QUALITY SCHOOLS GUIDE

Shining on the world stage

Developing 21st century skills
Inter-disciplinary teaching
It is gratifying to note the increased support accorded to education since Chief Executive Carrie Lam took office.

In the supplement to her latest Policy Speech, she reported that government had completed six task force reviews on a wide range of topics, including school-based management policy; research policy; home-school co-operation and parent education; and professional development of teachers. Government has also injected extra funding for kindergartens, primary and secondary schools, post-secondary education, as well as vocational and professional education and training.

In Hong Kong, parents spare no expense or effort in sourcing for a school that best fits their children so that they grow up not only as smart kids, but with an illustrious academic record in preparation for higher studies and their future careers.

Many parents are becoming converted to the philosophy of holistic education. They want their children to be able to find their identity, meaning and purpose in life, and so they place emphasis on such issues as cultivating relationship with the community, building connections with nature, and embracing universal values such as human compassion and world peace.

A major goal of holistic education is to help students achieve self-actualization. In other words, the teaching role is expanded to cover the development of a host of personal potentials in the intellectual, emotional, social, physical, artistic, creative and spiritual realms.

Making the right choice is no easy task for parents as they look for more than a one-size-fits-all education institution. In addition to recommendations amongst the parent community, many are diligent in researching on what is on offer in terms of educational philosophies, teacher quality, learning resources, teaching methodology, study environments, student cohorts and support facilities in various schools.

Experts are of the view that there is no such thing as a "best" school, because the crux lies in the individual’s personal characteristics, strengths, aspirations and circumstances, not to mention whether budget allows or vacancies exist. But at least, we have the basis to make a reasoned and acceptable compromise.
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See what learning can be!
As the world becomes more interconnected, HKA’s programme empowers learners to pursue their pathways to individual excellence, ready to contribute their creative and critical thinking skills to a sustainable future. HKA is an international community where no single nationality is a majority; we celebrate diversity, nurture wellbeing and embrace inclusion. Our learners are immersed in a programme that challenges them to develop a strong sense of their own identity, seek personal relevance and engage in responsible action. And when they leave HKA, these learning journeys continue: recent graduates study a broad range of subjects such as architecture, biochemistry, business, mathematics, music and philosophy at universities around the world.

Hong Kong Academy is a non-profit IB World School offering an exceptional inquiry based education for all students aged 2-19 years old. With our small class sizes and low student to teacher ratios, the faculty get to know all our students as individuals and help them discover their joy as lifelong learners. We invite you to discover our welcoming community, contact admissions@hkacademy.edu.hk to arrange a personalised tour of our captivating learning environment.

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Come experience a day in the life of an HKIS student

HIGH SCHOOL OPEN HOUSE
Thursday, November 28, 2019
9am - 12pm
High School Campus, 1 Red Hill Road, Tai Tam

Take a student-led tour and peek into classrooms. Meet administrators, teachers, and students. Learn more about our curriculum, philosophy, community, and co-curricular programs.

Register with Admissions
www.hkis.edu.hk/openhouse/high-school
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Yew Chung International School's Early Childhood Education is expanding from Kowloon Tong to Tseung Kwan O

Play-based learning
Emergent curriculum
Child-centred approach
Explore · Connect · Enlighten

Programme for children aged 6 months to 4 years
Pioneering in Early Childhood Education since 1932

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Play is defined as voluntary, self-motivated, and engaging. All forms of learning, including physical, social, emotional and cognitive development, are rooted in play. The fundamentals of learning are formed, as children are able to follow their curiosities with natural problems and new ideas unfolding in front of them. Through play children learn crucial lessons, such as the cycle of practice, fail, try again, building in them persistence and resilience. Play provides children with opportunities to build their confidence and creativity as they become risk-takers and problem solvers. In this ever-changing world, these skills cannot be learned by memorized answer; but are truly fostered through allowing children to test and try new experiences and ideas. They are consistently strengthening their cognitive thinking as they actively take part in their learning. These are valuable skills and even today’s workplaces are not seeing enough self-initiation, critical thinking or creativity.

Social and emotional skills are also embedded in play. Social skills, with their cues and rules, are explored and experimented with as they engage with peers and explore cooperation. They investigate their relationships and emotions, giving them time and exposure to develop understanding of social behaviours and norms, as well as insight into their own emotional responses. In imaginary play, they are free to experiment with familiar and unfamiliar characters’ roles. They gain empathy as they explore others’ perspectives. They grow a strong sense of self and belonging as they role play, experimenting with all the knowledge they are gaining socially in their daily lives. They are able to experiment with the unknown, learning to control and understand their impulses and fears.

Give childhood back to children

In Hong Kong, there can be a tendency to over-fill young children's schedules with formal, planned lessons to provide children with more learning. However, professionals, such as Peter Gray, suggest we must do the opposite. Supporting and encouraging children’s inborn drive to play and explore gives them the most valuable skills in living and learning. In Give Childhood Back to Children, Gray states, “If we want our offspring to have happy, productive and moral lives, we must allow more time for play, not less.”

Learn through play

The big debate in early childhood education today is the ‘push down’ of academics, robbing children of play. Many professionals are concerned about what this means for young children, and for the future of society as children grow up without the vital learning self-initiated play provides them.

Respect and value children

At Yew Chung International School (YCIS) Early Childhood Education (ECE) Section, through play, character development is also supported, validated and encouraged. Individual children are valued for their strengths and differences. Too often as adults we forget about the importance of the formation of personality within a child and how it needs to be gently nurtured. When adults provide time for play, they show children that they respect and trust in their natural and authentic desire to learn and question their world. Within play, children have the opportunity to develop positive and secure dispositions, allowing stable character formation and unique personality traits. They gain strong self-identity, which carries on with them throughout life. Children may be “small” but by no means should they ever be made to feel insignificant.

For enquiry 2338 7106; admissions@ycef.com Website info.ycis-hk.com/ece-tko

Key features:
- Shadow Cave (Napping space)
- Reading Garden
- Open Physical Activity Field
- Role-play Area
- Music Room
- Library Area
- Creative Studio

A new learning journey has begun! YCIS ECE is expanding to Tseung Kwan O from Kowloon Tong with a new campus in the academic year 2019-20. Situated in a serene corner at Savannah Place in Tseung Kwan O, the campus, with an area of approximate 20,000 sq. ft., enables children to be children without boundaries. The spacious space, designed to develop confidence and security, gives them opportunities to move and explore. It also strives to create both individual relationships as well as a large, warm and supportive community as a whole.

New ECE Campus in Tseung Kwan O

Caring about our youngest generation, YCIS is committed to bringing a quality environment with children’s health and safety being the top priorities.
• Indoor air quality test will be conducted to ensure the requirement set by Environmental Protection Department is adequately met
• Furniture reaching international safety standard is used
• Air-purifying surface paint awarded with international eco-certificates and HK G-Pass label, which removes germs and purifies harmful pollutants such as formaldehyde and methylene. is delicately selected.

Interested in enrolling your child to the YCIS ECE campus in Tseung Kwan O? Join the weekly campus tour or periodic info session to learn more about YCIS from the school leadership team.

Supporting and encouraging children’s inborn drive to play and explore gives them the most valuable skills in living and learning.

In YCIS early childhood education programmes, all these skills are highly valued through their play-based curriculum. The curriculum is led by the children's interests, explorations and discoveries. Throughout the classroom, children are researchers engaged in different types of experience, from individual children investigations to small group explorations. Teachers are actively engaged with children, as well as closely observing the various learning on-going of all students. Teachers then creatively extend that learning with further investigations, relevant conversations, and thoughtful settings to deepen children's play. Teachers respect children's view, feelings and knowledge. The uninterrupted play is relished by the learners, as they enthusiastically throw themselves into every moment of the school day.

Play provides children with opportunities to build their confidence and creativity as they become risk takers and problem solvers.
St George’s School believes boys are special and they learn differently to girls. So the Canadian school pays attention to every single detail in the school to help boys reach their full potential.

"The research on how boys learn indicates that there are some patterns and tendencies," said Tom Matthews, the headmaster of the boys’ school in Vancouver. St George’s is part of the International Boys’ Schools Coalition, an organization dedicated to discover the best learning practices for boys worldwide.

And the practices are implemented in the learning schedule, strategies, programs, teacher-student relationship and school facilities.

There is no such thing as a normal day of lessons in the junior school. Every day is meant to be different, with fresh challenges and new routines.

"Boys really benefit from what we call a wide repertoire instruction strategy," said the headmaster. The teachers plan for the next six weeks of classes, filling them up with various kinds of activities.

"Maybe 15 minutes of a teacher giving direct instructions. Another part of the lesson might be working together in a collaborative way to solve a problem, or a students’ presentation."

Activities tend to be more active and engaging with real-world challenges, as teacher-centred classrooms is less efficient to boys who love to move.

"For example, we have a thing called wonder expo," said the school’s director of advancement, Dave Fitzpatrick. "Every Grade Seven boy has to think of something that interests him, and wants to find the answer."

The director recalled that a boy who was interested in playing lacrosse wanted to know what kind of stick threw the ball the furthest. He spent weeks designing and experimenting, getting materials, testing and putting all the things together for presentation.

The teachers plan the layout of challenges every day. To the boys, every day turns a page that attracts them to learn through active engagement.

In traditional schools, students who move around on their chairs are most likely to be treated as troublemakers. But it may not be the same at St George’s School. The school believes that boys learn best with a personalized way of study.

"When I once walked into a Grade Two classroom the teacher told me that everyone was focusing on his tasks," said Fitzpatrick. He looked around the classroom and saw everyone learning in a different way.

"There were two boys at a small desk reading together. There was another boy in the corner, lying on the carpet on his belly, and he is working on his notes," he said.

"The teacher said the best way he works is lying on the carpet because he needs to stretch out."

Fitzpatrick said the teacher knows when is the time for the boys to move or stay still, acting like a conductor of an orchestra. And to maintain the orchestra, class size is limited from 18 to 20 pupils.

Catering to the needs of boys, the furniture and facilities are specially designed.

"There is even a bicycle-like seat in the classroom," he said. Unlike the furniture in the old days that were fixed, the tables and chairs in the Canadian school are light, flexible and adaptable. Matthews said: "We have the block furniture where we can move them and adapt to what is happening in the lesson. There are also some experiments on desks that allow students to stand up when they work."

Apart from a choice of furniture, spaces are specially designed for linkage on teaching methods.

"Boys benefit from having strong relations with their teachers," said Matthews. A neighborhood model is used in the junior school thus organized by grades. On the same floor, classrooms and offices are all open to a common space, while the teachers’ office has walls of glass.

"We aim to create a neighborhood in the community," he said.

"When students see their teachers at the beginning of the week, they can ask each other how’s the week going."

The design enables closer relationship between students and teachers.

The neighborhood design started in Grade Seven and received a positive feedback. The school will extend the design to other parts of the school, structuring the senior school by discipline.

Learning should be beyond the classroom, Matthews believes. Aiming to build Canada’s world school for boys from Grade 1 to 12, 115 boarding students among a total 1,151 come from various parts of Canada and 19 different countries, ranging from Hong Kong to Mexico.

"It is a huge asset in the new global world for students to be able to live with and learn with boys of another background," said Matthews.

As a day and boarding school, students can experience living and exchanging with a different culture.
OPEN MINDS LEAD TO VICTORY

When you think you’re a success, you will become a success. It may sound arrogant, but it’s often true.

At the 2019 Asia-Pacific Broadcasting Union Asia-Pacific Robot Contest, the robotics team from The Chinese University of Hong Kong did so by approaching the competition with a relaxed, open attitude.

“The final eight was our original goal, so after reaching it, we had a casual mindset about going further,” said Lam Chun Ting, year 4 student from the department of computer science and engineering. “And we had a great time.”

The team made history as the first Hong Kong team to win an international trophy for robotics since the competition began in 2002.

Inspired by a traditional messenger system in the host country of Mongolia, this year’s competition challenged teams to build one manual robot and one four-legged automatic robot that could navigate obstacles while carrying a token and throwing a bone dice, with the team that could reach 50 points on the dice, reach to the finish line and lift the token the fastest winning.

The CUHK team won the local competition in June and went on to represent the SAR against 16 other regional winning teams in the final in August.

“In the local contest, the team focused too much on precision and ignored speed,” Lam said.

After the local round, the team spent a month strengthening their manual robot and reprogramming their automatic robot to speed it up, which resulted in their new record of 35 seconds in the finale, 15 seconds faster than their initial results.

“This year’s competition was more difficult,” second-time team leader Yip Chun Wa said. “But we do have a larger and more experienced team, and all aspects of the logistics arrangements were in place.”

He added that during this year’s competition, his biggest takeaway was how to properly assign tasks according to the personalities and abilities of his team members.

As CUHK is predominantly research-oriented, instead of providing lectures or tutorials during the preparation process, the training materials were prepared by the students themselves and taught by the senior students, the team members said.

“It’s just an extracurricular activity and students won’t get any credit for it, so I’m glad to see them doing it with such passion and persistence, even sacrificing their holidays,” said Yip.

A larger team means there’s always divided views, but the team solves this by battling their demo products in internal contests and discussing the best ideas to implement.

The collision of ideas has also brought surprises. This year, non-engineering students were allowed to join the team for the first time. An actuarial student designed a feedback sensor that could track and adjust the robot’s direction and speed at any time. “The sensor allows the robots to mark errors in its path while letting them know its orientation, increasing its flexibility in case of emergency,” said Cheung Tsang Kit, Lam’s teammate.

This was the key to beating five-time winner mainland China. The mainland team lost due to an error in the game against Hong Kong, but the CUHK team were full of admiration for them, saying they used advanced technology they had never heard of before and had significant industrial resources to support them. “We have to admit we are not as good as them,” said Cheung. “They dared to try new technology and spent time studying how to implement ideas with them, which is a challenge for us.”

Yip said that although the robots tend to follow the same scheme, the team makes improvements each year depending on the requirements of the situation. They also set up a research and development team this year, hoping to develop new technology that can help keep the championship title.

Next year’s tournament will be hosted in Fiji and feature a rugby theme in which robots will have to pass and kick a rugby ball.

Cheung said the team learned a lot through the process. They learned how to solve tasks during the preparation stage from fellows and teachers, and discovered the importance of taking it easy during the competition. “Of course we hope the team gets the best results next year, but as we are graduating, we are also thinking of how to pass on the knowledge we have gained to our younger teammates.”
Part of Raffles Education Corporation with a vast network of 22 colleges and universities in 20 cities across 12 countries globally, Raffles Design Institute is one of the few institutions in Hong Kong that provides specialized design education at diploma and undergraduate level.

A competitive and relevant curriculum

Raffles provide both Advanced Diploma courses as well as undergraduate courses. Advanced Diploma cores include Fashion Design, Fashion Marketing, Interior Design, and Visual Communication Design. Fashion Design enables students to acquire the thinking skills, understanding and knowledge critical to key fashion design functions, putting emphasis on the conceptual abilities and aesthetic sensibilities. This will give designers the tools to stay competitive in the world of fashion.

“At Raffles, we adopt a curriculum that is internationally recognised,” said Stefán A.R. Orschel-Read, Academic and Programme Director. “But with that being said, our goal is to provide quality education that not only develops students’ passion in art, but also give them a platform for their work to be recognised and discovered.”

Fashion Marketing and Management enable students to acquire the thinking skills, understanding and knowledge that are pivotal to key fashion design and business functions. This will enable them to develop effective industry based projects, marketing strategies, advertising campaigns, visual displays, as well as coordinating shows and events, giving them great advantage in their career path when they are in a commercial setting.

The Interior Design module encompasses the study of both architectural and design content within a built environment while focusing on the human interface within a given space. Students are immersed in intensive training with an emphasis on space planning, creative problem-solving, communication skills and knowledge of building materials, construction, computer-aided drafting and history of design— all key skills which a professional interior designer should possess.

Undergraduate courses progresses to explore similar disciplines in depth, and allows students to hone the skills and knowledge they have learnt with a focus in graphic design instead of visual communication design if desired, accommodating and nurturing students’ different interest and strengths.

Industry experts coaching you first-hand

Raffles boasts a professional academic team with a wealth of cultural and industry knowledge. Lecturers teach students in small class sizes, giving each of them close attention and personalized mentoring. As mentors, they are also well aware of each and every student’s strengths and weaknesses, allowing them to develop their unique potential as well as bringing them into close contact with industry for an exceptional career prospect.

Upon launching his exquisite label ‘Orschel-Read’ in 2008 which became a favorite in international press. Stefán has also featured his collections on the world stage, from London Fashion Week to Germany, Russia and Italy. He has even dressed numerous celebrity icons including Lady Gaga and Paul Weller, allowing him to give students invaluable advise and exposure.

“It takes a lot of resolve to be a successful designer,” said Stefán. “Aside from technical skill which we equip students with here at Raffles, passion and personality are also paramount which our education team strives to kindle and develop. These are the qualities that will allow aspiring artists to persevere and stand out from the crowd.”
Serving Hong Kong’s local and expatriate families since 1986, the American International School (AIS) is a fully accredited, independent, co-educational, international day school for approximately 885 students from Early Childhood through Grade 12 for children aged 3 to 18 years old. AIS offers a rigorous college-preparatory academic program based on US educational standards supported through international best-practices in teaching.

The academic program is enriched by a broad and diverse extra-curricular program, vibrant visual and performing arts, an extensive sports program at both intra-mural and varsity levels, unique experiential learning opportunities, challenging leadership programs, dedicated community service, and a schoolwide commitment to supporting student success.

American Curriculum

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<th>Early Childhood to Grade 12</th>
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University Destinations

Every year, the majority of Grade 11 and 12 students receive AP Scholars recognition from the US College Board. AIS graduates earn admission to the most prestigious universities and colleges in the United States and internationally, including Cornell University, University of Pennsylvania, University of Chicago, Johns Hopkins University, University of California Berkeley, UCLA, Imperial College of London, Royal College of Surgeons (Ireland), University of Michigan, Rice University, Parsons the New School for Design, University of Toronto, University of Melbourne, Les Roches International School of Hotel Management, HKU and many more worldwide.

More at https://www.ais.edu.hk/graduation-beyond/

School Hours

| Early Childhood 1          | (half-day) 8:00 – 11:00am & 12:00 – 3:00pm |
| Early Childhood 2 to Grade 12 | (full-day) 8:00am – 3:00pm |

Facilities

Swimming pool, Makerspace for student exhibitions, basketball and outdoor sports grounds, fine arts, music technology, Engineering-Design-Innovation (EDI) and science labs. AIS is a full Wi-Fi campus which supports a Bring Your Own Technology (BYOT) policy from Grade 5 to 12.

Our core values of justice, knowledge, and love, foster the development of global citizens, empowered thinkers, effective communicators, and well-rounded individuals who are prepared for success and a bright future.
Located in the Tai Po community, American School Hong Kong (ASHK) is a kindergarten (KG2) to Grade 12, non-profit college offering a rigorous American and international program. Its framework for learning is based on the US Common Core, Next Generation Science Standards (NGSS), and American Education Reaches Out (AERO) Social Studies Standards, with English serving as the language of instruction and communication.

Through the school’s STEAM focus, students experience a culture of creativity and innovation. While intellectual development is of paramount importance, significant emphasis is placed on the social, physical, emotional, and creative domains to provide a holistic supportive experience for the development of the whole child.

Adopting an inquiry and concept-based approach to teaching and learning, American School Hong Kong promotes the development of 21st century skills to prepare students for the future.

Fully accredited by the Western Association of Schools and Colleges and the Middle States Association of Schools and Colleges, ASHK is owned and operated by Esol Education, the world’s largest operator of international American schools. Esol Education currently operates ten high quality international schools across three continents with more than 10,000 students registered. Graduates from Esol schools are now attending leading universities worldwide, including Stanford University, Massachusetts Institute of Technology (MIT), Yale University, Columbia University, University of Toronto, and the London School of Economics.

ASHK scholarship program allows students an equal opportunity to enjoy this amazing educational experience with financial assistance available.

Adopting an inquiry and concept-based approach to teaching and learning, American School Hong Kong promotes the development of 21st century skills to prepare students for the future.

NOW ACCEPTING APPLICATIONS FOR STUDENTS AGED 4 - 14

School Tours & Information Sessions Available

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“For us, it is important to treat every student as an individual,” says Richard Vanderpyl, head of school at Christian Alliance International School, or CAIS. Whether it’s making sure that students receive thoughtful pastoral care, or providing tailored learning support based on each student’s needs, CAIS strives to equip its students with the best possible tools to realize their full potential.

As its mission statement is “To cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity,” CAIS strikes a delicate balance between high expectations of its students, and providing services that cultivate a culture of affirmation.

“We expect students to give their very best at school, and we demand their very best,” says Vanderpyl. “We have a rigorous learning culture and high expectations on the quality of work handed in as well as behaviour.” This, he says, is to ensure that the students know very clearly what is expected of them and to inspire them to achieve the very best.

One of the ways that CAIS supports its students in this regard is through the Individualized Program Plans which aim to get to the heart of what is the best help each student needs to succeed. The school’s Learning Support team works closely with students, parents and teachers to identify areas of improvement and develop a personalized support program.

Vanderpyl adds that although the students are encouraged to perform their best, they are not expected to be perfect. “It’s okay to fail.” This culture of allowing students the space for trial and error is in fact a crucial developmental stage for children. “When you allow kids to fail, you also then teach them how to cope with failure,” he explains. “And that builds their resilience. That means that when they do fail, it is our job as educators to give them the skills to deal with that situation.”

Students from grade 7 through 12 have an additional pillar of support with the new school initiative called Pastoral Advisory Care Team, or PACT. Every day, a group of 12 students will meet with an advisory teacher—a member of staff with whom the students already have regular contact during lesson time—who will help advise them on matters ranging from academics to personal hurdles.

“At the heart of the initiative, he says, is that every student will have a significant adult that they can trust to counsel them and guide them in their journey through whole-person development. This kind of pastoral care has been at the center of CAIS and has proved to have positive results on more practical matters, such as their students’ academic achievements.

The graduating class of the 2018/19 school year has received over 200 offers from universities world-wide, including St Andrews University (Medicine), University of Michigan (Art), University of Toronto (Life Science), University of Newcastle (Law) and Ritsumeikan University (Information Science System and Engineering).

While CAIS offers the Alberta curriculum, it is also now a candidate school for the International Baccalaureate, or IB, meaning that they are in the process of obtaining certification to start offering the IB exams to its students as an added stream of university entrance exams.
The English Schools Foundation is the largest provider of English-medium international education in Hong Kong. For over 50 years, we have been nurturing talent, supporting learners and their families – and preparing young men and women to be the global leaders of tomorrow.

Former students of ESF’s 22 schools can be found in every part of the world. Our size – and our proud history means that our alumni have been shaping the world in which we live for decades.

Our outstanding results are a testament to our outstanding teaching staff – but that is not the whole story. At the heart of our success is our approach to teaching – which starts with our International Baccalaureate Primary Years Programme (PYP).

ESF schools have been following the International Baccalaureate programme for almost 15 years now. In that time, we have evolved teaching from a ‘teacher teaches, pupil listens’ model, to one where every student is an active participant in their own learning.

Walk into any one of our schools and you will see our learners confidently showing the skills that they will need to be a success in the future. They don’t just listen, they question. They don’t just receive information – they analyse it and consider what it means for our world now – and in the future.

Simply put, we want every student to be the very best they can be. Our award winning sports programme regularly brings top level coaches and athletes to our schools – and our Language and Learning syllabus brings art and culture to life.

We live in a globally connected world. At ESF we make sure our student enjoy learning – and get ready to take the lead in whatever field they choose to enter.

You can find out more about ESF and how we are inspiring the global leaders of tomorrow by visiting our website www.esf.edu.hk or by following us on social media.

ESF: HELPING EVERY STUDENT BE THE BEST THAT THEY CAN BE

ESF English Schools Foundation

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French International School of Hong Kong

Back in 1963, FIS led the way in being one of the first international schools in Hong Kong. Then again, in 1988, the school was the first to adopt the International Baccalaureate Diploma Programme. This heady mixture of innovation and longevity is what drives the school forwards. In the last 2 years, the international primary school has undergone another revolution in learning by delivering the International Early Years Curriculum and the International Primary Curriculum (IPC). Due to the success of these curricula with students, teachers and parents alike, the international stream is innovating yet again, by implementing the International Middle Years Curriculum (IMYC).

What makes this curriculum so perfect for FIS?
First, it is a challenging, internationally minded and concept focused curriculum, which has been designed with the adolescent brain in mind. The latest neuro science underpins the way the curriculum has been constructed. Adolescents need learning to be interlinked, they need learning to be social, they want learning to have meaning and relevance, they need to take risks in a safe environment and finally, they need support from primary to secondary school.

Secondly, it identifies learning goals around knowledge, skills and understanding which are needed across all subjects and these are subject specific and very clear. There are personal learning goals or dispositions that students need to exhibit. These are enquiry, morality, communication, resilience, thoughtfulness, respect, cooperation and adaptability. The final unique facet is the international learning goals. This helps move students towards increasingly sophisticated local, national, international, global and intercultural perspectives on the world.

Thirdly, the units of work are based around a big idea. For example, there are units around ideas like creativity, resilience, balance. Each of the traditional subjects contributes to these units and the big idea challenges students to think beyond a topic to broader conceptual thinking where they find and make connections with each distinct subject but also with their own world.

Quite simply, it is the most exciting curriculum to suit 21st century learners and puts FIS where it always has been, at the forefront of innovation.

About French International School (FIS)
FIS is an all-through school offering two distinct streams from Reception/Moyenne Section to Year 13/Terminale. The French stream leads towards the French Baccalaureate, and the International Stream, to the IGCSE and IB Diploma.

Currently, the school is one of the largest international through schools in Hong Kong and welcomes over 2,700 students, representing 40 different nationalities.

The school’s mission is to provide, together with families, a nurturing, culturally diverse community that inspires our young people to realize their true potential as confident, independent learners and responsible global citizens with moral values and integrity.
A child-centered approach

Children lead a happy school life at Grace Garden which adopts a child-centered approach. The small teacher-student ratio of 1:7 allows their educators to provide stimulating and authentic experiences for children to explore their potential in all areas of development, standing them in good stead in later academic years. The play-based classes are conducted in a variety of activities and group challenges. Delivered in both English and Mandarin, they also allow children to strengthen their language and communication skills in authentic settings.

Why play-based learning?

Play is an integral part of development. Through play, children build confidence to tackle obstacles and solve a wide range of problems with growing independence. “A wide range of high-quality play opportunities for young children provides the critical springboard for all aspects of development and learning,” says Ms Ginny Humpage, EYFS/LOC Consultant. “Play wires and strengthens the brain, body and mind for life and academic success.”

Whilst acknowledging that children are fascinated by dolls and toy cars, Grace Garden makes a point of not providing too many toys for children. “We believe that toys that children play with do not provide endless amount of creativity,” explains Ms Humpage. Instead, we often use loose part materials that are open-ended in order to spark children’s curiosity and imaginations.”

Parent Involvement

Grace Garden believes it is important that parents are well informed and included in every step of the way. Children grow and develop in nurturing environments that are supported by the school and families. “In addition to monthly updates and record of each child’s learning journey, parents are welcome to meet and discuss the child’s developmental progress with our passionate team of educators and support staff,” adds Ms Humpage.

Grace Gardens International Kindergarten has two campuses at Tiu Keng Leng and Lei King Wan respectively. Besides classrooms, other learning facilities include Reading Corners, Indoor Playground and Performance Stage.

“THE PROCESS IS THE MOST IMPORTANT THING, NOT THE RESULT.”

A toddler’s early childhood years are perhaps the most fundamental years in his or her growth and development, and proper guidance and support during this time is absolutely crucial.

With over 12 years of experience in early childhood education, Kerry Payne, EYFS/SENS consultant at Grace Garden International Kindergarten, stresses the importance of child-initiated play-based learning.

“The most important thing for an EYFS teacher to realise is that every child is different, and because of this, children should be the initiator when in pursuit of knowledge, not the other way round,” says Payne. “Give children the chance to think for themselves. Teachers’ should focus on providing them with quality, meaningful interactions and being great play partners.”

On why play-based learning is the best mode of learning for children in their early years, Payne reveals that it is because of two factors- engagement and comprehensiveness. “During play, children are more engaged, this allows them to focus better and really take in what they learn,” says Payne. “Also, play-based learning allows children to utilize and develop a range of skills such as motor and fine-motor skills, all of which are crucial for their development as they progress.”

Hong Kong has a plethora of institutions that cater specifically to EYFS, and it can sometimes be quite difficult for parents to find a truly quality school. “Focus on the teachers and visit the school in person before deciding,” says Payne. “Passion is the number one thing. Have a chat with the teachers and you will instantly notice if they have a love for education. Also, see if the teachers firmly believe in their pedagogy. An exceptional teacher trusts his or her approach and does not easily sway.”

Grace Garden International Kindergarten is currently holding school tours where parents can not only have a good view of the school, but also have an in-depth chat with the teachers either in groups on one-on-one, allowing them to make well-informed decisions.

Grace Garden

Open Day

16/11 Tiu Keng Leng Campus
23/11 Lei King Wan
9.00am-12.00nn

Grace Garden International Kindergarten & Nursery

Grace Garden International Kindergarten & Nursery

Tiu Keng Leng Campus (TKL)
Address Shop F, G/F, Phase 3, Ocean Shores, 88 O King Road, Tiu Keng Leng
Tel (+852) 3547 1338
Whatsapp (+852) 9216 6411

Lei King Wan Campus (LKW)
Address Shop GA, 12B-14, G/F, Site A, 55 Tai Hong Street, Lei King Wan
Tel (+852) 2702 9778
Whatsapp (+852) 6100 8339

Web www.gracegarden.edu.hk

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NURTURING STUDENTS TO BECOME GLOBAL CITIZENS

Hong Kong Academy (HKA) believes that service learning is a powerful experience and an essential part of educating students to be global citizens. In support of this, service and sustainability form a fully integrated part of the curriculum at every grade level.

In the early years at HKA, intentionally structured, inquiry-based learning encourages students to ask questions which are motivated by their own interests as they begin to develop an understanding of themselves and their evolving world.

During each unit of inquiry, students follow the inquiry cycle of: investigating, planning, taking action, reflecting and demonstrating their learning. Through this cyclical process, students start to make personal connections to issues around them. By engaging with the wider community either through dialogue or direct service, they learn the positive impact of meeting a genuine need in the community.

**Service Learning**

Each month, HKA Primary School students are responsible for researching and deciding as a class which local charity or NGO they would like to support through the school’s casual dress day events. Primary School students also take action as volunteers and champions of the school’s organic garden and as buddies to elderly members of the Sai Kung community.

The culmination of HKA’s Primary School learning journey, the IBPYP Grade 5 Exhibition, invites students to identify one of the United Nations Sustainable Development Goals (UN SDGs) as a lens through which to generate collaborative research and take action on an area of collective importance. Through this journey, students learn the importance of service learning as a mutually beneficial experience, one in which they grow as individuals while also serving others.

**Engaging the Community**

As students transition into Secondary School, they are encouraged to continue to nurture their passions and interests through the lens of service learning and action. In Grades 6-10, service learning experiences are framed through the IBMYP curriculum, with every student participating in a service as action project which allows them to thoughtfully engage with a local issue that has global significance. This exposure and engagement in the community and world around them helps to develop their sense of global mindedness and their appreciation of multiple perspectives, affording them the opportunity to think of the potential impact of their choices and actions as individuals.

HKA also supports students who are inspired to build beyond the curricular framework, in Grades 11 and 12. Secondary School students are motivated to expand and apply their content knowledge to real-life activities and events. Initiatives such as the Raise Inspire Share Express (RISE) arts festival and the Refugee Race are examples of HKA student-led advocacy and fundraising events designed to support vulnerable members of society.

**Empowering Students**

Service learning at HKA encourages students to move outside of their comfort zones and foster a sense of self-awareness and self-directedness in relation to their experiences locally and globally. All HKA graduates earn the Global Citizen Diploma (GCD), a high school credential that recognises the many ways in which students are growing into global citizens.

The service learning journeys that HKA students engage in from their youngest years to graduation encourage them to think beyond their immediate context and give authenticity to their learning. These experiences nurture student voice and agency, ultimately empowering them to become self-directed and positive contributors to their communities and our rapidly changing world.

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A WELL-ROUNDED EDUCATION 
ON AND OFF CAMPUS

Hong Kong International School boasts an American-style education from pre-kindergarten through to high school graduation. The High School, for students in grades 9 to 12, offers an unrivaled opportunity for students in Hong Kong to explore different subject areas and extra-curricular experiences to discover their passions and deepen their learning.

Since 1966, HKIS has been providing Hong Kong with a leading American-style education grounded in the Christian faith. While the school values academic excellence, it also prioritizes providing a socially-engaged and welcoming education environment that allows students to realize their full potential. HKIS has over 2,800 students of 40 nationalities and diverse religious backgrounds, from pre-kindergarten to grade 12.

“At HKIS, we give students a strong academic foundation and a rich blend of extra-curricular activities to develop their interest and individuality, but what really pride ourselves in, is nurturing students who know who they are, contributing to our happy, welcoming community,” said Dr. David Lovelin, High School Principal of HKIS.

Choosing learning & understanding

HKIS uses a comprehensive standards-based curriculum in which students not only acquire important new knowledge and skills, but also understand why they are learning what they are learning so they can transfer and apply these skills to new and authentic situations. Over 26 Advanced Placement (AP) courses are offered in the High School. These year-long courses give students a feel for college-level academics in covering a wide range of subjects. Combined with dozens of other course offerings, HKIS students are able to exercise choice over their learning and try different subjects to focus on, or find, their interests and passions.

Throughout their four years of High School, students grow intellectually through engaging in collaborative work, interdisciplinary studies, and the use of technology in learning. The overall emphasis is on academic excellence through self-motivated and interactive learning. Students are also given the opportunity to participate in an Interim program throughout all four years of high school, which is a weekend, off-campus program that allows students to experience HKIS’s student learning results outside of the classroom, through service, adventure and cultural trips in Hong Kong and around the world.

A comprehensive extra-curricular program

HKIS has a competitive extra-curricular sports program that features 14 sports during its spring, fall, and winter sports seasons. Students get to participate in a number of sports from tennis, rugby, volleyball, golf, and hockey, to basketball, swimming, soccer, and badminton. They learn, practice, and compete under top coaches, and even have the chance to participate in tournaments hosted by other international schools as HKIS is currently part of local leagues for regular season games (HKSSF/ ISSFHK) as well as international leagues (China Cup/ APAC/ IPAC/ Invitational Tournaments).

For students that prefer different pursuits, HKIS offers a rich visual and performing arts program. This program includes art, chamber choir and drama, Hong Kong Dancers, Jazz, photography, and technical theatre. With a strong community spirit, there are also a huge variety of service clubs, exemplified by the extensive Service on Saturday program which has been running for over 20 years and empowers students to make a positive difference in the local Hong Kong community.

“We believe in the education of the whole child and have a number of support systems to ensure students have a chance to explore different interests, as well as to forge meaningful bonds and friendships for life,” said Dr. Lovelin.

A unique campus on the south of Hong Kong Island

HKIS has two campuses on the south of Hong Kong Island. The Lower and Upper Primary School campus is in Repulse Bay, while the Middle and High Schools are in Tai Tam. Both of them include state-of-the-art facilities that accommodate student’s every need. Aside from indoor swimming pools, fully equipped gyms, there is also a full sized field. The Tai Tam campus is adjacent to Tai Tam Bay and Tai Tam Country Park, giving students easy access to nature and a chance to step outside the classroom and engage in a different setting.

High School Open House

Date: November 28, 2019 (Thursday)
Time: 9am - 12pm
High School Campus,
1 Red Hill Road, Tai Tam
Register:
www.hkis.edu.hk/openhouse/high-school

Hong Kong International School

Middle and High Schools
Address 1 Red Hill Road, Tai Tam, Hong Kong
Tel (+852) 3149 7000
Lower and Upper Primary Schools
Address 23 South Bay Close, Hong Kong
Tel (+852) 2812 5000
Email admissions@hkis.edu.hk
Website www.hkis.edu.hk
Kingston International Kindergarten and Kingston Children’s Centre provides a challenging and stimulating learning environment that fosters the balanced development of students.

Kingston Children’s Centre

Kingston Children’s Centre caters to children aged 1 and 2 and provides an ideal introduction to Kingston’s bilingual programme. Children are supported in their English and Putonghua learning by our fully-qualified, native-speaking teachers. Caring and dedicated teachers are instrumental in the natural acquisition of both languages and provide a strong basis for each child’s continued learning.

Carefully planned play based environments provide a safe and nurturing space for children to learn while learning engagements are designed to address the development of each child and guide their continued growth. The Children’s Centre supports children in their transition to Kingston International Kindergarten as confident, active inquirers.

Kingston International Kindergarten

Kingston International Kindergarten is a warm and comfortable bilingual environment for children aged 3 and 4. We understand that young children are naturally inquisitive and we have created the perfect environment for exploring the world through both English and Putonghua. It is here that Kingston students begin their IBPYP journey, guided by native speaking, fully qualified early years practitioners. Four concept-driven PYP units of bilingual inquiry provide the framework for Kingston’s engaging curriculum.

Kingston offers a developmentally appropriate curriculum that involves children in inquiry, critical thinking and active learning. The pedagogy and environments are designed to support bilingual, immersed learning, providing the best possible foundation for continued language fluency and a bright future of communicating in the two most significant languages of our time.

First in Bilingualism

The Kingston community feels like an extended family in which multi-cultural collaboration has resulted in an excellent, rigorous, bilingual program. The Kingston bilingual experience begins as early as playgroup and continues through to Year 6 at Kingston International School. Graduates then have the through-train option of attending International College Hong Kong (ICHK).

Kingston provides the perfect environment for native fluency in both English and Putonghua and we are very proud of our students’ abilities in both languages. Our small class numbers and high teacher-to-student ratio form the cornerstone of our bilingual approach, which is delivered through the IBPYP framework.

Limited space available for 2019/2020 entry

Apply now for 2020/2021 Playgroup to Kindergarten

Kingston International Kindergarten
Kingston Children’s Centre

Address 12-14 Cumberland Road, Kowloon Tong
Tel (+852) 2337 9049
Email enquiry@kingston.edu.hk
Website www.kingston.edu.hk

Book a school tour today

INTERNATIONAL SCHOOLS
Korean International School’s International Section provides comprehensive learning support for students of all abilities

The principal of the International Section at Korean International School, Christopher Chadwick, chuckles as he relays the two questions he always gets asked: “Does my child have to be Korean to attend your school? Do they have to learn Korean?”

To clear any misconceptions, Pamela Kwok, Vice Principal at KIS says, “We have two streams at KIS: the International stream and the Korean stream. Our International stream offers a British style academic education that’s based upon the National Curriculum in England.”

That means the school uses English to teach all their subjects, with the exception of foreign languages. “We offer Chinese, Spanish and Korean,” says Chadwick. Within the Chinese curriculum, which is taught in Mandarin, Chadwick says that the school’s specialist teachers are trained to work with students who use either traditional or simplified characters.

This flexibility and inclusivity within the teaching staff stretches beyond language lessons; KIS is also a welcoming school for students with mild to moderate learning difficulties.

Pamela Kwok, who is the Head of Springboard Primary, explains their inclusive program: “The Springboard program caters to students with mild to moderate learning difficulties. We have three classes of about 10 students each. Springboard Primary, which is from ages 6 to 11; Springboard Secondary for kids aged 12 to 16 and a newly-piloted program Springboard Post-16 for students aged 16 to 19.”

In terms of the curriculum, the Springboard program parallels with the rest of the school, ‘tweaked to adapt to the students’ needs. ‘About 80% of the time, the children are within the Springboard class, a special needs classroom, and 20% of the time, they are integrated into the mainstream with support.’ This can come in the form of special needs teaching assistants, or the mainstream teaching assistants, who ensure that each Springboard student is comfortable and engaged during mainstream lessons. “There’s a very good staff to student ratio of 3 to 10 in Springboard,” adds Kwok.

The goal of the Springboard program is to facilitate students’ sense of independence. “If and when possible, we want the child to experience lessons in the mainstream, to see if he or she can manage,” Kwok explains. “We will then meet with the specialist teachers and go from there, based on how the student is doing.”

Activities in Springboard classrooms aim to foster students’ self-reliance through the life skills program, as part of the enrichment curriculum. KIS Springboard offers lessons like cooking, and life skills numeracy, to increase students’ chances of employing the skills they’ve learnt in the classroom to real-life situations.

Over on the mainstream side, Chadwick says that the students are also exposed to subjects and activities that are more practical. “We’ve introduced the IGCSE Travel and Tourism subject to get the kids to think more outside the box. They’ve got to create a travel brochure and persuade people to explore different places, so it’s not just a lot of writing. It’s applicable skills to the real world, too.”

KIS also has very adventurous field study courses, especially for students doing Geography. Years 7 through 11 and senior students who take Geography in Years 12 and 13 regularly go outside the classroom to hike, take soil samples and do river studies.

The love of the outdoors doesn’t stop there. “For Year 10 and 11, we do AYP,” adds Chadwick. “It gets the kids out to the hillside and learn survival skills. All of our kids got bronze awards last school year and we’re very proud of that.”

He believes that this is a different, more dynamic way of learning at KIS. “It’s good preparation for school, university, or for whatever students choose to do next.” It makes them independent and more confident; it gives them life skills that I think are very valuable to them.”
The first 5 years of children’s lives are fundamental. During this stage, they have the brain like a sponge, and what and more importantly—how they learn, will set the tone for their development later on. With a vision to inspire children to achieve their full potential, MAGART International Kindergarten adopts a play-based and self-directed learning approach that allows students to be the driver in their learning.

“At MAGART, what is important to us is that every child is learning in a happy, holistic environment,” says Khardine Rendall, Director of School Development. “We adopt a play-based approach because we want children to develop that crucial love for learning that makes them want to come to school. They have ample time for inquiry and exploration, during which time teachers guide them closely and scaffold their learning.”

At its Whampoa, Tai Koo and Fanling campuses, MAGART children are immersed in a spacious, natural and engaging learning environment that encourages curiosity and exploration. Aside from using warm and natural colors and materials, the classrooms also have extensive and quality education resources, open-ended and natural materials, fine motor skills toys, physical toys, to sensory kits, allowing children to develop those valuable learning skills early that will help them excel.

The curriculum of the school is based on the Early Years Foundation Stage (EYFS) from the United Kingdom with particular enhancements, combining communication and language with literacy and added cultural awareness, catering for children in an international city such as Hong Kong, bringing them up to be bright global citizens. The MAGART curriculum and philosophy is also strongly inspired by Reggio Emilia and Inquiry learning approaches.

Aside from the main curriculum, the kindergarten also boasts an extensive enrichment program that focuses on whole child development, encourage children to develop their individual interests and talents. There are a range of activities from science, creative art, and language enhancement, to physical development and culinary classes that will allow children to learn while having fun and challenging themselves. “Real life experiences are pivotal for children during their learning process as it makes the learning authentic and meaningful, and develops essential life skills and understanding of our world,” says Rendall. “Every child is unique, and through positive and diverse experiences, nurturing and support, we can inspire every child to discover their true talents and strengths and shine as bright as they can.”
You want the best for your child. So do we. Nord Anglia International School Hong Kong (NAIS HK) educates your child for the future, enhancing learning through collaborations with the world’s best organisations. Our individual approach to each child enables them to achieve outstanding academic results whilst developing the skills and mind-set to thrive in an ever-changing world.

NAIS HK offers an all-through education for students aged 3-18, with specialist teachers in Music, Art, Drama, PE and Mandarin from the very start of a child’s educational journey with us. As a not-for-profit, non-selective school, our sole focus is on the success of each and every child. We want them to be the best they can be and we encourage them to ‘Be Ambitious’, reflecting our school’s philosophy. This means we support each student to progress further than they thought possible, achieving more academically, personally and socially – all of which are equally important.

At the heart of the school’s success and excellent reputation, is the very high quality of teaching and learning delivered by our exceptional staff. Our teachers create an atmosphere of curiosity, passion and enjoyment for learning in all students. We are proud to attract the best specialist teachers who are committed to nurturing and inspiring every child they care for. We support them to do this through world-class professional development, amplified by the sharing of international best practice. Nord Anglia Education (NAE) offers our staff the opportunity to study for a fully-funded Master’s degree from King’s College London, underscoring our commitment to the individualised approach to each child’s learning, outstanding for the future, enhancing our curricula through collaborations with the world’s best organisations.

Collaborating with MIT, we bring a new approach to learning the interdisciplinary subjects of STEAM, putting your child at the forefront of developing skills for the 21st century.

At NAIS Hong Kong, we educate your child for the future, enhancing our curricula and outside the classroom, we promise to nurture your child empathy.

With over 40 nationalities represented in our own school, everyone learns to respect others regardless of differences in opinion, religion, race or ethnicity. All major festivals are celebrated and our annual International Day event is a culmination of the recognition that rich diversity is a strength. At NAIS Hong Kong, every day is an ‘international day’ as our pupils are part of the greater Nord Anglia Education family, with 66 schools in 29 countries, linked by our Global Campus. This allows students to co-operate with each other on projects and learning across the world, making them internationally-minded, effective global citizens of the future.

NAE schools always set high standards of success, achieving outstanding academic results around the globe, with one in 66 schools in 29 countries, linked by our Global Campus. This curricula allows students to co-operate with each other on projects and learning across the world, making them internationally-minded, effective global citizens of the future.

Nord Anglia International School Hong Kong today and give your child the very best education.

You want the best for your child. So do we.

At NAIS Hong Kong, we educate your child for the future, enhancing our curricula through collaborations with the world’s best organisations. Collaborating with MIT, we bring a new approach to learning the interdisciplinary subjects of STEAM, putting your child at the forefront of developing skills for the 21st century.

Apply now to give your child the opportunity of a transformational learning experience.
Norwegian International School is a community-focused school that brings learning outdoors.

Norwegian International School (NIS) is a school like no other in Hong Kong. It’s a school where you’ll find wide open spaces, lush greenery, and students who love to spend time learning both in and out of doors. It’s a school where the students, families, and staff truly are a learning community together.

NIS, at both its Primary and Kindergarten campuses, showcases the very best of life in Tai Po. Learning about the world around them in the classroom leads seamlessly into time spent outdoors, where students help vegetables grow over the course of weeks, and study with wonder the decades-old trees that tower above them in the playground.

An active, healthy lifestyle is vital to a child’s development, and at NIS it’s an essential part of daily life. The primary campus’ large outdoor playing field has led not only to impressive inter-school sports results, but more importantly to students who love to be physically active for the simple enjoyment of it. When the time comes to go back into the classroom, NIS students benefit from all of the positive effects that sunshine and activity have on their developing intellects.

A strong sense of community is also key to NIS’s identity. There’s plenty of opportunity for parents to be involved in classroom life, and it’s a common sight to see parents and children laughing, talking, and playing together in the school playground long after the school day has ended. As a member of Generations Christian Education, NIS provides parent education opportunities throughout the year to strengthen families and help them support learning at home.

Learning at NIS is based on the International Primary Curriculum and International Early Years Curriculum. Both are enquiry-based programmes that use creative, thematic units to demonstrate how different subjects relate to each other. NIS Principal Bonnie Chan says of these units “our students can learn about subjects through different lenses—so for example, we view the topic from a scientist’s perspective, an artist’s perspective, and a historian’s perspective.”

NIS offers weekly school tours, and would be delighted to introduce all interested families to this vibrant community.

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**Norwegian International School**

**Primary Campus**
- **Address**: 170 Kam Shan Road, Tai Po
- **Tel**: (+852) 2658 0341
- **Email**: office@nis.edu.hk

**Kindergarten Campus**
- **Address**: 175 Kwong Fuk Road, Tai Po
- **Tel**: (+852) 2638 0269
- **Email**: kinder@nis.edu.hk

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We believe that children develop best in a caring, active, and healthy environment. Norwegian International School is a welcoming place where students of all faiths and backgrounds become young people of character, compassion, courage, and competence.

Come and visit us in beautiful Tai Po to find out more!

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Loving for Today    |    Learning for Tomorrow    |    Living for Eternity
Renaissance College (RCHK), a through-train, English-medium School, focuses on creating global citizens who strive for excellence and are empowered to take progressive action. RCHK was established by ESF in 2006 and delivers four IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (IBCP). RCHK is the eighth school in the world to offer all four IB programmes and the first in East Asia to offer the IBCP. In addition to being academically rigorous, the aim of IB is to develop a global mindset within our students who will go forth and help create a better world through service and leadership. Working in tandem with this, we recognise that technology should be used to support the modification and redefinition of learning and something we look to consistently put into practise. The IB approaches to learning and teaching are authentically reflected and manifested through our Bedrock Principles, which you can find more about on our website.

Our students, representing over 40 nationalities, are educated on a world-class campus, guided by an experienced international faculty and our House system helps make a big school feel small, allowing students to foster meaningful relationships with their peers as well as with our faculty. Our school community’s consistent focus on wellbeing and positive education highlight our commitment to quality relationships. We believe that positive education is comprised of what we value and what we learn. It is important that all of our students feel safe and respected, make friends and know who to go to for help.

We also offer a wide range of scholarships to students who can share their unique talents with the RCHK community, while receiving the benefits of a private education in an English Schools Foundation-affiliated institution. These include Academic, Music, Visual Arts, Drama, Sports and Financial Aid to able and high-achieving Secondary School students. Scholarship criteria are based on demonstrated academic ability, artistic and creative aptitude, sporting prowess and a commitment to service and leadership. Scholarships are also available to those students and families in need. Come see what’s possible at RCHK!
Let Children be the Masterpiece that God created them to be

United Christian Music Kindergarten (UCM) is a musical oasis in Tsing Kwan O offering young learners a curiosity capturing environment to discover their unique interests and passions. Every child needs learning opportunities that will challenge and nurture them to succeed in core academic subjects whilst additionally developing 21st century skills such as critical thinking, curiosity, creativity, communication, social intelligence and resilience.

UCM’s unique music curriculum consists of four specialized areas to instill our students with passion and enthusiasm for music. Our young learners are exposed daily to eurythmics, music appreciation and composition, choral singing and instrumental learning.

UCM’s STEAM program is an interdisciplinary teaching approach that connects Science, Technology, Engineering, Arts and Mathematics. This approach is an effective way to expose students to important 21st century skills such as collaboration, research, problem solving and critical thinking. We encourage children to initiate their own discoveries and share them with their peers.

Young learners enjoy discovering their world through practical hands-on experience and quality play. This allows them to use their imagination, communicate ideas, take risks, negotiate, make plans, build relationships and explore their own interests.

UCM’s Inquiry based International Early Years Curriculum (IEYC) encompasses research based global best practice through holistic enquiry and play based approaches, balancing child-initiated and teacher guided learning. IEYC promotes eight personal goals: enquiriness, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

Monthly theme related fieldtrips offer our students the opportunity to learn beyond the classroom. Montessori materials support our students with language, math, biology, geography and cultural subjects. Our weekly ‘Green Mondays’ give children the opportunity to learn more about environmental awareness and sustainability through nature related activities in a prepared environment led by professional teachers.

We aim to develop our students’ interest and understanding of the different cycles in nature and how people, nature, society and our actions influence each other.

At UCM we foster a sense of belonging for both students and parents. Our dedicated UCM staff are actively involved in supporting each student to achieve their personal and academic potential to encourage life-long learning and to ensure success beyond the classroom.

Regular parents’ seminars are arranged through our UCM Parents: School to empower parents to model Christian values, enhance home-school information, cooperation and fostering a safe learning environment that celebrates the uniqueness of each individual child.

We offer playgroup, prenursery, K.1-3 and we welcome motivated students between one and six years old who are excited to embark on a unique multilingual and multicultural musical learning journey.

We look forward to inspiring and empowering your children. A warm welcome to UCM, a place where students can grow in confidence to reach their full potential in a supportive and caring environment.

PN, K1-K3, PLAYGROUP

A Happy Toddler Learns BEST!

Creating the most PRECIOUS, WARMEST and SWEETEST memories with your little beloved ones!

International Kindergarten with a curiosity capturing environment focusing on music and STEAM.

Professional and systematic music curriculum that develops critical, creative and confident learners.

Build confidence by performing in our state-of-the-art Music Theatre.

Develop independent thinking through a child-centred, enquiry-based and Montessori-inspired curriculum.

Bravo Symphony Orchestra trains young music professionals to strive for excellence, share love and bless our community.

Website: ucm.edu.hk | ucmplaygroup.org | bit.ly/ucm_orchestra
Tel: 2110 1791 | Email: info@ucm.edu.hk
Address: Entrée 1/F, Capital Place, 33 Tong Yin St., Tsing Kwan O
Intrinsic to VSA’s philosophy and ethos is an educational approach that values students’ individual development, challenges them, and encourages them to explore issues and take action on a personal, local and global level. Recently, VSA students represented Hong Kong as its only Secondary School team to attend The Yale Model United Nations Conference at the UN headquarters in New York and on Yale’s campus in New Haven. During this overseas conference, VSA students were able to collaborate with Yale professors, students and other high schoolers from around the globe to debate and propose solutions for pressing global issues, such as child marriages in Africa and carbon emission.

VSA students’ enthusiasm for solving real-world problems also gained territory-wide recognition. A team of VSA Economic and Business students won 1st Runner-Up in the Smart City Business Plan Competition with their plan to solve Hong Kong hospitals’ problems of over-crowdedness and understaffing. Their winning business proposal was to offer patients an in-home diagnosis from skilled medical professionals in the form of artificial intelligence, accessible from patients’ own smartphones or computers.

VSA supports students in taking ownership of their own development. The school offers multiple external and internal scholarships in the amount of up to full tuition for its students, to recognize students’ efforts in reaching their full potential.

Victoria Shanghai Academy (VSA) is Hong Kong’s first through-train IB World School with a mission to develop passionate, healthy and accomplished bilingual learners who are globally engaged.
A LEADING BRITISH PRIVATE SCHOOL EXPERIENCE

Wycombe Abbey School Hong Kong brings the best of British private education to all Hong Kong children.

Founded in 1896, the Wycombe Abbey name is well known in the UK. The school’s reputation for academic rigour is well-established and results are consistently outstanding, ranking number one for academic results at A level in 2018.

Wycombe Abbey School Hong Kong is a private primary co-educational school for all children in Hong Kong. Located in Tin Wan, Aberdeen, it is equipped with dedicated facilities to provide students with an outstanding primary school experience.

A truly holistic education experience

Wycombe Abbey School Hong Kong’s education ethos is to provide quality education that puts emphasis on children’s all-rounded development. Drawing on the traditional British education model, the school’s curriculum is bespoke, incorporating the best elements of the Hong Kong primary education system, reflecting the cultural, linguistic, geographical and historical significance of Hong Kong, China and the wider region to ensure that students are well poised to become global citizens.

Aside from academic rigour, Wycombe Abbey is also focused on developing children’s passion in learning so they can be inquisitive, lifelong learners. Its diverse co-curricular programme fosters crucial developmental aspects through different modes of learning such as creativity, emotional intelligence, teamwork and leadership.

Nurturing bilingual literacy

Being a school in an international city such as Hong Kong, Wycombe Abbey School Hong Kong aims for its students to have a firm foundation in both Chinese language and as well as English. As such, Chinese is taught as a discrete subject in every year group, with the same number of lessons allocated to Chinese, English and Mathematics each week. Putonghua is the medium of instruction for all Chinese lessons and our pupils are taught primarily to read and write simplified characters, with exposure to traditional characters through ECAs in calligraphy and voluntary supplementary reading lessons.

Teaching is differentiated within the classes to ensure that students find their right fit. For native speakers, they will be learning “Full-time Nine Years Compulsory Education Language New Curriculum Standard from China,” which is a very high standard Chinese curriculum that focuses on literacy and Chinese writing, reading, oral communication and comprehensive study on Chinese literature; while for non-native speakers, their Chinese curriculum will be based on the “Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students” developed by the EDB.

State-of-the-art educational facilities

Wycombe Abbey School Hong Kong offers state-of-the-art classrooms, two dedicated Art studios and two STEAM (Science, Technology, Engineering, the Arts and Mathematics) rooms, one of which is a technical centre, the other a workshop. There are also two Science rooms, two Music teaching rooms, five 1-1 music tuition rooms and two Drama studios to allow students’ creative flair to run wild.

Inside its spacious school hall, there is a climbing-wall for students to develop their motor skills, a dining room which can be used as an open floor-space during the teaching day, and a large and fully provisioned library offering thousands of English and Chinese books to spark students’ interest and improve their literacy. All of these facilities are housed in a newly restructured building, which is full of light, spacious, and colourful, offering pupils a stimulating and engaging learning environment.

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Wycombe Abbey School Hong Kong

Address 17 Tin Wan Street, Aberdeen, Hong Kong

(add to Smart A Island South, Car Park entrance)

Admissions

Tel (+852) 2129 7100

Email admissions@was.edu.hk

Website www.was.edu.hk

Wycombe Abbey School Hong Kong is currently accepting applications for 2020-21 for Year 1 to 6. For these Year 1 and 2 applications, the application deadline is 11 November 2019. Spaces are available for the current year for Year 1 to 5.
Admissions Consulting
US & UK University Admissions, Boarding School Admissions

We help students define their educational goals, prepare them for making informed decisions, and guide them through a search for a school that best fits individual needs.

Our Admissions Consulting team can help you SUCCEED.

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We help students ACHIEVE the high scores necessary for entrance into their dream schools and universities by combining a western method that emphasizes organic learning with the eastern method that focuses on systematic repetition and memorization.

Academic Tutoring
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We CARE for students' individual needs, boost their understanding of the interrelation of different topics in their coursework, and empower their confidence in applying the knowledge they learn in school to their IB/ AP/ IGCSE exams.

Academy
The Edge
www.theedge.com.hk

Admissions Consulting
www.theedge.com.hk

Need more professional advice?
Make an appointment for a Free Consultation with one of our Admissions Experts

Need help with your school work?
Sign up for IB/ AP/ IGCSE Free Trial Lesson

Call us for details.
2972 2555
2783 7100
(Mon-Fri)
Good News about Primary Placement

Our graduates have received offers from
• Hong Kong International School
• Nord Anglia International School
• St. Johannes College (Primary Section)

An Extraordinary Learning Experience

Come and Experience our Extraordinary Learning & Nurturing Environment!

APPLICATIONS OPEN FOR 2020-2021

2-3 years old (PN/Transition Tots)
3-4 years old (Nursery)
4-5 years old (Lower Kindergarten)
5-6 years old (Upper Kindergarten)

ADMISSION DAY

Whampoa 8/11 (Fri) 2:30pm
Tai koo 8/11 (Fri) 2:30pm
Fanling 7/11 (Thur) 2:30pm

SCHOOL TOUR

Whampoa Thursdays, 9:30am-10:30am
Tai koo Fridays, 9:30am-10:30am
Fanling Wednesdays, 9:30am-10:30am

MAGART is an international learning community that provides a holistic education through focus on balance, academic achievement, development of character, etiquette and life skills. Our international curriculum adopts enhanced EYFS with strong influence and inspiration from Reggio Emilia and inquiry approach for children from 6 months to 6 years old.

Ms. Khardine Rendall
Director of School Development

MAGART Learning Path - Natural Transitions from 6 months to 6 years old

- Curious Crawlers (6-12 months)
- Little Explorers (1-2 years)
- Young Discoverers (2-3 years)
- Pre-Nursery (2.5 years)
- Nursery (3-4 years)
- Lower Kindergarten (4.5-5 years)
- Upper Kindergarten (5-6 years)

Tai koo
Shop 8, UG/F, Park Vale, No. 1060 King’s Road, Tai koo (Tai koo MTR Exit B)
2766-9199

Whampoa
Shop G3A, Site 7, Whampoa Garden, 9 Tak On Street, Whampoa (Whampoa MTR Exit D2)
2786-9314

Fanling
G/F, Phase 1, Fanling Centre, New Territories (Fanling Station Exit A)
2677-8109