasion such as the sportsday and the parents' day.



B) *Acknowledge Students' Uniqueness*

a) *"Life on stage"*

A monthly program called "Life on stage" is held by the Guidance Team. This provides platform for students and teachers to share their interest and achievement. Different kinds of talent show and hobby sharing were presented. By the recognition given to the students, students are further encouraged to develop their sense of recognizing other's successful experience and strive hard to do better.



b) Volunteer service work

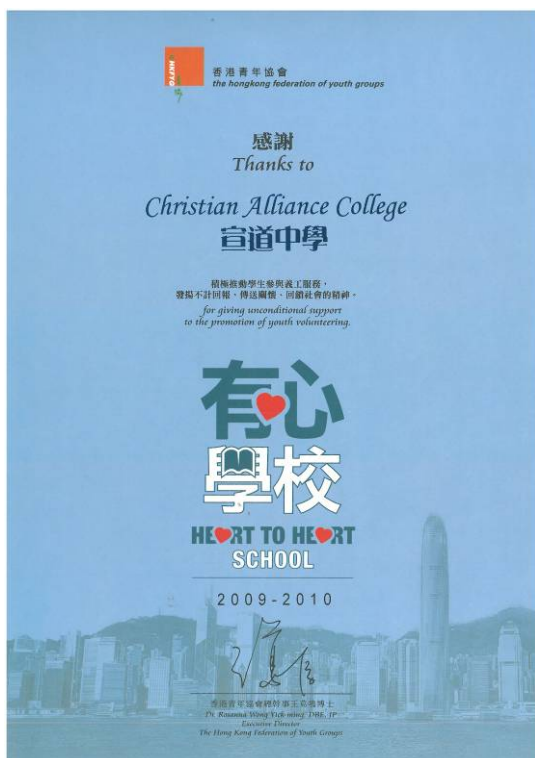
To develop students' heart to serve, students are encouraged to participate in volunteer service work. We do believe that students will learn to care about the society through their devoted participation.

In 2008, there were about 300 students engaged in flag-day for fundraising of charities. In the same year, our school was granted by the Equal Opportunities Commission" to paint a wall-picture in our campus to promote the sense of equal opportunities. Our students were given the chance to paint the wall together with the members of "Hong Kong Association for Down Syndrome" which serves those students who are moderately intellectual disable.



In 2009 April, our students also had the chance to join with the same association in the "Adventureship". By participating in the innovative and carefully designed sea activities, the trainees worked cooperatively and pushed themselves in a supportive environment – learning, helping others, and growing.

In 2008, our school was awarded the "Heart to Heart" School by the Hong Kong Federation of Youth Group for recognizing us in promoting youth volunteering, i.e. more than 2,000 hours of voluntary service per year.



In 2009, around 20 students actively helped to sell the raffle tickets for Ronald McDonald House. They spent more than 5 hours in the afternoon selling the tickets in the hope of raising the money for the children in need.

C) *Encourage students and parents to take the initiative to participate in activities with teachers*

More interaction between teachers and students will result in a close-relationship in build an inviting school.

a) *Fund raising for charity*

The Student Union plays an important role to bring students and teachers together. To raise fund for the Community Chest, teachers are invited to wear school uniforms in the “Casual wearing day”. Students-teachers competition such as basketball, table tennis and cookery are organized. These events helped to raise HK\$30,000 for the Community Chest last year.



b) *Spreading of Jesus' love*

In the Gospel week, students and teachers join together to have singing performance in spreading the love of Jesus. Teachers also share their “Life” and growth with students.



c) *Parents, students and teachers' joint activities*

The parent-teacher association organizes regular activities for families and teachers to join. This helps the parents to have a strong bonding and help develop a harmonious relationship with their children.



D) Work on Students personal growth

a) “Positive Adolescent Training” through Holistic Social Program

This program was introduced in 2006. By providing opportunity and recognition to students, students become more capable in upholding healthy beliefs and values among themselves. This also motivates the self-growth and closer bonding among the students. The program is held with the support of the Education Bureau and the Social Welfare Department. Starting from form one, students get involved in the program for three years through the “life education”. For each formal lesson, a registered social worker and a teacher work together in teaching the lessons. Outward training would be organized as a complement to the whole program.

b) “Big Brother, Big Sisters”

To help form one students to adapt the change of their life from primary school to secondary school, “Big Brother, Big Sister” scheme is held by the Guidance team. By recruiting students from the senior form, the form one students feel being more concern and care. Leadership among the senior students is built, especially in the sense of being consciously in helping others to grow.



c) “Smarteens”

Multiple-intelligence training programs for form 3 students are held year by year. The scheme, namely the “Smarteens”, is funded by the Education Bureau. In the 5-day camp, students receive discipline training and team building skills in the Police Training school and the Fire Service Training school. Despite the firm training from the officers concerned, students have time to reflect on themselves and write “letter” to their parents to express their feeling. Much happiness and tears from the students and the parents can be seen in the graduation ceremonies.



d) Art Education in New Senior Secondary Curriculum

To sustain the policy of the “One student, One talent”, formal art education is arranged in the new senior secondary curriculum (NNS). To help student have a more balanced growth in life, students can choose one of the art educations offered by the school. By using the block timetabling, students are divided into 6 group and they are free to choose their favourite art education. This curriculum includes visual arts, music, dancing and drama. Professional tutors are employed in facilitating students’ learning.



e) *IE leadership training camp*

IE leadership training camps are held to further extend the positive effects of the Invitational Education among students. Together with the intentionality of the school to promote IE culture in the campus, students are invited to take the lead to spread their stimulation from the beliefs of IE.

A group of IE ambassadors are formed and trained up for spreading the core values of IE. In the camp, students need to have a strong sense of taking care of their teammates. Through the orienteering arranged by the “Breakthrough Ltd.”, students learn how to cooperate in the sense of respect and trust and finish their tasks in an optimistic attitude. This further expands their capacity in facing adversity.

With the development in leadership, the IE ambassadors become well-equipped in supporting the development IE in the campus as they already internalized the values of IE into themselves. The IE ambassadors are given the chance to carry out programs and introduce the spirit of IE in the campus.



6. Reflection and Evaluation

To observe the magic of the Invitational Education brought to our school, assessments and evaluation were carried in these years. An Inviting School Survey (ISS-R) was conducted and two visits (2008 and 2010) by IAIE US consultants and IAIE(HK) Local educators were arranged in reviewing our school.

6.1. Inviting School Survey (ISS-R) and evaluation

In February 2010, the Inviting School Survey-Revised (ISS-R) was conducted to informally assess the invitational qualities of our school climate and the five environmental areas as outlined in Invitational Education theory. Forty-nine (49) participants satisfactorily completed the IAIE Inviting School Survey (ISS-R) – 3 Administrators, 6 Teachers, 27 Students, 11 Parents and 2 Others.

Some of the items are inspiring in reflecting how well our school is in the IE journey. Some statements that are highly agreed by the stakeholders are extracted below.

6.1.1 People

- i) Teachers in this school show respect for students. (96%)
- ii) Teachers are easy to talk with. (81%)
- iii) Teachers take time to talk with students about students' out of class. (81%)
- iv) Teachers work to encourage students' self-confidence. (84%)
- v) Students work cooperatively with each other. (81%)
- vi) Teachers share out-of-class experiences with students. (81%)
- vii) The grading practices in this school are fair. (81%)

It is rewarding for teachers to see that stakeholders recognized and asserted teachers work. Students and teachers had a close relationship which laid the strong basis for the further development of IE in school. The value of IE such as respect, trust, and care can be found especially in the interaction between students and teachers.

6.1.2 Program

- i) School programs involve out of school experience. (94%)
- ii) Everyone is encouraged to participate in athletic (sports) programs. (83%)
- iii) The school sponsors extracurricular activities apart from sports. (83%)
- iv) Interruptions to classroom academic activities are kept to a minimum. (86%)
- v) There is a wellness (health) program in this school. (86%)
- vi) Mini courses are available to students. (85%)

The feedback is generally encouraging to teachers. Teacher spent extra time and effort in providing a variety of programs and activities to students. Students enjoyed the programs such as “One student, One Talent”, Volunteer services and field trips. To enrich student from low social-economics status learning through authentic experiences for whole person development, the “Life-wide Learning Fund” is provided for students to apply.

6.1.3 Policy

- i) Teachers are willing to help students who have special problems. (87%)
- ii) Students have the opportunity to talk to one another during class activities. (86%)
- iii) The messages and notes sent home are positive. (87%)
- iv) The grading practices in this school are fair. (81%)

Our social workers, Guidance Team and the form masters will have case conferences in assisting students with special problem.

Furthermore, to cater for students with severe special educational needs or multiple disabilities, the team of “Special Educational Needs” was formed in 2008. Our school works closely with the Education Bureau to help the SEN students develop their full potential.

In junior form, uniform tests are used in helping students to have a good reference for assessing their performance and academic achievements. Students and parents will receive a well-informed academic report in every semester. Students’ and parents’ trust in the grading system is then further developed.

6.1.4 Place

- i) Space is available for student independent study. (87%)
- ii) The lighting in this school is more than adequate. (87%)

Students are willing to stay at the school, especially for trying their best in a higher level of academic achievements. Our library is having ongoing renovation in establishing good facilities for group discussion and information searching. Self-study rooms were opened after school and holidays for students who want to further develop their diligence in study.

6.1.5 Process

- i) Students work cooperatively with one another. (85%)

Our school stresses in team-building and collaborative learning help students develop their friendliness with one another. The project learning carried out in different forms provide students more chances to learn from each other. Synergy effect can be generated in uplifting our students to higher level of success.

6.1.6 Room for improvement

Nevertheless, there are still some items required more attention.

Concerning the assessment, more comprehensive framework of work and effort should be considered.

Gentle reminder should be given to everyone for promoting punctuality for ensuring a prompt start in morning assemblies and classes.

It is great to encourage our staff to use an more inviting attitude to answer telephone calls to let our parents feel the care of the school.

More smile and inviting greeting should be encouraged so that people often feel welcome when they enter the school.

To ensure the involvement of more people in making decisions, more information about school should be posted in notice board so that different stakeholders can have more chances to response to them.

Class-based reward scheme should be organized to guarantee a high daily attendance.

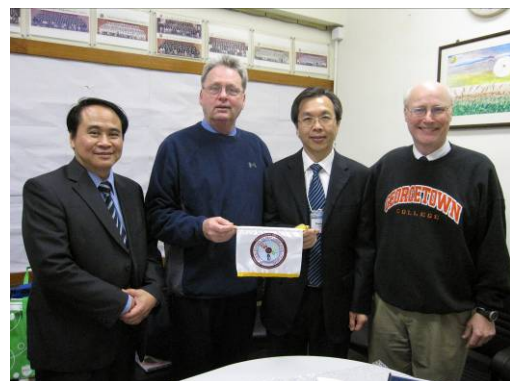
6.2 Site visits by IAIE US consultants, students and local educators

In the two visits in 2008 and 2010, our guests gave us fruitful comments and encouragement which inspired our students and staff a lot.

Our kids felt excited to greet our honorable guests and we were keen to show our warm welcome at the front door.

Our 'A cappella' team was eager to sing lovely songs to thank for the visit of our guests of honour.

Our IE ambassadors did show their enthusiasm for introducing their view on the impact of IE in our school. An inviting school checklist is attached.



6.3 The Inviting School Checklist

Observation Summary

School: Christian Alliance College

Date: April, 2008

People: Principal Pong Wing Poon and his IE committee were welcoming and warm. They were easy to talk with and quite enthusiastic about developing an IE program for their school.

Places: The landscape was well kept and welcoming with orchids grown by each class. Student work was displayed throughout the school.

Processes: The teachers seemed to be involved in school decisions and are eager to work cooperatively on IE implementation.

Programs: I was taken to the library where some of the students showed a video of some of the plays performed in the school. The school offers a variety of extra-curricular programs for students.

Policies: Current school policies seemed to be well-known and reflected respect for everyone. As the principal and teachers develop the IE program, they need to make the policies readily available by posting them in prominent locations.

Summary: Christian Alliance College already has an action plan and their IE committee is enthusiastic about implementing it. They now need to involve the teachers to get their ideas on how to apply IE so everyone feels they have ownership. I feel this school is on its way to becoming an inviting school. It is recommended the school could consider continuing enroll in the IE project in the coming years to receive ongoing training and support so that the school could achieve the level of being recognized as Inviting School.

Observed by Dale Stowe, April 3, 2008



6.4 Conclusion

A Road to Success

The Reform Proposal from the Education Commission (2000) in Hong Kong points out that a school ought to be a place to nourish creativity and innovation, and to equip students to face the future with competent skills. Earning a living as well as the development of the whole of Hong Kong to compete with other countries in the global village are both essential. The whole reform is student-oriented and it facilitates students to become life-long learners who would be prepared with meta-cognitive skills and holistic education.

The philosophy of IE provides an appropriate theoretical framework which allows flexibility for teachers to effectively craft and sustain healthy school environments.

The five core values (optimism, trust, respect, care, intentionality) and five Ps (People, Places, Policies, Programs, and Processes) practically respond to the call for benefiting every individual in our school.

Here, we would like to conclude some particular circumstances of our school and our ongoing efforts in implementing the IE principles in our school.

Our staffs are eager to achieve the aspirations of building an inviting school. An IE Committee has been set up to co-ordinate the IE development at our school. We make every effort to show our loving concern for our students. Our team is open-minded and willing to learn. Culture of interflow is prevailing and we are willing to bring successful and professional experience from other schools. We teachers have a good relationship with our boys and girls. With our encouraging words and photos in the covered playground, we show our intention of impressing children day by day.

Our school provides an inviting and ideal environment for our students. The welcoming campus is well kept. It is clean, well-organized and friendly for students. With our Campus Beautifying Project, many plants have been planted around the campus. Everyone can enjoy the affectionate atmosphere once walking close to our home. The “Orchid Corner” maintained by our students is a good example. Through their nurturing, different spices of orchids have been growing and some are placed in our classrooms.

In recognizing students’ achievements, a grand trophy cabinet is reserved for displaying students’ trophies and certificates near our school hall. Numerous students’ artwork and photos are displayed in corridors, stairways, classrooms as well as lavatories. Our children’s sense of ownership can be cultivated through their photos of their life at their second home.

We have been striving for a sustainable growth for our students by providing various programs. To develop students’ potential, junior form students are encouraged to join the “One student, One talent” policy. Our kids can have more chances to develop their interest and have sustainable practices. While implementing the new senior secondary curriculum, we offer a comprehensive art curriculum such as dancing, music, visual arts and drama education and treat it as a school-based elective curriculum for our students to sustain their growth. “Smart Teen Challenge Camp” is held every year for developing students’ discipline too.

All in all, Invitational Education is very promising in transforming our school from good to great.

Let us make use of a famous Disney song to share the feeling of our students and teachers in the IE journey.

Can You Feel The Love Tonight

“There's a calm surrender to the rush of day
When the heat of the rolling world can be turned away
An enchanted moment, and it sees me through
It's enough for this restless warrior just to be with you
And can you feel the love tonight
It is where we are
It's enough for this wide-eyed wanderer
That we got this far
And can you feel the love tonight
How it's laid to rest
It's enough to make kings and vagabonds
Believe the very best
There's a time for everyone if they only learn
That the twisting kaleidoscope moves us all in turn
There's a rhyme and reason to the wild outdoors
When the heart of this star-crossed voyager beats in time with yours”



*“The Heart of Education is
the Education of the Heart”
Dr. William Purkey*

7. References

Education Commission (2000), "Reform Proposals for the Education System in Hong Kong,"

HKSAR, China: Hong Kong Government Printer

Purkey W & Novak J (1996) "Inviting School Success: A Self-concept Approach to

Teaching" (3rd Edition) Belmont, CA: Wedsworth.

Steyn G.M. (2005), "Unlocking leadership to sustain invitational education in schools: lessons from the

United States of America", access at

http://www.iaie.org.hk/2005camp/download/Dr_Steyn_IEprinteamHongKong.rtf

WONG K.H. (2007), "A case study on introducing Invitational Education (IE)

(a school development initiative) to a secondary school and to evaluate and understand the change process, effectiveness and implications for future school development work", Unpublished

Doctoral Dissertation, Faculty of Education, University of Bristol