Online learning – beyond COVID-19

A child-centred approach
Holistic education
The COVID-19 pandemic has thrown the global education scene into disarray due to school closures and the requirements for social distancing. The disruption has affected not only local students, but also those studying abroad who had no option but to return en masse to Hong Kong.

Widely recognized as the way ahead for education delivery, e-learning has made limited progress in Hong Kong, but the onset of this epidemic has finally catalysed its development and application, as seen in the surge in videoconferencing to make up for the lost connection between teacher and student.

There are varying levels of preparedness for this sudden online switch across schools, teachers and students, and many are still acclimatizing to the new mode of interaction and the technical know-how involved.

A problem that arises from this switch to e-learning is that of equitable access to education and the resultant digital divide due to a number of circumstantial factors such as affordability.

In the post-epidemic era, it would be in the interest of all stakeholders to review what progress or even breakthroughs we have made; how we can make up for any deficiencies and remove bottlenecks; and how we can sustain the momentum.

You will find a feature article (p. 12) in this edition of Quality Schools Guide that examines the various ramifications of the subject.

What have we learnt from COVID-19?

Hong Kong Academy offers a highly personalised and holistic education that empowers each student to pursue their passions and fulfill their greatest potential. We invite you to visit our welcoming community and learn more about our programmes.

“We have 3 secondary school aged sons who all have very different personalities and interests. Our eldest son recently graduated from HKA with a bi-lingual IB Diploma.”

Jenny & Nik Blockert
HKA parents
CONTENTS  MAY / JUNE 2020

Editor’s Message  1
What have we learnt from COVID-19?

School Highlight  6
Yew Chung International School of Hong Kong
A child-centred approach in the early years is essential for future success

Principal Interview  8
Christian Alliance International School
CAIS delivers holistic learning

German Swiss International School
The essence of intercultural learning

Feature  12
Beyond COVID-19: Is online learning a revolution in the making?

International Schools  17
American International School Hong Kong
Nurturing confident, caring, and well-rounded students since 1986

American School Hong Kong
Holistic American education

Global Education
YCIS prepares students to face the challenges of the unknown future and equips them to embrace the world with confidence.
To learn more, register for an upcoming information session.

Why choose YCIS?
- Strong bilingual focus
- Character formation
- Globally competent
- East meets West
- 100% university acceptance
- Multicultural environment

Going Beyond Borders

Committed to Global Education
CONTENTS

International Schools

20 Christian Alliance P.C. Lau Memorial International School
   Cultivating bilingual world citizens of tomorrow

22 Hong Kong Academy
   Learning in a changing world

24 Norwegian International School
   Learning through everyday experiences

26 Renaissance College
   Exceed your expectations at RCHK!

28 Kingston International Kindergarten & Kingston Children’s Centre
   25 years of excellence in bilingual education

30 Korean International School – International Section
   Inclusive education

32 Box Hill (HK) International Kindergarten and Pre-school
   Box Hill leads your child to a delighting start of learning

34 Small World Christian Kindergarten
   Play-based learning: Nurturing curiosity

35 Island Christian Academy
   Cultivating a vibrant learning community

36 Directory of Schools

A UNIQUE TRANSFORMATIVE EDUCATIONAL EXPERIENCE

Join a vibrant school community that prepares its students to be the best for Hong Kong and the world!

Be part of a Christian School community that sharpens the mind, shapes the heart and strengthens serving hands for the glory of God and be of benefit to others.

Our mission is to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.
A child-centred approach in the early years is essential for future success

The big debate in early childhood education today is the ‘push down’ of academics, cheating children from 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.

More time for play

In Hong Kong, we tend 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.”

Much of education in schools today revolves around what teachers, curriculum programmers, board committees and others decide should be taught. It focuses upon what others deem vital and relevant. Great emphasis is placed on the teaching, while very little thought goes into the actual learning: leaving the student a consumer of education. It also produces a ‘one-size fits all’ approach to education that ultimately leaves students passive, with little to no control over their own personal growth.

A child-centred learning approach empowers children to be creative and critical thinkers.

The potentially dangerous outcome of a passive, content heavy or rote learning approach to education, is the ill effect on a student’s ability to self-regulate and develop intrinsic thinking skills. With the unknown challenges of the 21st century ahead for our children, education should be providing a platform for children to develop the ability to plan, monitor, evaluate and implement a variety of thinking processes that are fundamental towards becoming creative and critical thinkers.

With the enormous amount of information readily available through technology, it is no longer about how much a student can remember, neither is it about the varied information they possess, but rather, it is about what they are able to do with information that will make the difference to their success.

Child-centred learning approach

Yew Chung International School (YCIS) strives to equip students with skills and abilities that will help them meet the challenges and opportunities of the 21st century by providing a child-centred approach to education, taking children beyond any expectations.

A child-centred approach to learning views children as active participants who are capable and competent learners. Students are provided with educational opportunities to explore, investigate, and seek answers to relevant questions. It empowers young children to be creative and critical thinkers. 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. “Play is the work of children,” states John Dewey, education reformer.

Enhance motivation and desire to learn

As each child actively engages in experiences of high interest to them, it enhances their motivation and intrinsic desire to learn. This approach to education provides students with the opportunity to learn about themselves, to understand their own thinking, and become a unique member of society. At YCIS, students are encouraged to learn how to learn, ultimately developing in each student the lifelong learner, an astute thinker, and a creative contributor.

The child-centred approach to education is evident within the YCIS Early Childhood Education (ECE) environments. In the playgrounds, small groups of children are seen in a vast variety of activities; from creating their own sculptures with clay, to investigating gravity through the exploration of tubes and balls. While some students are seen cuddled in a corner with a book, others are seen snuggled close to the teacher intensely engaged in reading together. Teachers are often seen sitting on the ground with the students, engaging in conversation, using their knowledge and understanding of that unique student to extend them in a relevant and meaningful way.

 Equip children for the 21st century

Yew Chung International School (YCIS) strives to equip students with various skills and abilities.

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A child-centred learning approach empowers children to be creative and critical thinkers.
CAIS delivers holistic learning

With an emphasis on whole-person development, Christian Alliance International School prides itself on providing a unique transformative educational experience for its students by offering the Alberta curriculum, one of the top-performing learning systems in the world.

Established by the Kowloon Tong Church of the Chinese Christian and Missionary Alliance, Christian Alliance International School (CAIS) is an international school located against the backdrop of a bustling business hub. It is just a stone’s throw away from the busy streets which morph into a hilly campus in Butterfly Valley, Lai Chi Kok, West Kowloon in Hong Kong.

CAIS provides Christian education from preparatory, primary to secondary sections with the Canadian curriculum of Alberta Education, whose graduates consistently score in the top tier of international rankings. The school is also in the process of gaining the accreditation to offer the International Baccalaureate (IB) programs.

The Alberta advantages

CAIS’s Alberta curriculum aims at inspiring its students to achieve success both in academia and character development. While nurturing students’ competencies, it accords top priority to training them to become critical thinkers, and equipping them with an entrepreneurial spirit to make the world a better place for all.

“Rigorous academic training

CAIS attaches equal importance to their students’ academic performance and ensures students’ motivation to learn is reinforced, and not distracted, by extracurricular activities. The school’s Alberta curriculum is taught by highly professional, certified teachers who possess a minimum Bachelor’s degree in Education and are committed to the highest professional standards in ensuring high-quality instructions.

Notably, CAIS boasts one of the lowest teacher-to-student ratios amongst international schools in Hong Kong. "For us, it is important to treat every student as an individual and accord them personal attention," Vanderpyl emphasizes.

When it comes to academic training, CAIS adopts a dynamic approach and always maintains high levels of expectation on their students. Aside from attaining outstanding results in the Program for International Student Assessment (PISA), students graduated with the globally-recognized Alberta Diploma have continued to secure admission to leading universities and colleges the world over, Vanderpyl notes.

Brand new campus development

Aligning with the school’s mission “to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity” is the school’s Phase II development. Upon completion later this year, CAIS’s already well-equipped campus will be augmented with five laboratories, two gymnasiums, a football pitch, a 300-seat lecture theater, a 600-seat concert theater, and more, enabling students to pursue their passions and unleash their talents.

Commenting on the school’s future goal, Vanderpyl says: “With our new campus set to open doors to serve more aspiring students, CAIS is determined to cultivate a nurturing and stimulating learning experience so that our students can flourish as conscientious members of the society we are all part of.”

Richard Vanderpyl, Head of CAIS, points out that education valuing only academic success is deficient. The Alberta system adopted by CAIS, thus, is a comprehensive curriculum underscoring a broad liberal arts education with opportunities for excellence in the areas of arts, athletics, leadership and community service.

“The crux of education is how students can make use of the learnt skills and knowledge to make a practical and positive impact within the society.”

Richard Vanderpyl

Service-learning, as a core element in the school, gives purpose and meaning to what CAIS students are studying within the classroom.”

These include enriching and engaging day-to-day learning activities for students to actively explore real-world issues and challenges. For example, in covering the topic of family and community, the school organizes the whole class to visit elderly centers; while learning about environmental protection, children would partake in beach clean-up activities to do their part in conservation.

Richard Vanderpyl, Head of CAIS

CAIS at a glance

Prospect of graduates

Almost 100% graduates received admission offers by recognized universities and colleges in Hong Kong and around the world.

Excellent reputation

CAIS was founded by Kowloon Tong Church of the Chinese Christian and Missionary Alliance that has close to 30 years of experience in international education with a strong track record of success.

Quality of teaching staff

- 1% Doctoral Degree holders
- 43% Master’s Degree holders
- 55% Bachelor’s Degree holders

Culturally diverse team

A team of 107 qualified teachers from Canada, United States, Europe, Africa, Australia, New Zealand, Hong Kong, Mainland China and other parts of Asia

Christian Alliance International School

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Website: www.caisbv.edu.hk
Facebook: @CAIS.HK
Instagram: @caisbv
As part of the network of German Schools Abroad in the Asia Pacific, German Swiss International School (GSIS) is a leading international school in Hong Kong, offering a rigorous and challenging learning environment for students aged 2.8 to 18 from diverse ethnic backgrounds. Core to the school is its dual language approach offered in the German International Stream (GIS).

Dynamic dual language approach

With a student cohort spanning over 30 nationalities, GSIS takes deliberate action to cultivate a welcoming and vibrant environment where students from the German International Stream (GIS) and English International Stream (EIS) play, interact, and learn from each other. “As we have students from such a diverse background – such as Chinese, local and German students – represented in both streams, they are thoroughly exposed to the various cultures, religions and languages,” says Ulrich Weghoff, Principal of GSIS. “In the process, they have effectively cultivated an open mind and independent thinking.”

The school maximizes experiential learning opportunities for students outside of the classrooms, with such inter-cultural activities as field trips, assemblies and cultural events. “As Germany is Hong Kong’s largest trading partner in the EU, the cultural integration between Hong Kong and Germany is of particular significance,” Weghoff notes.

Commenting on the significance of bilingualism in education, Weghoff points out that bilingualism is pivotal in the globalized world. Past research has shown that bilingual students, compared to monolinguals, score higher in their academic achievements, not to mention the bonus advantage of language proficiency that opens up opportunities to study, live and work in different parts of the world.

The Fast Track Programme

GSIS’s bilingual approach is also reflected in its Kindergarten program and in a new initiative called the Fast Track Programme – an intensive German learning experience designed for students with little to no prior knowledge of German to integrate into the GSIS community, and embark on the GIS in grade K06.

To facilitate acquiring German as a second language, the programme features dedicated German language courses that are integrated into the normal timetable, alongside German students to cultivate a language-rich learning environment. While full German language immersion programme in PE, Music and Arts is provided, there is also planned and systematic use of bilingual education in Sciences and Social Sciences. In other subjects where the curriculum is more language-based, such as History and Geography, there will be an additional teacher who gives language support when needed.

The German International Abitur

Academic excellence is a prime GSIS educational goal, and aside from the International Baccalaureate (IB) programme, the school offers the globally recognized German International Abitur, known as the Deutsche Internationale Abiturprüfung in German (DIA). The internationally acclaimed college preparatory diploma program provides an academically exceptional and culturally rich multilingual education to students of all nationalities and backgrounds.

To meet the changing learning needs of our students as they become more 21st century learners, GSIS’s bilingual approach is also reflected in its Kindergarten program and in a new initiative called the Fast Track Programme – an intensive German learning experience designed for students with little to no prior knowledge of German to integrate into the GSIS community, and embark on the GIS in grade K06.

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The essence of intercultural learning

Priding itself on delivering a unique multicultural education, German Swiss International School (GSIS) is steadfast in pursuing its educational goals, whilst continually evolving to meet the changing needs of 21st century learners.

Bilingualism is pivotal in the globalized world, as bilingual students – compared to monolinguals – not only score higher in academic achievements, their language proficiency also opens up opportunities to study, live and work in different parts of the world.

– Ulrich Weghoff

German Swiss International School

Website: www.gsis.edu.hk
Beyond COVID-19: Is online learning a revolution in the making?

Before schools across Hong Kong successively resume classes, technology has been used to keep things ‘normal’ during the pandemic but questions remain about what online learning can teach us about schooling more broadly, writes Gigi Wong.

In face of the coronavirus pandemic and school suspensions, education across the globe has been forced to make a significant online shift to continue teaching and learning. Way before the outbreak, however, online learning played only a minor role in the Hong Kong school system, a norm that is challenged by the current COVID-19 disruption. But are schools, teachers and students prepared for the ‘new normal’?

“Schools in Hong Kong have been notoriously slow to adapt to the internet,” notes Dr Patrick Yun, Senior Lecturer of Department of Curriculum and Instruction at the Education University of Hong Kong (EdUHK). “Despite the SAR government’s initiative to promote e-learning in Hong Kong, as seen in the establishment of HECity in 2000, schools haven’t really put in a serious effort until now. But since low-end, traditional face-to-face teaching remains the predominant teaching mode before the pandemic, a demanding gap has appeared for educators to fill.”

Educators have resorted to two types of online learning in combating the challenges of school closures. Made possible through video conferencing software like Zoom, the first is synchronous e-learning that enables real-time learning activities and teacher-student interaction. Whereas the second is asynchronous e-learning, which relays information with a time lag, with teachers uploading learning materials and pre-recorded lesson videos onto e-platforms for students to study offline.

Challenges in e-learning

According to Dr Yun, who specializes in e-learning curriculum design and implementation, where the gap between classroom learning and online learning is most apparent is a lack of a comprehensive software, like the advanced Learning Management System (LMS). “While LMS has, like Google Classroom and Microsoft Teams, seen a spike in usage, some schools still employ outdated e-platforms, which hinder teacher-learner communication; consequently timely feedback to students cannot be provided.”

“Having communicated with teachers regarding the quality of online learning, we found a majority lacks the confidence to teach online, especially older teachers who have been out of touch with digital technology,” he says. “Some secondary school teachers also highlighted the difficulties in imparting complex knowledge via the internet.”

As low-end, traditional face-to-face teaching remains the predominant teaching mode before the pandemic, a demanding gap has appeared for educators to fill.

Dr Patrick Yun
to handle complex tasks, such as evaluating the relevance of search engine results. It has also exposed vast economic divides as some families cannot afford large-screen digital devices, such as laptops and tablets, or broadband facilities for their children’s online learning purposes.

“These pre-existing digital divides are expected to have an amplifier effect on the outcomes of the online learning experiences. Thus, if unmitigated, the current period of online learning would likely further enlarge not only the digital competence divide, but also the academic performance gap, considering how privileged students could benefit more from the opportunities of going digital,” Prof Law notes.

Post-COVID-19: an education breakthrough?

Never has online learning been applied to such an extensive and intensive level prior to the coronavirus outbreak. As schools, teachers and students are thrown in at the deep end, rules on how to conduct e-learning with efficacy are currently being tried, tested and mapped out. So what lessons can the education sector take from this extraordinary period of experience?

Perhaps most significantly, the current crisis has revealed inequalities and infrastructural deficiency in the local education system. There is a need to scrutinize the issues of fairness, particularly in how technology can make online learning safe, accessible and equal for all.

Dr Yun and Prof Law agree that the crux lies in developing a robust online learning support system to meet the ever-changing needs of 21st century learners. One of the first steps is training manpower well-equipped with the sound knowledge to teach effectively with technology. On top of migrating traditional teaching material to the virtual environment, teachers should be capable of maintaining students’ engagement throughout the curriculum, says Dr Yun.

Some tertiary institutions in Hong Kong, including HKU, EdUHK and the City University of Hong Kong (CityU), have been providing professional development support to academic staff and faculty members in the form of pedagogical guidelines, online workshops and training programmes to equip them with sufficient competence in setting up and managing virtual classrooms.

Furthermore, it is of paramount importance to enhance students’ digital citizenship capacity to maximize online learning outcomes. That may include integrating digital competence as a core curriculum element throughout K-12 education to raise students’ digital competence. Acknowledging the serious educational consequences that the identified digital divide prior to the COVID-19 outbreak may bring, Prof Law advocates policy priority on supporting research on the impact of online learning during school closure on students, parents and schools. “The data, once collected and rendered back to the schools, can offer insights as to how students might be differentially affected, and the ways in which schools have advanced in their provision of online learning, therefore aiding decision making among school leaders,” she says.

At the system level, post-COVID-19 presents a unique opportunity for education authorities to forge partnerships across different stakeholder communities in developing all-rounded, coordinated strategies for virtual learning. Chan, for instance, suggests taking the initiative to engage major market players to create protected video conferencing software and LMS conducive to the use of e-learning in local schools. Perhaps a sign of progress is that the Education Bureau has reportedly been inviting quotations and tender from private information technology companies in developing such infrastructure.

The COVID-19 crisis demonstrates how technology can be harnessed in times of uncertainties, with e-learning tools providing educators and students with access to resources they couldn’t have had otherwise, regardless of their status or location. Local schools, in turn, are experiencing how e-learning and traditional classroom can compensate for one where the other is lacking.

For the future, both Dr Yun and Chan anticipate a flourishing emergence of e-learning elements in the classroom as the technology matures. Take university lectures; Dr Yun’s recent invitation of overseas guest speakers to join his class via Zoom was warmly welcomed by students. “Online learning takes learners beyond the constraints of a brick-and-mortar classroom to connect with the wider world, through which educators can explore new ways to motivate learners,” he says.

At CityU, the CityU-Learning Classroom for Secondary School Students – composed of free, interactive, real-time online courses ranging from public health, data science, business, to art – is specially designed for secondary school students to continue learning at home and offer them a taste of university learning amid the pandemic. Elsewhere at the Chinese University of Hong Kong (CUHK), the Class Acts Online Talk, which is open to the public, assembles distinguished academics in delivering a series of online talks to explore important topics in a variety of disciplines. These initiatives illustrate the education sector has plenty of room to innovate in terms of the immense learning potential that technology has to offer.

Above all, the main thrust of e-learning should be to optimize the learning outcomes of students. Prof Law points out that, as the pandemic forces teachers and schools to consider how technology can better support education, there’s not a better opportunity for educators to collectively consider and experience how true learner-centered instruction can be achieved in the present internet era where digital innovations continue to open up possibilities.

So it has taken a global pandemic to finally propel the progress of a subject that is dear to the heart of many in the community.
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

<table>
<thead>
<tr>
<th>Early Childhood to Grade 12</th>
<th>US Standards-based Curriculum</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>US Advanced Placement Courses &amp; AP Capstone™ Program</td>
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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

<table>
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<tr>
<th>Early Childhood 1 (half-day)</th>
<th>8:00 - 11:00am &amp; 12:00 - 3:00pm</th>
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<tbody>
<tr>
<td>Early Childhood 2 to Grade 12 (full-day)</td>
<td>8:00am - 3:00pm</td>
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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.
Holistic American education

Providing an American-standard curriculum with rigorous academic training and a STEAM focus, studying at American School Hong Kong (ASHK) prepares students for leading universities in the world.

Located in the Tai Po community, American School Hong Kong (ASHK) is a non-profit school offering a holistic American education from kindergarten (KG2) to Grade 12, as well as college preparatory programs. With a rigorous American and international program, the school’s inquiry and concept-based approach to teaching and learning equips students with 21st century skills in a globalized world.

With English as the language of instruction and communication in ASHK, the US Common Core, Next Generation Science Standards (NGSS), and American Education Reaches Out (AERO) Social Studies Standards supply the framework for learning the global language.

Through ASHK’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 children.

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 10 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’s scholarship program provides students with an equal opportunity to enjoy this transformational educational experience with financial assistance available.

American School Hong Kong
Website: www.ashk.edu.hk

Now Accepting Applications for Students Aged 4 - 16
School Tours & Information Sessions Available
New school campus, same Christian ethos

Founded in 1992, Christian Alliance P.C. Lau Memorial International School (CAPCL) is the first international school set up by The Kowloon Tong Church of the Chinese Christian and Missionary Alliance, which oversees seventeen schools in Hong Kong. In 2017, CAPCL closed down for renovation, with such new facilities as Treehouse Library, Heavenly Studio, Makerspace, Lift Tower, Indoor and Outdoor Play Spaces incorporated in the campus.

Over the past decades, CAPCL has nurtured numerous Christian leaders for Hong Kong and the world. In addition to imparting knowledge to children and equipping them with skills, CAPCL emphasizes their character development, especially the Christian ethos to serve the community.

Why Bilingual Education?

CAPCL will adopt a bilingual program under Canada’s Alberta education system. The medium of instruction is approximately 65% English and 35% Chinese (Mandarin with the traditional script). Not only is language learning useful in preparing students for their future, but it is also mentally stimulating which in turn supports a growth mindset development.

Research shows that the benefits of learning other languages are more than just the ability to speak in another language. Learning another language benefits students in the following ways:

**Intellectual Potential**
- Students fluent in two languages score higher in both verbal and non-verbal intelligence.
- Students studying a second language are better in divergent thinking tasks and in memory ability and attention span.

**Scholarly Achievement**
- Second language students have higher test scores in reading, language and mathematics.
- Education in another language significantly strengthens first language skills in areas of reading, vocabulary development, grammar and communication.

**Effect on First Language**
- The earlier the start, the greater the positive effect on the first language.

**Citizenship**
- Students studying another language have superior cross-cultural skills and adapt better to varying cultural contexts.
- Students studying another language display greater cultural sensitivity.

**Economic Potential**
- There is a growing need for qualified speakers of languages other than English in areas of science, technology, medicine and global commerce.
- Students studying another language display greater cultural sensitivity.

“Through bilingual education, CAPCL learners become proficient in English and Chinese, resilient in overcoming challenges, creative in solving problems, confident amidst changes in their environment, and responsible global citizens with a greater understanding of western and eastern cultures, and broader knowledge and appreciation of different cultural values,” says Dr. Cora Hui, Head of School at CAPCL.

**Welcoming Admissions**

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Rejuvenated school campus
Canadian curriculum – Alberta English-Chinese bilingual program (65% English and 35% Chinese-Mandarin & traditional script)
Christian ethos – cultivate students’ character development and servant leadership
Small learning community – develop an engaging learning journey

Enrollment for Preparatory to Grade 4
2021-2022 academic year

Apply Now!
https://www.capcl.edu.hk/admissions

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Christian Alliance P.C. Lau Memorial International School
2 Fu Ning Street, Kowloon, Hong Kong
Tel: 2713 3733
Email: info@capcl.edu.hk
Website: www.capcl.edu.hk
Learning in a changing world

At Hong Kong Academy, learners are empowered to be flexible and creative so that they can thrive in complex environments. This year, perhaps more than ever, the students’ abilities to effectively research, communicate, collaborate and manage their time have been crucial during the period of online learning.

Based in Sai Kung and preparing to celebrate our 20th anniversary in August, Hong Kong Academy provides an educational programme to students aged 3-18 years which challenges them to reach their greatest potential. In the final years of both the IB Primary Years and Middle Years Programmes, students complete a culminating project, diving deeply into a topic which they are passionate about and sharing their learning with the school community. Over the past several months, students have completed the PYP Grade 5 Exhibition (G5x) and MYP Grade 10 Personal Project (G10 PP) in a virtual learning environment.

HKA’s instructional model is agile and adaptive – whether teaching online or on campus, teachers differentiate to ensure that every student feels successful, motivated and engaged. Through regular teacher feedback and weekly mentor check-in meetings, each G5x student is encouraged to stay connected to their learning and their classmates. Digital methods of sharing and celebrating learning have brought G5x teams together and inspired them to try new ideas, learn from each other and connect with expert resources in new and exciting ways.

When talking about the G5x experience, teachers Carly Buntin and Ben Thomas stated,

“Students grow throughout the Grade 5 exhibition. They learn about themselves and how their unique skills, interests and talents can be used collaboratively. It gives them the opportunity to share their learning journey, enthusiastically discuss their passions and realise that their actions can have a huge impact on our planet.”

Building on the skills, behaviours and knowledge developed throughout their time as MYP students, the G10PP requires students to challenge themselves in an area of personal significance. Over several months, students create a product that demonstrates their learning to the wider community. They also document their process in a journal and publish a report that captures their journey of investigating, planning, taking action and reflecting for the duration of the project. This year’s virtual G10PP exhibition highlighted the range of student passions and showcased the creative ways that they explored their interests through this process.

G10 student Lisa organised an event called ‘Break the Chains’ to raise community awareness around human trafficking, explaining,

“Over the course of the Personal Project I was open-minded to feedback from others, researching different perspectives and solutions to the problem. Being open-minded is crucial in the real world, as everyone is different and we need to learn and accept that we have to adjust to others. The skills that I learned throughout the Personal Project have not only helped me to become a better IB learner but also more open-minded and a global citizen, ready to take what I’ve learned to help make a difference in the world.”

The G5x and G10 PP are just two of many project-based learning experiences HKA students have participated in this year. From daily move-and-groove in Pre-Kindergarten to Early Childhood virtual choir and sports days for the whole school, students have remained inspired and engaged with their learning. View more examples from our purpose built virtual project and events space here.

Students grow throughout the Grade 5 exhibition. They learn about themselves and how their unique skills, interests and talents can be used collaboratively. It gives them the opportunity to share their learning journey, enthusiastically discuss their passions and realise that their actions can have a huge impact on our planet.”

G5x and G10 Personal Projects students design logos to represent their projects.

Hong Kong Academy
33 Wai Man Road, Sai Kung, New Territories, Hong Kong
Tel: 2655 1111
Website: hkacademy.edu.hk
Integrating academic pursuit with international mindedness and character growth, Norwegian International School ensures learning opportunities inside and beyond the classroom.

Norwegian International School (NIS) is a unique school in Hong Kong - a small learning community that fosters character development alongside academic learning, which embraces the very best of life in Tai Po.

At both Primary and Kindergarten campuses, students at NIS are active, involved learners who explore their world along with their peers in creative, thematic, enquiry-based units. Learning in the classroom leads seamlessly into time spent outdoors, where students participate in the growing cycle of vegetables and plants, and investigate the living history of the decades-old trees that provide shade to the playground.

The pursuit of academic learning at NIS is accompanied and strengthened by the school’s focus on character growth and development of international mindedness, with all three elements woven together as integral parts of the International Primary Curriculum (IPC) and International Early Years Curriculum (IEYC). Eight personal goals are taught, modelled and developed in every subject and integrated throughout school life: thoughtfulness, cooperation, respect, enquiry, communication, adaptability, resilience, and morality. Viewing each subject through the lens of the personal goals helps students relate their learning to their everyday experiences and prepares them for life in and beyond school.

Recent months have presented a challenging but unique opportunity for the NIS community to grow in these attributes - particularly in adaptability and resilience. Parents and teachers have worked together to support students’ learning, developing creative ways to engage with the curriculum across both Kindergarten and Primary year groups, and providing opportunities to share their learning with peers through online platforms.

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

Norwegian International School
Primary campus
170 Kam Shan Road, Tai Po
Tel: 2658 0341
Email: office@nis.edu.hk
Kindergarten campus
175 Kwong Fuk Road, Tai Po
Tel: 2638 0269
Email: kinder@nis.edu.hk

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!
Exceed your expectations at RCHK!

Renaissance College (RCHK) is an all-through IB school that creates global citizens that strive for excellence. We are a member of the English Schools Foundation (ESF), which is the largest provider of English medium international education in Hong Kong. Our vision is for every student to be the best that they can be, and our mission is to inspire creativity and nurture global citizens and leaders of the future. We do this by creating joyful learning environments led by a community of exceptional teachers who bring out the best in every child and by inspiring curious minds.

RHK is a world-class co-educational independent IB World School offering all four of the IB programmes: PYP, MYP, DP and CP. Students are educated from Year 1 to 13 on one site, guided and encouraged by a team of experienced international educators. Our student body comprises 40 nationalities with 20 languages represented. English is the medium of instruction with Mandarin taught at every level. Technology is integrated College-wide throughout the curriculum and creativity, activity and service (CAS) are integral to campus life. Students participate in a myriad of artistic, musical, sporting and service activities conducted on and off-campus.

Scholarships are offered to able and high-achieving Secondary students, which include Academic, Music, Visual Arts, Drama and Sports. Scholarship criteria are based on demonstrated academic ability, artistic and creative aptitude, sporting prowess and a commitment to service and leadership. Financial Aid is also offered to students and families in need. Contact admissions@rchk.edu.hk for more information!

Renaissance College
5 Hang Ming Street, Ma On Shan, New Territories
Tel: 3556 3556
Email: admissions@rchk.edu.hk
Website: www.rchk.edu.hk
Curriculum: IB: PYP, MYP, DP, CP
International Schools

25 years of excellence in bilingual education

Kingston International Kindergarten and Kingston Children’s Centre provide a nurturing environment that provides a solid foundation for children’s future learning.

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.

25 Years of Excellence in Bilingual Education

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.

In the 2020/2021 school year Kingston will be celebrating 25 years of providing quality bilingual education. If you would like to find out more about our exciting programme please contact the school to arrange a tour.

Kingston International Kindergarten

Kingston Children’s Centre

12-14 Cumberland Road, Kowloon Tong
Tel: 2337 9049
Email: enquiry@kingston.edu.hk
Website: www.kingston.edu.hk

International Schools

KINGSTON - FIRST IN BILINGUALISM, FIRST IN IBPYP

The first step makes the difference

Apply now for 2020/2021 Playgroup to Kindergarten

Book a school tour today
International Schools

Inclusive education

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.”
Box Hill leads your child to a delighting start of learning

Built on its success in Melbourne, Australia, Box Hill established its first school in Hong Kong in 2004. Over the past 15 years, Box Hill has been aiming to provide a delightful and valued early childhood education to young children.

Box Hill believes that kindergarten is the first step to lifelong learning, and it is important for early childhood educators to help children build up their love and interest in learning at this stage. To achieve this, they make sure their learning environment is supportive and pressure-free, and that all learning is conveyed in a fun and engaging manner. Teachers at Box Hill respect children as individuals and thus foster their development at their own pace and style. This supportive culture helps children develop their confidence and resilience to try out their ideas and thoughts, which paves the way to nurture confident individuals.

Box Hill understands that early childhood is the crucial period for building up good value. The school emphasises on planting the good seeds in children since young, making them respect and care for one another, being confident and responsible to self and community. Their unique ‘BoxHillian Qualities’ encompasses and instils positive and prosocial characters in young children through their daily encounters.

Children learn best through first-hand experience. Therefore, teachers at Box Hill dedicate to creating a wide array of engaging hands-on activities for children to explore and discover. They emphasise that it is not the knowledge they are teaching children, but the love and motivation of learning are what they want to nurture in children. Children at Box Hill are busy players and learners. Every day children come to school busy participating in all sorts of play, ranging from teacher-led to child-led free play, so to facilitate their development through active participation.

Planning the learning pathway for children is never easy. In view of this, Box Hill aims at constructing a curriculum that can equip children with the essential skills for interfacing to a diversified learning pathway for its children. Box Hill offers a high standard of English environment where children primarily learn and communicate in English with peers and teachers. The school adopts the UK National Curriculum, which allows children to achieve a balanced development in seven learning areas and to meet or exceed the expectations of the English preparatory or other international schooling systems. Besides, the Maths and Chinese learning contents are carefully designed according to the local requirement, which enables a seamless transition for those who choose to join local primary schools after K3.

With its dedication to education, Box Hill has awarded the ABFA Outstanding Individual Brand Award – Education 2018. With this encouragement, Box Hill pledges to continue to offer a valuable and delightful learning journey to young children.
Blending academic rigour with a focus on the holistic development of character, Island Christian Academy’s ‘Loving for Today’ motto aims at cultivating students’ relationship with the world through service-learning.

Educational experts have recognized for many years that academic learning in the classroom is only part of the whole picture of a strong education. Schools that prepare students for life beyond the classroom are marked by integrating academic rigour with a focus on holistic development of character and helping students learn how to relate to the world around them.

At Island Christian Academy, students’ relationship with the world around them is a key part of school life. It’s vital for students to understand the diversity around them and to have the opportunity to participate in serving others in Hong Kong. ‘Loving for Today’ in the school’s motto doesn’t only mean showing love within the walls of the school, but also being a loving community that learns how to share that love with others in our city.

This year, the senior students at Island Christian Academy have embarked on two strands of service-learning. One group of students have been focused on connecting with elderly people and their peers through online platforms, and Small World has even brought the outdoors home by sending children their own plants to water and tend.

A member of Generations Christian Education, alumni of Small World have a priority in admission to Island Christian Academy and Norwegian International School. Small World offers regular school tours, and would be delighted to introduce all interested families to this loving community.

A second group of students have been focused on sustainable development, collaborating with Tai Kwun Centre for Heritage & Arts and learning to build and cultivate rooftop farms in our densely packed city. Through service-learning, Island Christian Academy has seen these young leaders develop empathy, creative thinking, and responsibility. These attributes have been so important to IslandCA students over the past months, where the whole school community has been presented with a unique opportunity to support one another’s growth in resilience and adaptability.

Island Christian Academy offers regular school tours, and would be delighted to introduce all interested families to this learning community.

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**Small World Christian Kindergarten**

10 Borrett Road, Mid-Levels
Tel: 2525 0922
Email: office@smallworld.edu.hk

**Small World Christian Kindergarten’s holistic play-based curriculum fosters students’ development of social skills and character.**

Small World Christian Kindergarten is an international kindergarten that has educated curious young learners for more than 30 years, welcoming families of a diverse range of backgrounds, faiths, and nationalities. Designed around the International Early Years Curriculum (IEYC), Small World’s play-based programme supports learning and development through holistic enquiry, nurturing young children’s natural curiosity, building their confidence and igniting their desire to learn. The development of social skills and character development are also central to the IEYC and to life at Small World.

Mandarin time is integrated into learning at Small World, with more than a third of the day for each class overseen by Small World’s talented Mandarin teachers. The 2020-21 school year will also see the launch of the school’s 50/50 English/Mandarin programme in selected afternoon classes.

The school offers a warm and caring environment, with plenty of indoor and outdoor learning space. Children enjoy daily time in the Small World’s outdoor playground amongst the trees, and cultivate vegetables and flowers in the school’s outdoor garden, learning about the natural world and the cycles of growth.

Recent months have seen the Small World community work together in new and creative ways to support children’s learning at home. Children have delighted in sharing their learning with their peers through online platforms, and Small World has even brought the outdoors home by sending children their own plants to water and tend.

A member of Generations Christian Education, alumni of Small World have a priority in admission to Island Christian Academy and Norwegian International School. Small World offers regular school tours, and would be delighted to introduce all interested families to this loving community.

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**Play-based learning: nurturing curiosity**

**Small World Christian Kindergarten**

10 Borrett Road, Mid-Levels
Tel: 2525 0922
Email: office@smallworld.edu.hk
La Petite Enfance Kindergarten
Units 5, 6 & 8, LGF, Office Block One, 10 Siena Avenue, Discovery Bay, Lantau Island
T: 8319 0813
Website: www.scolle-discovery.com

Leapfrog Kindergarten and Playgroup
11 Pak Tam Chung Village, Sai Kung Country Park, Sai Kung
T: 2793 1547
Email: admin@leapfrogkindergarten.org
Website: www.leapfrogkindergarten.org
Year founded: 1992
Curriculum: EYFS

Learning Habitat Kindergarten
Hampton Loft Campus
Shop 2, 8/F Hampton Loft, 11 Ho Fai Road, Tai Kok Tsui
T: 2501 5205
Website: www.learninghabitat.org
Year Founded: 2005
Papillons LP Campus
Shop 12, 3 & 16, G/F Papillons Square, 21 Tong Chong Street, Tuen Wan
T: 2781 2456
Website: www.learninghabitat.org
Year founded: 1997
Curriculum: French, Own

Ludus Kindergarten
2/F, Le Billionnaire, 46 Sa Po Road, Kowloon City
T: 2788 9134 / 2788 0788
WhatsApp: 9879 1509
Email: info@magartedu.com
Website: www.ludus.hk
Year founded: 2015

MAGART International Kindergarten
Whampoa Campus
Shop G3A, Site 7, Whampoa Garden, 9 Tai On Street, Hong Kong
T: 2799 9115 / 2798 8092
Website: www.magart.edu.hk
Year founded: 2015

Mills International Pre-school
The Spectacle, 8 Choy Yuen Street, Yau Tong, Kowloon, Hong Kong
T: 2522 2688

Mount Kelly School Hong Kong
Block A, G/F & F, Victoria Road, Tai Hang, Hong Kong
T: 2815 5151
Website: www.mountkellyshk.com
Year founded: 2012
Curriculum: Early Years Foundation Stage

Mighty Oaks Nursery & Kindergarten
1/F, Lugaga Mansion, 66A Baldwin’s Street, Kennedy Town, Hong Kong
T: 2806 8313
Email: info@mightyoakshk.com
Website: www.mightyoakshk.com
Year founded: 2015
Curriculum: Early Years Foundation Stage

Ming Wa International Kindergarten
Flat A & G/F & 1/F, Alice Court, 10-12 Tai Mui Road, North Point
T: 2561 5008
Website: www.mingwaschool hk.com
Year Founded: 1982
North Point Branch
Shop 1-G/F & 1/F, Fairview Court, 5-11 Tai Tze Mui Road, North Point
Prince Edward Branch
Shop 6-G/F & A Flat 1-5 of 1/F, Kowloonwood Mansion, 15 Playing Field Road, Prince Edward
T: 2572 2688

Mornigstar Preschool and Kindergarten
Block A, G/F & D/F, La Tai Plaza, Tai Hang Road, Clear Water Bay, Hong Kong
T: 6993 7117
Email: info@morningstarshk.com
Website: www.morningstarpreschool.com.hk
Year founded: 2011
Curriculum: Other

Mount Kelly School Hong Kong
Upper G/F, Austin Tower, 152 Austin Road, Tin Shui Tai, Kowloon, Hong Kong
T: 2110 9557
Preparatory School Campus
2/F, Austin Tower, 152 Austin Road, Tin Shui Tai, Kowloon
T: 2157 9587
Babies and Toddlers (Tsz Sha Tsui Campus)
Shop 2A, Phase 1, G/F, The Austin Tower, 152 Austin Road, Tin Shui Tai, Kowloon
T: 2157 9587
Babies and Toddlers (Jordan Campus)
Shop 3, G/F, The Austin Place, 38 Kung Chung Street, Kowloon, Hong Kong
T: 2317 8881

Muir Wo OWLS School & Kindergarten
1/F, Unit A, Silver Centre Building, Mui Wo Ferry Pier Road, Mui Wo, Lantau
T: 2984 0006
Email: office@muirwoows.com
Website: www.muirwoows.com

Mulberry House Mandarin House
Studio 2401, Universal Trade Centre, 17-19 Caine Road, Central (Parking on Arbuthnot Road)
T: 9598 0509
Website: www.mulberryhouseasia.com

Munsang College Kindergarten
G/F-1/F, Block A & G/F & 2/F, Block 5, 8 Dumbarton Road, Kowloon City
T: 3695 3500
Website: www.munsang.com.hk
Year founded: 2012

Myors International Kindergarten
Portion A, Commercial Unit, Shop 1-1, 1/F Bel Air Monta Shopping Centre, 3 Ma Si Road, Fanling
T: 2355 7000
Website: www.myors.hk

Nord Anglia International School
Primary & Secondary Campus
11 Tin Shui Temple Road, Tin Shui Wai
T: 2918 5300
Email: admissions@nais.hk
Website: www.nais.hk

Norwegian International School
Kindergarten Campus
175 King Fu Road, Tai Po
T: 2638 0269
Email: kinder@nisk.hk
Primary School Campus
170 Kam Shan Road, Kam Shan Village, Tai Po
T: 2658 0354
Email: office@niskedu.com
Website: www.nisk.edu.hk

Oisca Japanese Kindergarten
G/F, Munsang Union, 26-48 Peak Road, North Point
T: 2735 7881
Website: www.oisca.youchien.ne.jp

Parkview International Pre-School
Hong Kong Island Campus
Tower 18, Parkview, 88 Tai Tam Reserve Road, Hong Kong
T: 2825 6610
Email: info@parkviewhk.com
Website: www.parkviewhk.com
Year founded: 2010
Curriculum: English

Parkview International Pre-School
Tower 5, Parkview-Rhine Garden International Pre-school
3 Ma Sik Road, Fanling
T: 2795 1018
Website: www.parkviewhk.com

Pottinger Street Kindergarten
3958 1428
Website: www.pots.com.hk
Year founded: 2013
Curriculum: Own

Raffles International School
1/F, Centre Tower, 181-185 Gloucester Road, Wan Chai, Hong Kong
T: 2520 6688
Website: www.raffles.edu.hk/

Renaissance College ESF
5 Hang Ming Street, Ma On Shan
T: 3556 3556
Email: admissions@rci.hk
Website: www.rci.hk
Year founded: 2006
Curriculum: Early Years Programme, IB Diploma, IB Career-related Programme

Rothmond International Nursery & Kindergarten
Shun Wo, G/F, Imperial Garden, 10 Ho Fai Road, Kowloon
T: 3612 5760
Email: info@rithmond.com
Website: www.rthmond.com
Year founded: 2013
Curriculum: Enhanced EYFS, Reggio Emilia and inquiry approach

Sai Kung Country Park Nursery School
Units 5, 6 & 7, LGF, Broadview Court, Shum Wan Campus
T: 2984 0006
Email: mim@morningstarpreschool.com.hk
Website: www.morningstarpreschool.com.hk

Sai Kung Country Park, Sai Kung
T: 2793 1547
Email: admin@leapfrogkindergarten.org
Website: www.leapfrogkindergarten.org
Year founded: 1992
Curriculum: EYFS

Seabird International Nursery
Shop 2, 8/F Hampton Loft, 11 Ho Fai Road, Tai Kok Tsui
T: 2501 5205
Website: www.learninghabitat.org
Year Founded: 2005
Papillons LP Campus
Shop 12, 3 & 16, G/F Papillons Square, 21 Tong Chong Street, Tuen Wan
T: 2781 2456
Website: www.learninghabitat.org
Year founded: 1997
Curriculum: French, Own

Shu Kung Fu 1st Kindergarten
2/F, Unit A, Silver Centre Building, Mui Wo Ferry pier Road, Mui Wo, Lantau
T: 2984 0006
Email: office@muirwoows.com
Website: www.muirwoows.com

Shortland Primary School
2491 1082
Website: www.sps.hk
Year founded: 2004
Curriculum: IPC

Sing Tao Kindergarten
38 Wing Shun Street, Tsuen Wan
T: 2055 7100
Email: info@singtao.edu.hk
Website: www.singtao.edu.hk
Year founded: 1996
Curriculum: IPC

Sukhothai International School
3958 1428
Website: www.pots.com.hk
Year founded: 2013
Curriculum: Own

Sukhothai International School
1/F, Unit A, Silver Centre Building, Mui Wo Ferry Pier Road, Mui Wo, Lantau
T: 2984 0006
Email: office@muirwoows.com
Website: www.muirwoows.com

Sunflower Pre-school
2/F, Austin Tower, 152 Austin Road, Tin Shui Tai, Kowloon
T: 2157 9587

Trafton Primary School
6-20 Podium Level 2, Rhine Garden, Castle Peak Road, Sha Tin, Hong Kong
T: 2369 2080
Email: school@pods.com.hk
Website: www.pods.com.hk
Year founded: 1996
Curriculum: IPC

Tolko Island International School
38 Wing Shun Street, Tsuen Wan
T: 2055 7100
Email: info@singtao.edu.hk
Website: www.singtao.edu.hk
Year founded: 1996
Curriculum: IPC
Shrewsbury International School
Hong Kong
230 Tai Ko Road, Tai Po, Tuen Koon, New Territories
Tel: 2576 0601
Email: enquiry@shrewsbury.hk
Website: www.shrewsbury.hk
Year founded: 1903
Curriculum: IBDP, HNDCE, A-Levels

St. Paul's Covent School (Secondary Section)
140 Lai King Road, Tsuen Wan, Hong Kong
Tel: 2813 0360
Email: stpauls@spcs.edu.hk
Website: www.spcs.edu.hk
Year founded: 1884
Curriculum: HNDCE, ICSE, A-Levels

St. Stephen's College
22 Tung Tau Wan Road, Stanley, Hong Kong
Tel: 2580 9801
Email: ssc@ssc.edu.hk
Website: www.ssc.edu.hk
Year founded: 1903
Curriculum: English, IGCSE, A-Levels

Stamford American School
100 Congreve Road, Kowloon Tong
Tel: 2560 8688
Email: admissions@sas.hk
Website: www.sas.org.hk
Year founded: 1991
Curriculum: Inquiry-based American Curriculum with AEO and Common Core Plus Standards

Sunshine House International Pre-school
Chi Fu Campus
G/F, Block 1, Chi Fu Yuen, Chi Fu Fa Yuen, Chi Fu Island, Kowloon Tong
Tel: 2531 3581
Email: chi_fu@sunshinehouse.com.hk
Website: www.sunshinehouse.com.hk
Year founded: 1991
Curriculum: Finnish

Small World Christian Kindergarten
10 Bonnet Road, Mid-Levels
Tel: 2925 0922
Email: office@smallworld.edu.hk
Website: smallworld.edu.hk
Year founded: 1986
Curriculum: International

Spanish Primary School
160 Boundary Street, Kowloon Tong
Tel: 2595 1388
Email: info@spis.com.hk
Website: www.spis.com.hk
Year founded: 2011

St. Catherine’s International Kindergarten
1, Essex Crescent, Kowloon Tong
Tel: 2337 7273
Email: info@stcmhk.com
Website: www.stcmhk.com
Year founded: 1970
Curriculum: English, ICSE, A-Levels

SDM-Chatsworth International Kindergarten & Nursery
166 Boundary Street, Kowloon Tong
Tel: 2560 3322
Email: info@sdm-chatsworth.hk
Website: www.sdm-chatsworth.hk
Year founded: 2017
Curriculum: Singapore-based curriculum
Mini Mandarins Learning Centre
Causeway Bay Centre
7/F, Capital Commercial Building, 26 Leighton Road, Causeway Bay
Tel: 2577 7844
Email: enquiry@minimandarins.com
Website: www.minimandarins.com
Year founded: 2014
Curriculum: Pre-KG, KG, 1-6, IB, IGCSE

NTK Academic Group
Main Campus
3-5/F & 7/F (Front office), Lee Garden Five, 18 Hysan Avenue, Causeway Bay
Tel: 2577 7803
Email: nh@ntk.edu.hk
Website: www.ntk.edu.hk
Year founded: 1996
Curriculum: SAT, AP, TOEFL, IB, IELTS

Seriously Addictive Maths Hong Kong
Wong Chuk Hang Campus
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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

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