

YC Links

耀中連線



Nurturing
Unique Talents

靈活教學 助長天賦

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Publisher 出版人
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Executive Editor 執行編輯
Production Co-ordinator 製作統籌
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YC Links is a semester, bilingual publication of the Yew Chung Education Foundation catering for the Yew Chung community and the general public. We hope to keep our readers abreast of the latest development, news and happenings of the Yew Chung schools and the foundation. 《耀中連線》為耀中教育機構出版之雙語刊物，每學期出版一次，旨在向耀中社群及公眾提供有關耀中學校及本機構的最新資訊。

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Nurturing Unique Talents

靈活教學 助長天賦



Finding Interests and Talents in Learning Areas

在學習區域發掘興趣與潛能

The ECE team at YCIS Qingdao daily looks for growing interests and talents of the children in their classrooms. With a play-based learning environment, we are constantly observing the children so that we can provide adequate activities that introduce vocabulary, encourage friendships and develop physical skills. The children have multiple opportunities to explore and discover a variety of topics, materials and objects in the different learning areas in the classroom. The number of learning areas varies for each classroom and the teachers mindfully organise them in ways that help the children to seek out and explore new topics.

The teachers may set up a construction area that includes different sizes of blocks, magnetic shapes, pipes and Legos, which can stretch the children's constructing abilities. The sensory area allows the children to play with different types of textures, tastes and objects, helping them build new ways of interacting with the world. The role-play area lets the children explore a familiar or new world while encouraging imaginative and creative play. The Maths area has concrete, hands-on activities that promote exploration of colours, numbers, shapes, and sizes.

When the children participate in the learning areas, the teachers observe them and start conversations about their activities. Eventually, the children begin to discover what activities interest them and in what areas they are talented, whether it is making a tall Lego structure, pouring water, or sorting shapes. The exciting result is a desire to keep learning and to continue challenging themselves in the areas that interest them.

青島耀中幼教部每日關注孩子在課室內不斷發展的興趣與潛能。在基於遊戲的學習環境中，我們不斷觀察學生，向孩子提供最為恰當的活動機會，令他們增加詞彙量、增進友誼、發展身體協調性技巧。在課室的不同角落，孩子能夠利用多樣的機會去探索不同的話題、材料以及物體。每一間課室都有不同的學習區域，在老師的精心布置下，孩子可以探索更為廣闊的話題領域。

在教室裏的建設區，老師會放置不同大小與形狀的磚塊、磁石、管子及樂高玩具，以增強孩子的搭建能力。在感知區，孩子能夠在遊戲中通過辨別不同的材質、味道及物體，獲取與外界交流的新方式。在角色扮演區，通過富有想像力的角色扮演，孩子不僅能夠再次熟悉身邊的世界，更能走進未知的世界展開探索。而在數學區，各類實用活動則向孩子傳授顏色、數字、形狀及大小的相關知識。

孩子在學習區域內活動的同時，老師也在觀察學生，並會在活動中與他們對話。孩子最終會通過自身最為感興趣的活動——無論是搭建樂高積木、灑水，還是形狀分類——意識到自己的興趣與能力所在，這將是激勵他們在喜愛的領域繼續學習的動力。





Discovering and Nurturing Unique Talents

發現和培養獨特的人才



A fundamental aspect of Yew Chung's philosophy is the emphasis on a holistic approach to learning and the equal importance given to all areas beyond the academic curriculum including the arts, technology, character education, and sports. In line with our Principles and Practices, nurturing each and every student's talent to the fullest potential is a pivotal part of our ethos which our teachers equally value.

"Instead of molding students into shapes we think are fit for them, it is important to allow them to flourish into the person they are meant to be," according to Jane Martuneac Kang, Upper Primary Learning and Teaching Co-ordinator, YCIS Beijing. The Yew Chung pedagogy, Learning Communities and teachers' attention to individual students enable students to develop unique talents and identify interests. This may be achieved in a form of daily conversations between teachers and students as a way of ascertaining students' interests or academic strengths.

In addition to building quality student-teacher relationships, our school allows learners to group according to their specific areas of interests and abilities, affording teachers an opportunity to further engage and have a better understanding of students' interests. Through our flexible and innovative Learning Communities, teachers continue with the process of discovering students' talents and interests.

Through our Co-Curricular activities, Violin Programme and sports activities, students are encouraged to explore areas of interest they have yet to explore – as they stand to gain additional skills. Ms Kang reiterated our commitment to a holistic

approach to education: "We believe it is important to nurture the whole child to help them develop into a balanced person," and by doing that "we are helping them to develop a wide and diverse range of skills."

Once students' skills are identified, the onus is on the teachers and school to nurture and provide a helpful environment for them to blossom in their respective areas of interest. At Yew Chung, we have programmes and strategies in place which see to this. The Artist-in-Residence and Scientist-in-Residence Programmes are examples of how we reinforce students' interests in diverse fields of study. Observing and interacting with experts gives students a hands-on experience and an opportunity to further develop their skill set.

An additional way we nurture talents is by giving students the autonomy to explore a variety of options in their quest for answers. Finding answers to a question may be complex, and may require different strategies for that. When doing a research project, students "might wish to show the final project through a PowerPoint presentation, opt to make an infographic or write a book", says Ms Kang. This does not deviate from the curriculum being taught because "they are all following similar steps leading up to the final project", she stated. These methods, as chosen by the students, integrate core skills such as research, which despite their talents and interests, they will make use of in future.

By discovering, encouraging and nurturing students' talents, we are inclined "to get the best out of them, and in turn they will provide the best of their abilities for the world," Ms Kang concluded.

耀中理念強調整體的學習方法，並同等重視學術課程以外的所有領域，包括藝術、科技、品格生活教育和體育，也重視培養每一個學生的潛力。

北京耀中小學部高年級教學主管 Jane Martuneac Kang 女士說：「不要把學生塑造成我們認為適合他們的樣子，重要的是讓他們成長為他們本應成為的人。」耀中的教學方法、學習社區，以及老師給予每位學生的照顧，使學生的獨特才能和興趣得以彰顯。這可以通過老師和學生之間的日常交流來實現，以確定學生的興趣或學術強項。

除了建立良好的師生關係外，學校讓學生根據興趣和能力分組，讓老師有機會進一步參與，並加深了解學生的興趣。透過我們靈活的創新型學習社區，老師能夠持續參與這個發現學生才能和興趣的過程。

我們的課外活動、小提琴課程和體育活動，讓學生獲得額外的技能，同時鼓勵他們探索新的興趣領域。Kang 女士重申我們對全人教育的承諾：「我們相信，全面培養孩子，幫助他們成長為一個全面的人，這是很重要的。」

一旦確定學生的技能，老師和學校就有責任提供一個有利的環境，讓他們在各自感興趣的領域發展。為此，耀中有相應的計劃和策略。藝術家駐校和科學家駐校課程是我們加強學生在不同研究領域興趣的例子。通過觀察並與專家交流，學生可以獲得實踐經驗，並有機會進一步發展自己的技能。

我們培養人才的一種方式是給予學生自主權，讓他們在尋求答案的過程中探索各種不同的選擇。尋求問題答案的過程可能很複雜，可能需要不同的策略才能實現。Kang 女士說，學生進行一項研究時，他們可能希望通過 PowerPoint 來展示最終設計，或者選擇製作資訊圖表或寫一本書。這並沒有偏離正在教授的課程，因

為他們在最後的項目中都遵循了類似的步驟。這些被學生選擇的方法整合了研究等核心技能，不論他們的天賦和興趣是甚麼，將來也會用到這些技能。

Kang 女士總結說，通過發現、鼓勵和培養學生的才能，我們能夠找到他們最出色的一面，他們亦將為世界奉獻他們最好的能力。





Student-Centred Teaching Leads to Strong Student Engagement and Self-Directed Learning

教學上的事半功倍

Jingyao Qi, Chinese History Teacher and Chinese Studies Curriculum Co-ordinator & Max Polosky, 8th Grade Student, YCIS Silicon Valley
 矽谷耀中中國研習課課程主任兼中國歷史老師祁璟瑤及八年級學生魯睿康

Many teachers have encountered a situation in which the teacher teaches hard and eloquently, but the students are not totally engaged in learning. In the end, the teacher is exhausted, and students do not really retain their learning. Adopting student-centred teaching instead of traditional teaching, captivating students' interest and potential can make a big difference.

In the middle school Chinese History classroom at YCIS Silicon Valley, the teacher and her 7th and 8th graders engaged in the Qin Dynasty and the Qin Shi Huang drama with fiery passion and determination. The teacher wanted to design the course in a way that had each student participate in the project and achieve the goal together, each with their own strengths and methods. At the beginning of the unit, the teacher pointed out that the primary objective of this unit was to create a script and then perform the Qin Shi Huang drama. Therefore, in the unit study, the students were very targeted and engaged in purposeful learning. From collecting and organising information, to creating the drama scripts and preparing props, students did it all by themselves with the goal in mind. The teacher played more of a guiding role in this process. She was not an instructor, but an advisor. Also, it is worth mentioning that the teacher was also responsible for a part of the drama creation, just like the students. So, every step of the students' experiences, the teacher also experienced with the students. Laughter and joy were found through such experiences and discussions between teacher and students. Many problems were solved through such equal-level discussions, too.

From the drama script creation to the students standing on the stage performing the drama in front of other students, teachers, and parents, the students were the directors of each and every part. Some students were responsible for props; some students were responsible for co-ordinating; some students were responsible for helping other students correct their pronunciations, etc. The most impressive result was that the student who had a lack of confidence in her Chinese performed and showed her talents during the performance, and even led the other students to present a vivid and entertaining drama. Throughout the process, all of the students were fully engaged and were truly the masters of their learning.

很多老師可能都遇到過這樣的情況：老師口若懸河努力地教，學生雙眼無神被動地學，最終老師筋疲力盡，學生興趣全無。若能從傳統式教學轉換成以學生為本教學，發揮學生興趣以及潛力，就可免於徒勞無功。

本着這一原則，矽谷耀中國際學校中學中國歷史的課堂上，老師和七、八年級的學生從秦朝這一單元開始，就一起籌備秦始皇戲劇表演。老師設計課程的初衷是要每一位學生都參與這個項目，以自己的優勢、方式完成目標。由於在單元初期，老師就清楚地指出這一單元要達到的主要目標是自編自導自演秦始皇主題戲劇，因此在單元的學習中，學生都非常有針對性、有目的地學習，從收集及整理資料到創作劇本及準備道具，學生都親力親為，老師在過程中起了引導的作用，而不是主要的傳授者。另外，值得一提的是，老師也和學生一樣，負責戲劇創作的一部份，也就是說，學生經歷的每一個學習步驟，老師也都和孩子一起親身經歷，很多奇思妙想就是通過這樣的師生討論迸發出來，很多的問題也都是通過這樣平等的討論一一解決。

從劇本創作到真正站在舞台上，在其他學生、老師以及家長面前表演一齣戲劇，同學可謂是各展所長。有的同學負責道具；有的同學負責統籌；也有的同學負責幫其他同學糾正發音……讓人印象最深刻的是，平常對自己的中文最沒有自信的同學，反而在表演上展現出天賦，靈動活潑的表演風格帶動了其他同學，而成為整個表演的靈魂人物。所有孩子都全情投入，真正做到掌握自己的學習。





Friday 13th – unlucky for some, but not for all! YCIS Chongqing IGCSE Class of 2019 were proudly presented with their IGCSE Certificates on the afternoon of Friday December 13, 2019. These are the formal documents which confirm the final IGCSE results that our current Year 12 IB DP students received in the most recent summer examination session.

We are proud to share that the outcomes of our students from the IGCSE Class of 2019 are outstanding. These outcomes do not come easy and can be attributed to a combination of sound teaching and learning practices, support from home, and students' hard work. The variety of individual subjects for which success was demonstrated ranged from all languages to the arts and through to humanities.

Most of our IGCSE Class of 2019 chose to stay at YCIS Chongqing and study for their IB Diploma. They have made a good start to the transition from IGCSE, and are beginning to develop their skills of organisation, reflective practice and balancing multiple conflicting priorities!

Presenting the certificates to the students in front of their parents and all Secondary students enables our younger students to pause for thought and give consideration to their own time for such accolades in the not too distant future.

Thank you once again to all staff who helped to prepare the IGCSE Class of 2019 for their exams, and also for the peripheral non-subject specific support that they offered. A huge thank you also to the parents for their considerable role to ensure that this group of students were enabled to do as well as they did.

13 號撞上星期五並不一定是厄運！12 月 13 日星期五下午，重慶耀中在大禮堂為現在就讀十二年級 IB 班的同學，舉辦了 IGCSE 證書頒授典禮。

我們榮幸地跟大家分享他們考獲十分理想的成績，這樣的成績來之不易，歸功於優質的教學、家庭的支持以及學生的辛苦付出。在眾多科目中，語言類、藝術以及人文學，成績尤為突出！

大部份 2019 屆 IGCSE 班級的同學都繼續留在重慶耀中開啟他們的 IB 文憑課程學習，有了 IGCSE 的經驗，他們將能進一步培養自己的組織和實踐能力，在眾多學習任務中取得平衡。

家長以及所有中學部學生濟濟一堂，見證這個證書頒授儀式，無疑是對即將步入高中學習的學弟學妹極大的鼓舞。

再次感謝所有教職員工對學生 IGCSE 學習的全方位支持，家長的傾力付出也是孩子取得如此優異的成績的主要原因之一。



New Achievement of School

學校新成就

Architectural Award Announced for YCIS Shanghai

上海耀中榮獲建築獎項



After receiving the city's first-ever LEED Award when it opened its doors in 2018 – with a LEED Gold award, no less, YCIS Shanghai Ronghua Campus received The Association for Learning Environments (A4LE) LEsolutions Jury Award 2019 last December.

A4LE is a US-based non-profit organisation that was established in 1921 and is widely considered the leading organisation for school design worldwide. According to its website, A4LE believes: “facilities impact the learning, development and behaviour of the facility user; the planning process is essential for quality facilities; sharing and networking improves the planning process; there is a standard by which to measure.” All of these factors were taken into consideration when the jury awarded the prize to YCIS Shanghai.

The partnership between renowned American architecture firm Fielding Nair International (FNI) and YCIS was integral to the success of the project, which involved deep thinking to get to the root of why the campus was designed in the way that it was. Posing questions such as “How can we best enable students and teachers to creatively and holistically explore different fields of knowledge, fostering individual and collaborative learning skills that are critical for the 21st century?” helped the firm and the school to achieve their shared goal.

According to Ms Ellen Duff, FNI Project Manager and Senior Designer, “It was delightful to partner with the YCIS team to create a space that reflects the organisation’s pedagogical and philosophical thinking around early learning. With the pioneering leadership of Dr Betty Chan, our team was able to push the boundaries of spatial design to embrace YCIS’s innovative and unique curriculum, while leaving space for the building’s use to evolve as their educational paradigm shifts over time. We were honoured to receive the A4LE award in conjunction with the YCIS team and local design partners, as it highlights the strength of what a collective affinity toward an educational mission can produce – that is, how a combined effort can pioneer new concepts and push thinking and practice.”

The campus facilities are a physical representation of School Supervisor and CEO, Dr Betty Chan’s pioneering philosophy. The Yew Chung ECE approach incorporates an emergent curriculum, which means that teachers and children co-create the curriculum continually, with teachers responding to the children’s ideas and interests in the context of child-initiated play. YCIS early-years environments are set in line with the belief that children are capable and confident learners, so the children are able to drive their own learning, to flourish and thrive in the physical and emotional environment which is based on strong relationships between all teachers and children.

YCIS Shanghai, Puxi Co-Principal Mr Don Collins shared more about this very special model and campus, saying “by incorporating the forward-thinking Learning Community model, the campus





provides an educational landscape where our young learners can explore and grow in an architectural space that adapts to the rapidly-changing outside world in which they inhabit."

Having such an agile learning environment enables the school to cater to the individual needs and interests of the children, who benefit from the ongoing support of the co-cultural teaching teams. Furthermore, the enabling environment is considered the "third teacher" in this curriculum, as all of the resources are open-ended to provoke children's questions and curiosity and support both individual and collaborative child-led investigation. This child-driven experiential learning model and campus environments set YCIS apart as a pioneer and leader in international education.

繼前年成為上海第一家獲得 LEED 金獎的學校，上海耀中榮華校舍去年底又榮獲了一項殊榮——2019 年度學習環境協會（A4LE）最具創新力獎（LEsolutions Jury Award）。

A4LE 是美國一個成立於 1921 年的非營利組織，領導學校設計潮流，獲全球廣泛認同。根據其網站所述，A4LE 相信：「設施會對使用者的學習、發展和行為有重要的影響；規劃和設計的過程對設施品質非常重要；而交流與專業聯繫可以改進規劃；這些都有一個衡量的標準。」評委會將獎項授予上海耀中榮華校舍時，綜合考慮了所有這些因素。

校舍屢獲殊榮實有賴全球知名的美國 Fielding Nair International (FNI) 建築公司和上海耀中之間的合作。雙方深入思考校園以哪一種方式來設計和呈現，有助

學生和老師創造性地、全面地探索不同的知識領域，培養對 21 世紀至關重要的個人和協作學習技能。

FNI 專案經理兼高級設計師 Ellen Duff 女士表示：「很高興能與耀中團隊合作，打造一個能夠反映該學校關於早期學習的教學和哲學思維的空間。在校監陳保琮博士的領導下，我們的團隊能夠推動空間設計的界限，融合耀中創新和獨特的課程，同時為建築物的使用留出空間，使其可以隨着時間的推移而變化。我們很榮幸能與耀中團隊和當地的設計合作夥伴一起獲得 A4LE 獎項，因為它展現了集體對教育使命的親合力所能產生的力量。也就是說，共同努力可以開拓新概念，推動思考和實踐。」

校園設施是行政總裁兼校監陳保琮博士創新理念的具體體現。耀中幼教部的方法整合了一個新興的課程，這意味着老師和孩子不斷地共同創造課程，老師在兒童主動參與的遊戲中回應兒童的想法和興趣。耀中的早期教育是建立在孩子是有能力和自信的學習者這一信念上的，所以孩子能夠驅動他們自己的學習，能在基於所有老師和孩子之間的牢固關係的物質和情感環境中茁壯成長。

上海耀中浦西校區外籍校長柯愛東先生與我們分享了更多關於這個校園的與眾不同。他說：「通過融合新進的學習社區模式，我們的校園為年輕的學習者提供一個獨特的教育格局，讓他們可以不斷地探索和成長，以適應他們所居住的這個日新月異的世界環境。」

擁有這樣一個靈活的學習環境，學校就能滿足孩子的個人需求和興趣，他們也能從跨文化教學團隊的不斷支持中受益。此外，有利的環境被認為是我們課程的「第三位老師」，因為所有的資源都是開放式的，以激發孩子的好奇心，以及支持個人和合作式兒童主導的研究。正是這種以孩子為帶動的體驗式學習模式和校園環境，使耀中成為國際教育的先驅和領導者。





Outstanding Performance in Shanghai Chinese Writing Competition

我校學生在上海中文寫作比賽中表現出色

YCIS is renowned for its well-established and robust Chinese Language curriculum and its commitment to enabling students to express themselves in both English and Chinese at a native level. It is always exciting for students to have the opportunity to demonstrate their high levels of linguistic abilities in both examinations and competitions.

During the final week of October, YCIS Shanghai students and teachers participated in the 2019 Shanghai International School Chinese Essay Competition, on the theme of “The City I Live in: Shanghai”, along with other international schools and local schools with international divisions, aligning with celebrations of the 70th anniversary of the founding of the People’s Republic of China. YCIS Shanghai student and teacher representatives were invited to attend the official competition awards ceremony.

In the competition, 27 YCIS Shanghai Primary students received awards for their writing, including two first prize places. Besides, our teachers Ms Lily Sun, Ms Rong Shen and Ms Sharon Ni received Excellent Advisor Awards for their help in co-ordinating the students’ entries.

Each school was asked to submit essays from Secondary students. Of the essays submitted by YCIS Shanghai Secondary students from Years 7–11, 24 won prizes. Additionally, YCIS Shanghai Puxi Upper Secondary Chinese as a First Language (CFL) Group Leader Ms Wendy Zhang won an Excellent Advisor Award.

Ms Ni and Year 6 student Lucia were invited to perform poetry recitals on stage, which was a great honour! Additionally, the Shanghai Education Commission visited YCIS Shanghai Pudong and interviewed several students and teachers about the competition.

Along with the well-deserved successes for YCIS Shanghai students and teachers, the school itself

won the Outstanding Organisation Award and Cultural Communication Award. YCIS Shanghai Puxi Secondary Head of Chinese Ms Jessica Cao reflected on the success: “We are incredibly happy to have such a large number of awards across Primary and Secondary, and we think this demonstrates how committed we are as a school to Chinese language and cultural education.”

耀中向來以完善而健全的中文課程而聞名，我們一直致力使學生中英文達到母語水平。看到耀中的學生有各種機會在考試和比賽中展示他們的高水準的語言能力，令人十分欣慰。

去年10月，上海耀中的師生與其他國際學校及本地中學國際部的師生一起參加了2019年「上海外籍人員子女學校徵文作品大賽」，並借此機會慶祝中華人民共和國成立70周年。

比賽中，共有27名來自上海耀中小學部的學生獲獎，其中一名五年級和一名六年級學生獲得了一等獎。另，孫海偉老師、沈蓉老師和倪曉風老師獲得了「優秀指導獎」，以表彰他們在幫助和組織學生報名參賽方面所做的貢獻。

每所參賽的學校中學部學生則提交了他們的作文。上海耀中七至十一年級的學生參賽作文最終有24篇獲獎。此外，上海耀中浦西校區中文為母語（CFL）組教研組長張華老師也獲得了「優秀指導教師獎」。

值得一提的是，在頒獎典禮上，倪老師和六年級學生Lucia受邀上台表演詩歌朗誦，這是一份莫大的榮譽！此外，上海市教委還參觀了上海耀中浦東校區，並就比賽情況採訪了我們的學生、老師和羅博特副校長。

除了上海耀中的中小學生和教師所取得的成就之外，學校還獲得「優秀組織獎」和「文化傳播獎」。上海耀中浦西校區中學部中文主任曹薇女士說：「我們非常高興能在小學和中學組中獲得如此多的獎項，這充分說明了我們作為一所學校對中國語言和文化教育的承諾。」

The Way to University 大學之路

A Network-Wide University and Career Guidance 全校網升學及職業規劃指導

Catherine Mak, Executive Editor, YC Links
《耀中連線》執行編輯麥素碧



Start Early and Open Doors

With over 20 year experience of being a lecturer and admissions selector, Mr Strong has realised that it is better to start planning early so the University Guidance Office (UGO) is extending their work to the Primary Section, much more in the way of broad career guidance rather than university guidance for both the parents and students. Working even more closely with parents is one of the main strategic objectives. Parents may sometimes have strong aspirations for their children becoming a doctor or some other professional but some of them mix up skills and qualities. "Skills are something that you can learn. Everybody can learn the skills required for particular professions, but what you can't learn are the qualities. For example, if you are going to be a doctor, you do need to have empathy, patience and the ability to listen," said Mr Strong.

The other thing he and his team try to educate the parents about is ranking, it can be misleading as it changes year after year. The most important thing is whether the degree will give their children the skills, knowledge and experience they need in order to succeed in their future career.

After helping parents and students setting their goals, counsellors also guide them through the process to achieve those goals. "We can start very early on showing them the right kinds of paths and choices. For example, what are the best IGCSEs to take, which will do two things: help them go towards the path that they are currently heading for but also give them the ability to be flexible if they change their minds, and we know that students do change their minds. We try to open as many doors as possible and close as few," said Mr Strong.

A Network of 24 Counsellors

However, when students choose subjects at IGCES or IB, they must come to certain points they need to take subject A and leave out subject B. That is the time they very much need advice. It is important to have specialist knowledge of the requirements of different universities and even different faculties of each university. Mr Strong and his colleague Mr Liu attend international conferences for university guidance counsellors over the world each year. They also visit universities to learn more about the environment, curriculum and requirements there. They are developing and enhancing a centralised university

Yew Chung International Schools (YCIS) and Yew Wah International Education Schools (YWIES) employ University and Career Guidance Counsellors (UGC) to help Secondary students evaluate their educational and professional future, and to guide them towards their goals. Mr Nick Strong, Regional Co-ordinator for University Guidance Counselling and Mr John Yi Liu, Regional Co-ordinator for University and Career Guidance together are part of a network of 24 counsellors to provide students with professional service. Mr Strong here shares how the team has been working co-operatively to help students since he joined the schools in 2015.

guidance resource facility to share information they learn through the conferences and the visits, and share good practice across the schools.

Utilising the 24 UGC's across the Yew Chung and Yew Wah network to bring the breadth of expertise to all YWIES and YCIS schools is also a main objective of UGO. Mr Strong had an experience recently of helping a student to apply for a university in Korea. One of the 24 counsellors is specialised in Korean applications so he arranged that counsellor, who is based in Shanghai, to work remotely with the student here in Hong Kong. In recent years, some parents have sought help from external university guidance agents, but with regard to such a resourceful network of UGCs, Mr Strong emphasised, "They will not get better advice outside the school than in the school."

"One thing we can't control is the IB results. But even if their IB results don't turn out as well as they would like, we can still help them. We can help them find alternatives, and help them write letters to the universities. Between 70% and 80% of those few students here, who don't meet the requirements, we are still able to get them into their first or second choice by helping them write letters to the universities explaining the situation," said Mr Strong.

Teach a Man to Fish, Rather Than Give Fish

When talking about writing letters, Mr Strong is an expert. Before joining Yew Chung, he often travelled to Hong Kong to work both on behalf of Aberystwyth University, as well as the British Council, providing training for teachers and students in writing references and personal statements for university applications. He helps students by reviewing their personal statement and suggesting how to write and structure it. When a student started to write his personal statement, Mr Strong told him, "Don't sit down and write from the beginning, write a paragraph about your career aspiration, a paragraph why the subject you are doing now is relevant to what you want to do, a paragraph about your engagement with this area... don't put them in any order and we will discuss which is the strongest opening."

One thing he can't do is writing it for them. "Everybody has got a story. It's about helping them to find that. Hopefully, they will use those skills in their writing and other places...I think it's getting them out of the mindset thinking 'I need to know the answer to the question'. 'I need to know how to find the answer' is the right way to think about it."

Mr Strong loves his work, and described the last five years being some of the most exciting of his life: "It is a privilege to work with smart, enthusiastic and creative students. Helping them to look globally at university, and what it has to offer is very exciting. Each day is completely different."

耀中國際學校及耀華國際教育學校聘用全職升學及職業規劃指導顧問，幫助中學生規劃未來的學習和職業道路，助他們實現目標。大學升學顧問部 (UGO) 兩位區域主任 Nick Strong 先生及劉一先生與校網內其他顧問共 24 人，為耀中及耀華學生提供專業的指導，2015 年加入耀中的 Strong 先生在此分享這個團隊如何合作無間地幫助學生。

及早準備開啟門路

Strong 先生有逾 20 年從事講師及招生人員的豐富經驗，深深明白早著先機的好處，所以 UGO 正擴展其服務至小學部，側重職業指導多於升學指導，讓學生預早開始思考路向，亦教導家長在子女這個探索的階段中如何幫助孩子。與家長更緊密的合作亦是 UGO 其中一個策略目標，家長有時可能對子女有很高的期望，想他們成為醫生或其他專業人士，但卻忽略了技術與品質其實是兩回事。Strong 先生解釋：「技術是學得到的，任何人都可以習得特定專業的技術，但品質是學不來的。例如，你想成為醫生，你需要有同理心、耐性及擅於聆聽的能力。」

還有，Strong 先生和他的團隊要提醒家長的事就是：院校的排名可以誤導人，因為每年都在變更，最重要還是那些學位課程能否給子女相關的技術、知識及經驗，以助他們在未來職業取得成就。

幫助家長和學生訂立目標後，升學及職業規劃指導顧問會繼續在達標的過程中提供專業指導。Strong 先生說：「我們可以在很早的階段向他們展示正確的途徑及選項，例如，應該選修 IGCSE 哪些科目。這樣做可以達到兩個效果：幫助他們向現有的目標進發，但同時又給他們留有改變主意的空間，因我們都知道學生會改變其想法，我們嘗試為他們打開更多門路，盡量不會封閉後路。」

擁有 24 位顧問的網絡

不過，當學生選擇 IGCSE 或 IB 的科目時，難免會遇到要選甲科就得放棄乙科的時候，在這種關鍵時刻，他們極需要有用的意見，對不同大學甚至學院要求擁有專業知識顯得十分重要，Strong 先生及其同事劉先生每年參與全球各地為大學升學顧問而設的國際會議，亦會到訪大學了解校內環境、課程及收生要求。他們正發展及提升一套中央大學升學指導資源庫，分享他們從國際會議及探訪大學所得的資訊，以及各校區行之有效的做法。

耀中及耀華校網共有 24 位升學及職業規劃指導顧問，讓他們在學校好好發揮其專業知識亦是 UGO 的主要目標。Strong 先生最近幫助一名學生申請南韓的大學，而剛巧其中一位顧問對南韓大學有專門知識，於是他安排了該位在上海的顧問隔空向這名身在香港的學生提供協助。近年，一些家長會尋求外面的大學升學中介公司的協助，但考慮到 UGO 有如此強大的顧問網絡，Strong 先生強調：「他們不會在外面找到比校內更好的支援。」

但 Strong 先生補充：「只有一件事我們無力控制，就是 IB 成績。但即使他們的 IB 成績未如理想，我們仍能幫助他們找到其他出路，並協助他們寫信給大學。這類少數學生中有七至八成雖未達到他們申請大學的相關要求，但透過我們協助他們寫信向大學解釋其情況，最終都成功獲得第一或第二志願的大學錄取。」

授人以魚，不如授之以漁

談到寫信，Strong 先生是專家。在加入耀中前，他經常到香港代表亞伯立斯威大學及英國文化協會，為老師及學生提供寫作申請大學所需的推薦信及個人陳述的培訓。在耀中，他協助學生審視他們的個人陳述，並建議如何撰寫及組織段落。當學生開始寫其個人陳述，Strong 先生會說：「不要坐下來就從頭開始寫，寫一段關於你對將來職業的期望，然後寫一段解釋現在修讀的科目如何與將來職業相關，再寫一段你在這個領域的參與情況……先不要把這些段落排次序，讓我們一起討論哪一段是最有說服力的起首段。」

只有一件事他幫不上忙，就是替他們代筆。他說：「每個人都有故事，我是要幫他們找出來。我希望他們會把這些技巧用在寫作上及其他地方……我想帶他們走出那種『我需要知道問題的答案』的思維，而曉得『我需要知道如何找答案』才是正途。」

Strong 先生熱愛他的工作，形容過去五年是生命中一些最精彩的日子：「很高興能與聰明、有幹勁及創意的學生合作，協助他們在全球找大學是非常令人興奮的事，每天都是全新的一天。」





UK Summer Programme 2020

英國暑期課程 2020

Yew Chung International School (Yew Chung) has long placed strong emphasis on students' holistic education. We not only train students in their academic skills, but also place high importance on their character development, so that they can achieve both academic and character excellence. Therefore, we design overseas programmes to enrich students' learning experience.

Somerset Cultural Centre (Knowle Hall) will launch two summer programmes this year: University Preparation Summer Programme and Knowle Hall Summer Camp.

1) University Preparation Summer Programme will be held between June 29 and July 20, 2020 and is exclusively offered to our Year 11 students and up, as well as Year 10 students who would like to undertake an academic challenge.

2) Knowle Hall Summer Camp will be held between July 27 and August 16, 2020 and is open to Yew Chung and external students aged 9-13.

University Preparation Summer Programme

The Summer Programme includes a series of visits to top Russell Group Universities in the South of England, including University of Cambridge, University of Oxford, University of Bath, etc. It will focus on broadening student's social network, developing their leadership and teamwork skills, and familiarising themselves with the university application process. Students will participate in UCAS workshops so that they can understand more about university selection and personal statement writing. Apart from academic courses, students can also join gardening classes, eco tours, cultural tours, etc.

Knowle Hall Summer Camp

The Summer Camp is a great opportunity for students to immerse themselves in Western culture, engage in English language and improve their cross-cultural understanding. Students will participate in Knowle Hall programme and attend a local English summer camp, Laser Summer Camp. Through engaging in Haven Banks Outdoor Education Centre Programme, Outposts and Space Day, students are able to learn about gardening and ecology, sports, health and wellbeing, etc. Students will also get a chance to watch sports tournaments as evening activities and visit Oxford colleges as weekend activities.

In 2006, Yew Chung's sister school Yew Wah International Education School established an English learning and cultural centre in the United Kingdom for total English language immersion. It is located in a traditional English village in Somerset – Sibley's Barn. In order to further enrich our programme and provide more overseas learning opportunities for our students, a new campus was established in 2016, known as Knowle Hall. It is a newly redecorated Victorian-era country house, built on 15 acres of land in beautiful open parkland, situated close to our Sibley's Barn Centre.

To learn more, please contact our School Office or download the programme leaflet through the link below.

https://www.ycis-cq.com/res/cq/images/news/2020-01-20/somerset_summer_programme.pdf



耀中國際學校（耀中）一直強調學生的全面發展，不僅培養學生的學術能力，也培養學生的綜合素質，使學生在學術和品格方面得到全面發展。故此，我們設計一些海外課程來擴闊學生的學習體驗。

薩默塞特文化中心將於今年暑期推出兩項課程：大學升學預備暑期課程和紐魯詩夏令營。

- 1) 大學升學預備暑期課程於 2020 年 6 月 29 日至 7 月 20 日舉行。課程是特別為本校十一年級或以上學生而設，也歡迎想接受更多學術挑戰的十年級學生。
- 2) 紐魯詩夏令營於 2020 年 7 月 27 日至 8 月 16 日舉行，開放給所有 9-13 歲學生，也歡迎非本校學生參加。

大學升學預備暑期課程

大學升學預備暑期課程包括一系列參觀英國羅素集團在南部的頂尖大學的活動。這項課程將致力於擴大學生的社交網路，培養學生的領導能力和團隊合作能力，並熟習大學申請的全過程。學生將參與 UCAS 工作坊，了解大學選擇及個人陳述撰寫。除學術課程外，學生

亦能參與園藝、生態遊、文化參觀等活動。

紐魯詩夏令營

紐魯詩夏令營讓學生有機會融入西方文化，掌握英語，並且提高他們跨文化的理解能力。學生會參加紐魯詩中心的課程及當地的英式夏令營 Laser Summer Camp。透過參與 Haven Banks 戶外教育中心課程、Outposts 訓練營和太空日活動，學生能學習有關園藝與生態、運動、健康教育等方面的知識。學生亦有機會在晚間觀看體育賽事和在周末參觀牛津的學院。

2006 年耀中姊妹學校耀華國際教育學校在英國薩默塞特傳統英式小村莊西布利 (Sibley's Barn) 設立校舍，讓學生親身體驗全英語學習環境。為了讓更多學生有機會體驗海外學習生活並使課程更多元化，機構於 2016 年建立薩默塞特新校舍——紐魯詩中心。這個英國維多利亞式莊園位於西布利校舍附近，佔領地 15 英畝。

要了解有關課程的更多資訊，請聯繫學校辦公室，或透過以下網址下載課程簡介。

https://www.ycis-cq.com/res/cq/images/news/2020-01-20/somerset_summer_programme.pdf



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