

教育局訓育及輔導組  
香港明愛

# 「正向教育」教師工作坊（中學）： 課堂及課外活動的應用

**One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities**

講者：伍偉溢先生（學校社工）



教育局訓育及輔導組



香港明愛家庭服務  
Caritas Family Service



明愛全人發展培訓中心  
Human Empowerment & Achievement Training (HEAT)  
Caritas Family Service

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# 工作坊程序 (上午)

時間	內容
9:00-9:15am	接待及登記
9:15-9:20am	教育局簡介
9:20-9:30am	活動及程序介紹
9:30-10:30am	學習如何填寫及應用品格優勢問卷(網上版)
10:30-10:40am	小休
10:40-11:10am	品格優勢理論與實踐
11:10am-12:00pm	正向教育及品格優勢於中學課程的應用
12:00-12:15pm	答問環節
<b>12:15-1:45pm</b>	<b>午膳時間</b>




## 工作坊程序 (下午)

時間	內容
1:45-2:45pm	如何推行正向教育以培養正向學生
2:45-3:15pm	學習撰寫校本正向教育課程及活動計劃書 (小組討論環節)
3:15-3:30pm	小休
3:30-4:15pm	小組代表分享
4:15-4:30pm	小組回饋時間
4:30-5:00pm	總結及填寫檢討問卷



# 多元智能躍進計劃

主頁 > 教師相關 > 學生訓育及輔導服務 > 專題及服務 > 多元智能躍進計劃



## 「多元智能躍進計劃」簡介及 2020/21 申請細則

### 簡介

教育局訓育及輔導組自 2006 年開始與不同的紀律部隊合作，推行「多元智能躍進計劃」，為中二及中三學生提供有系統的紀律及團隊訓練，以提升學生的自律、自信、團隊精神、抗逆能力和領袖才能。為配合新高中學制，於 2009/10 學年開始，本局已預留部份由消防處訓練的名額予中四及中五的學生，讓高中學生能拓展更多校園以外的學習經歷。由於「多元智能躍進計劃」成效顯著，且深受學界的支持，本局將繼續推行此計劃，讓更多學生受惠。此外，本局亦會繼續為負責此計劃之教師提供一系列的專業培訓，以協助教師更有效地推行多元化的學生培育工作。計劃推行的詳情如下：

### 內容

- 與消防處、懲教署、香港海關、入境事務處、民安安全服務隊及香港少年領袖團合作，舉辦為期五日四夜的「多元智能挑戰營」，為學生提供有系統的紀律及團隊訓練。
- 透過兩日一夜的「教師訓練營」及隨後一系列的專業發展活動，以增加教師對紀律訓練的認識，並協助教師更有效地推行校內的學生培育工作。
- 透過教師在營後的一連串跟進活動，深化學生在「多元智能挑戰營」中的學習經驗、鞏固及延續學生的正向改變，並強化師生間的聯繫，讓學生能積極地投入校園生活。

### 對象

學生：中二至中五學生  
教師：所有教師（班主任、負責訓導或輔導工作的教師更為合適）

### 申請資格

1. 中四及中五學生的訓練營由消防及救護學院提供指定營期。
2. 除以上指定營期外，學校可安排中二、中三學生參與其他營期。
3. 學校必須安排兩位教師參與本年度之「教師訓練營」。如學校已有五位在職教師曾參與由 2006/07 學年以後舉辦之「教師訓練營」，只須安排一位未受訓的教師入營。如學校已有六位任職教師完成「教師訓練營」，則可獲豁免。
4. 學校必須安排一位教師作為計劃的統籌教師。
5. 學校必須安排最少兩位教師擔任「多元智能挑戰營」的隨營工作（可由統籌教師擔任），其中一位必須已完成本計劃所舉辦的教師訓練營。
6. 隨營教師性別必須與入營學生的性別相同。如男女生入營，全程隨營的教師必須為一男一女。
7. 學校須於申請此計劃的截止日期（2020 年 6 月 9 日）或之前遞交申請表格及所需資料。

### 公布申請結果日期及方法

- 本局會於 2020 年 6 月下旬以傳真通知學校申請結果。
- 如有任何查詢或欲進一步了解「多元智能躍進計劃」，歡迎致電 2863 4784 與高級學校發展主任朱曜東先生或 2863 4730 與高級學校發展主任李明慧女士聯絡。



# 「多元智能躍進計劃」教師工作坊系列-

## 網上解說技巧教師工作坊(中學)

- 日期：2021年2月5日(星期五)
- 時間：上午9:00-下午5:00
- 地點：教育局九龍塘教育服務中心WP01  
或網上模式
- 講者：大埔浸信會社會服務處  
吳健文先生

活動預告



# 工作坊講義

將會於2021年1月後上載於教育局網頁

主頁 > 教師相關 > 學生訓育及輔導服務 >  
專題及服務 > 多元智能躍進計劃 >  
講座及工作坊講義



# Positive Education

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✧ **Positive Education** brings together the science of **Positive Psychology** with best practice teaching to encourage and support individuals, schools and communities to flourish.

✧ We refer to flourishing as a combination of ‘feeling good and doing good’.

✧ Positive Education focuses on specific skills that assist students to **strengthen their relationships**, **build positive emotions** and **enhance personal resilience**, etc.



# Introduction to Character Strengths

## 品格優點簡介

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- ✧ Character strengths are stable (but changeable), universal personality traits that manifest through thinking, feeling, volition, and behavior.  
品格優點是穩定 (但可變)及普遍的性格特質，並透過思維、情感、意志及行為彰顯出來。
- ✧ Character strengths are positive psychological characteristics that are considered to be the basic building blocks of human goodness and flourishing.  
品格優點是正向的心理特徵，被認定為人類良善和豐盛的基本構成要素。
- ✧ When expressed in balance, character strengths are morally valued and are beneficial to oneself and others.  
如果能夠平衡地運用，品格優點是有道德價值的，對個人及他人都有益處。





# VIA Character Strengths

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- ✧ Professors **Chris Peterson** and **Martin Seligman** led a large team of scientists and philosophers to identify a comprehensive set of Virtues and Character Strengths that have been valued throughout history, across cultures and across religions.
- ✧ Through this process, they identified 6 Virtues and 24 Character Strengths that appear to be universal.
- ✧ VIA Character Strengths are **"The Backbone Of Positive Psychology"**



# 24 Character Strengths

(Source: VIA Institute Website, 2020)

Coverage	Humanity	Wisdom	Temperance	Justice	Transcendence
<u>Perseverance</u>	<u>Kindness</u>	Curiosity	Prudence	Teamwork	<u>Gratitude</u>
Bravery	Capacity to Love	Love of Learning	Modesty	Fairness	Hope
Honesty	Social Intelligence	Perspective	Forgiveness	Leadership	<u>Spirituality</u>
Zest		Judgment	<u>Self-Regulation</u>		Humor
		Creativity			Appreciation of Beauty





# VIA SURVEY OF CHARACTER STRENGTHS 品格優點問卷



# Introduction

## 簡介

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- VIA Survey of Character Strengths is a measure of 24 character strengths ONLY. It is NOT a test of ability, IQ, knowledge or psychopathology.  
品格優點問卷只量度24個品格優點。它並不是一項能力、智能、知識、弱點或精神病的測試。
- VIA Survey of Character Strengths is a self-report measure. The results are useful ONLY when you answer the questions honestly.  
品格優點問卷是一份自我評估工具。得出的結果，只有在你誠實地回答這問卷的情況下才會有用。



# Parent's sharing session

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Mrs Pauline Leung



# Procedures 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Visit the website [www.viacharacter.org](http://www.viacharacter.org)
- When the webpage display, click “TAKE THE FREE SURVEY”



# Procedures 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Register a new account before getting start

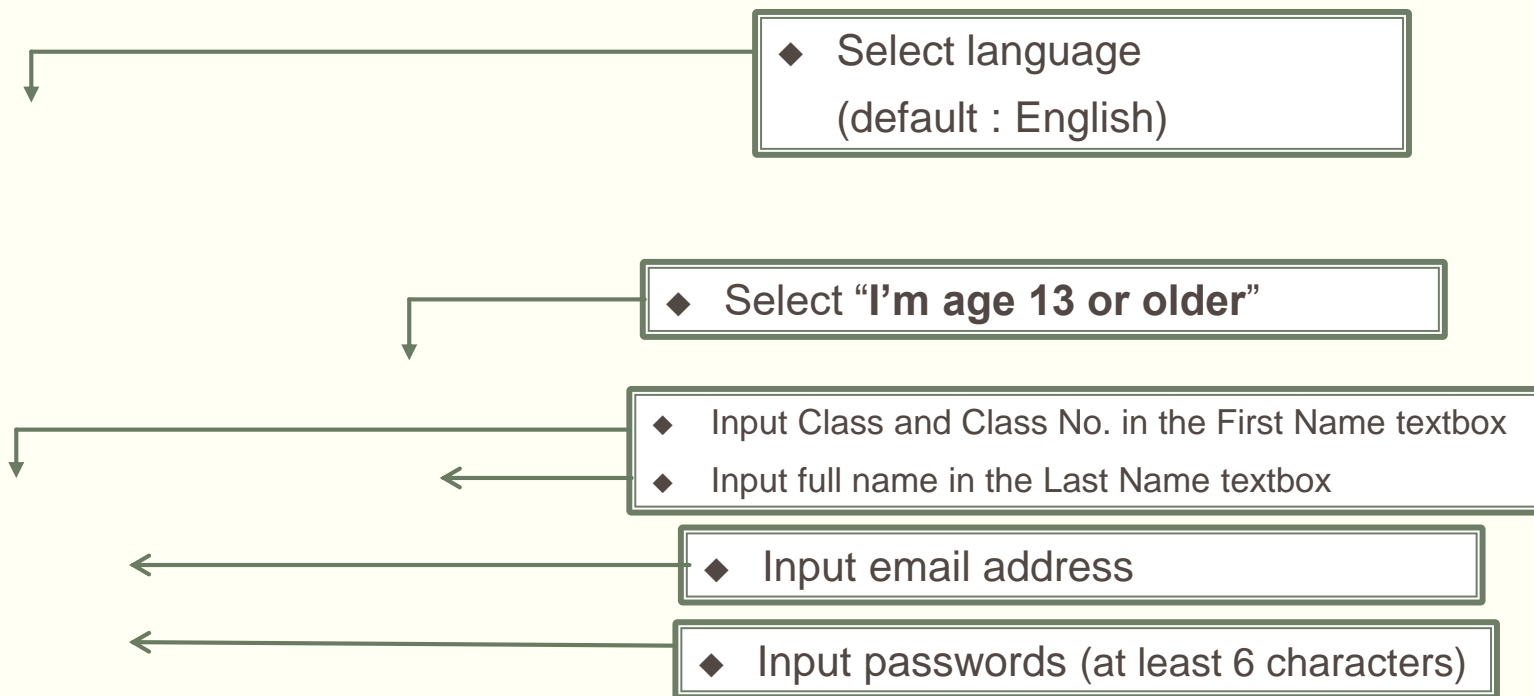
◆ Select “VIA YOUTH SURVEY  
For Ages 10-17”



# Procedures 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報





# Procedures 程序

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## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- ◆ Begin the survey after completed the above



# Procedure 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Begin the survey and answer all questions

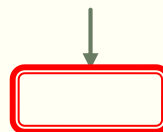


# Procedure 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Change result to English. Click “MY ACCOUNT”



# Procedure 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報



- ◆ Change language to “English”



# Procedure 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報



◆ Select “Character Strengths Profile”



# Procedure 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Download your profile in PDF format.



# Procedures 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- The report will be downloaded in PDF file format (like the one shows below)
- Check your class, class no. and name



# Procedures 程序

## 個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- 
- Email the profile to [viaprofile2020@gmail.com](mailto:viaprofile2020@gmail.com)
    - \* Write down your **class, class no.** and **name** as the subject
    - \* Attach the PDF file (normally in “Downloads” folder)





# Apply Your “Signature Strengths”

## 運用你的「突顯優點」

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### VIA Character Strengths

#### Character Strengths Worksheet Goal Setting

Enter your signature strengths in the following table and give a daily life example to explain how you apply those strengths.

Name:		Class:		Class No:	
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Signature Strengths	Daily Life Example
1.	
2.	
3.	
4.	
5.	



# Apply Your “Signature Strengths” 運用你的「突顯優點」

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## Character Strengths Application Plan (November – January)

Academic Activities	Set a SMART (Specific; Measurable; Attainable; Realistic; Trackable) goal <For example: I would to improve in fractions and graph reading.>
	How can you achieve your goal with your signature strengths? (If your five signature strengths cannot help you achieve your goals, which other character strengths can help you achieve your goal? How can that be done?)
	Expected outcome(s): <For example: My Maths result in the exam will be up by 5 marks.>
	Results: (to be filled in January)



# Apply Your “Signature Strengths”

## 運用你的「突顯優點」

Extra-curricular Activities	Set a SMART (Specific; Measurable; Attainable; Realistic; Trackable) goal
	How can you achieve your goal with your signature strengths? (If your five signature strengths cannot help you achieve your goals, which other character strengths can help you achieve your goal? How can that be done?)
	Expected outcome(s):
	Results: (to be filled in January)



# Apply Your “Signature Strengths” 運用你的「突顯優點」

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Family / Friends	Set a SMART (Specific; Measurable; Attainable; Realistic; Trackable) goal
	How can you achieve your goal with your signature strengths? (If your five signature strengths cannot help you achieve your goals, which other character strengths can help you achieve your goal? How can that be done?)
	Expected outcome(s):
	Results: (to be filled in January)



# Apply Your “Signature Strengths”

## 運用你的「突顯優點」

Self-regulated use of electronic devices (such as computer and mobile phone)	Set a SMART (Specific; Measurable; Attainable; Realistic; Trackable) goal
	How can you achieve your goal with your signature strengths? (If your five signature strengths cannot help you achieve your goals, which other character strengths can help you achieve your goal? How can that be done?)
	Expected outcome(s):
	Results: (to be filled in January)



# Explanation

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- Spirituality, religiousness, and sense of purpose 靈修  
性和對目的的觀念
- Having strong and coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape actions and provide comfort.
- 對崇高的人生目標和宇宙的意義有著強烈和協調一致的信念。知道自己怎樣在大環境中作出配合。擁有與生命意義相關的信念，這些信念塑造自己的行為，亦令自己感到安慰。



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- Zest 興緻、熱情和幹勁

- Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated
- 懷著興奮的心情和幹勁去面對生命。做事不會半途而廢，也不會覺得沒勁。將生命看作是一場歷險。充滿生氣和活力。



- 
- 
- Perseverance, industry and diligence
  - 堅毅、勤奮和用功
  - Working hard to finish what one starts; persevering in a course of action in spite of obstacles; “getting it out the door” in timely fashion regardless of the type of project; not getting distract during work; taking pleasure in completing task.
  - 努力完成自己開展的工作。即使過程中有阻礙，都會不屈不撓。不管怎樣的工作，都會盡力準時完成。工作時，不會分心，而且在完成工作的過程中獲得滿足感。





品格優勢教育學校社會工作服務與教育專業合作範例

## 品格優勢工作坊－目標工作紙〔真實例子〕



教育局訓育及輔導組



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# Self-regulated to use the electric devices

Areas of Application 應用範疇	Top 5 Signature Strengths 突顯優點				
	1.	2.	3.	4.	5.
<b>Self-regulated to use the electric devices (mobile phone and computer)</b> 對使用手提電話及電腦的自我約束	Goal目標:				
	Auxiliary Strengths (other 19 character strengths)輔助優點				
	Result結果:				



# Character Strength Based Education in Caritas School Social Work Service

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- ✧ It is our belief that each student is **unique** and has his **strengths** to encounter different life situations and to live meaningfully. It is important to explore and enhance his **character strength** profile.
- ✧ Understanding on students' character strengths will be helpful for teachers who can guide the latter in their growth and life planning positively.
- ✧ In response to the increasing number of cases related to mental health and emotional problems, activities promoting Positive Education were implemented in 2011.



# Character Strength Based Education in Caritas School Social Work Service

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- ✧ Cooperation between teachers, parents and school social worker from Caritas Family Service embed VIA Character Strengths into curriculum
- ✧ Integrated Character Strengths into Catholic Education Core values
- ✧ Religion teachers integrated VIA Character Strengths into RE exercises and examination.
- ✧ Home School Cooperation
- ✧ Good Tool for Boys' School



# Evidence Base Research

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## Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.978	.979	96



# common language

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✧ Teachers, parents and students who learn positive character strengths are able to share a common language with their students, sons and also report a strong sense of connection with school. It is a good opportunity to introduce the concept of VIA Character Strengths to the new Form 1 parents during the summer bridging program.



# 5 areas of well-being

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## 「PERMA」

More **P**ositive emotion;  
More **E**ngagement;  
Better **R**elationships  
More **M**eaning; and  
More **A**ccomplishments



# VIA Survey is a good ‘tool’ in counselling

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- ✧ With similar background schools in Hong Kong, the trend of the students being affected by mental health problem was increasing. In recent research, positive education and promoting student character strength are good ways to prevent mental health problems.





## character strengths show a significant and positive association with Life Satisfaction in children and adolescents

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- Research in Germany by Ruch et al. (2014) found that zest, love, gratitude and hope showed the strongest positive correlations with Life Satisfaction in a sample aged between 10 and 17 years.



# VIA Survey is a good ‘tool’ in counselling

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Over the last 10 years, there has been considerable research mentioning about the benefits of character strengths for wellbeing and flourishing. Research has shown that having a strong sense of character is associated with living a good life, including reduced stress and vulnerability to mental illness. (Huta & Hawley, 2010; Ruch et.al. 2007; Wood et.al. 2011)



# Evaluation after VIA Survey

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After one month of the F.1 class workshop:

- ❖ **51%** of students have used Worksheet 2 to plan and keep track of their usage of Character Strengths once to twice a week
- ❖ **25%** of students have done the same way three to four times a week.



# Evaluation after VIA Survey

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## After one month of the F.1 class workshop:

- ❖ **45%** of F.1 students had used the definitions printed on Worksheet 1 to identify the Character Strengths of their friends, classmates, teachers, parents and relatives once to twice a week
- ❖ **19%** of students have done the same three to four times a week
- ❖ **1%** of students five to six times a week
- ❖ **5%** of students said that they have done it every day



# Evaluation after VIA Survey

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After one month of the F.1 class workshop:

❖ **68%** of students have put the Reminder Card in a place where they have easy access to it.



# Evaluation after VIA Survey

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After one month of the F.1 class workshop:

❖ **86%** of students have reported that they have achieved their goal setting in Worksheet 2.



# Case discussion



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# Student with Asperger Problem

1. 喜愛學習	13. 公民感、團隊精神和忠心
2. 洞察力(智慧)	14. 仁慈和寬宏
3. 創造力、靈巧性和獨創性	15. 領導才能
4. 判斷力、批判性思考和開明的思想	16. 寬恕和慈悲
5. 對卓越事物的欣賞	17. 希望、樂觀感和未來意識
6. 對世界的好奇和興趣	18. 勤奮、用功和堅毅
7. 謙恭和謙虛	19. 興致、熱情和幹勁
8. 社交智慧	20. 去愛和被愛的能力
9. 勇敢和勇氣	21. 誠實、真摯和真誠
10. 不偏不倚、公平和公正	22. 精神感悟、對目的的觀念和信念
11. 自我控制和自我規範	23. 感恩
12. 小心、謹慎、審慎	24. 幽默感和挑皮



# ADHD Student

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- ✧ 1. Creativity
- ✧ 2. Perspective
- ✧ 3. Bravery
- ✧ 4. Curiosity



# ADHD Student

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✧17. Self Regulation

✧20. Fairness

✧21. Appreciation of Beauty and Excellent

✧22. Prudence

✧23. Forgiveness

✧24. Gratitude



# References

1. Seligman, M. (2011). Flourish: A visionary New Understanding of Happiness and Well-being. New York: Free Press.

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2. Peterson, C., & Seligman, M., (2004). The VIA classification of strengths. Cincinnati: Values in Action Institute.
3. Jeremy Swinson & Alex Harrop., (2012). Positive Psychology for Teachers. A Practical Guide. UK: Routledge.
4. Niemiec, R.M. (2013). VIA character strengths: Research and practice (The first 10 years). In H.H. Knoop & A. Delle Fave (Eds.), Well-being and cultures: Perspectives on positive psychology (pp.11-30). New York: Springer.
5. Institute of Positive Education (2014). Designing Positive Education. A Whole School Approach to Student and Staff Wellbeing. Geelong Grammar School, Australia.
6. Institute of Positive Education (2014). Embedding Character Strengths. A professional learning day exploring why and how to embed the language and practice of Character Strengths within your school. Geelong Grammar School, Australia.
7. Strategic Direction, Wellbeing and Positive Education Strategic Direction 2011-2013. St. Peter's College, Adelaide, Australia.
8. Website:
  - <http://www.authentic happiness.sas.upenn.edu/Default.aspx>
  - <http://www.viacharacter.org>
  - <http://www.sas.upenn.edu/~duckworth/index.html>



# Our Challenge (Limitation)

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1. Manpower Support
2. Difficulties for less able students
3. Cultural Difference
4. Translation in Chinese
5. Follow up



# The Way Forward

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- ✧ Understanding on students' character strengths will be helpful for teachers who can guide the latter in their growth and life planning positively.
- ✧ Focus Group/Research
- ✧ Plan to set up a pilot project and cooperate with secondary schools, Universities to implement Positive Education programme in school.



# Project “Brightening with Virtues”

---

✧ An integral service to build up character of children and youth in Kindergartens, Primary and Secondary Schools.

- Based on the concept of 6 virtues and 24 characters from Peterson and Seligman (2004), many of which the authors reckoned as stemming from Catholicism and other religious and philosophical schools of thoughts, Caritas invents and pioneers a series character building programs during the past years.
- Character building is a developmental process. It takes time and needs nurturing. We adopt a spiral upward approach, based on 24 character strengths providing different programs to preschoolers, children and adolescence.
- To share and expand the service to benefit our youngsters, parents and teachers, it is valuable to construct the experiences and reorganize abundant program materials into structural service package.
- To raise parent’s awareness of developing children’s character strength.



# Procedure to implement **Positive Education** to all Form 1 students:

---

- ✧ Before the end of first term, the School Social Worker introduced the three-step process of **Aware**, **Explore** and **Apply** in Character Strengths Worksheets in Religious Education lessons.
- ✧ All Form 1 students completed two worksheets on Aware and Explore Character Strengths exercises.
- ✧ Exploration followed with the application of an action plan or goal targeted to improve a particular strength.



# Procedure to implement **Positive Education** to all Form 1 students:

---

- ✧ To find out whether the students learned the concept of character strengths, the concept was covered in F1 Religious Education mid-term examination and final examination.
- ✧ In the Chinese lessons in the second term, students were asked to write their own stories after the VIA Signature Strengths Survey. It was also a three-step process of Aware, Explore and Apply in Character Strengths. Students would go through their own stories and identify their signature strengths. Each student was expected to identify two to three strengths





# Encouraging parents to discuss the VIA Character Strengths Survey with their sons

---

- ✧ Parents who learn positive education and character strengths are able to share a **common language** with their sons and also report a strong sense of connection with school. It is a good opportunity to introduce the concept of VIA Character Strengths to the new Form 1 parents during the summer bridging program.
- ✧ Besides, the school social worker will continue to run Positive Education parent group to teach parents how to use the VIA Character Strength Survey and help their son set up personal goals after they have learned the Character Strengths.



# Procedure to implement **Positive Education** to all Form 1 students :

---

- ✧ To enhance the **lower character strengths** of our Form 1 students, another worksheet was used in Religious Education lessons.
- ✧ All Form 1 students wrote down in the worksheet some biblical references and/or words from St. John Baptist de La Salle that were related to their lower character strengths such as Love, Perspective and Prudence. This was intended to lead students to think how the biblical references and words from St. John Baptist de La Salle guided them to acquire these character strengths in daily life situations.



# RS Character Strengths Building Exercise

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# La Salle College **Religious Education**

## Form 1 Mid-year Examination

---



# La Salle College **Religious Education**

## Form 1 Mid-year Examination

---

2. Which TWO character strengths did Noah demonstrate? Explain your answer with Noah's story. Write in complete sentences and in TWO paragraphs. (6 marks)



# Theme of the school year 2020-21

---

“Let perseverance finish its work so that you may be mature and complete.”

(James 1:4)



# Perseverance

---

1. Pre-lesson – watch the movie (or movie clips on YouTube) and read reviews of the movie.
  
2. Teacher input – general movie features [1]
  - a. Plot development, acting, dialogue, setting, cinematography, sound tracks, special effects, inspirations, important quotes, reception, awards
  - b. Useful vocabularies and expressions



---

### 3. Preparation and class discussion [2-3]

- a. 1<sup>st</sup> round – by features
- b. 2<sup>nd</sup> round – grouping encompassing most features
- c. Class sharing

### 4. Listening – a clip of 60 minutes on YouTube [4]

<https://www.youtube.com/watch?v=aHTZWMr0xn8>

### 5. Discussion - Reflect on **PERSEVERANCE** (persistence, industry, finishing what one starts) in school life





---

## 6. Follow up [5-7]

- a. Recommending a movie to a friend studying overseas  
[One lesson on genre and diction; two lessons on writing]
  
- b. Individual Presentation on movies



# Writing assignment

---

You have just watched 'The King's Speech' on Netflix. You are so impressed that you would like to recommend the movie to a friend who is studying overseas.

Write the email in about 400 words.



---

# Embedding VIA character strengths into P-I-E cycle

Leung Ho Yin  
Vice-Principal (Pastoral)  
La Salle College



# VIA & Formal curriculum

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# VIA & Informal curriculum

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# VIA & Student support programmes



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# Planning-Implementation-Evaluation

## P-I-E cycle at Pastoral Council

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Facts or data collected

Decide whole school and  
form level focuses

Design appropriate student  
support programmes

### Data driven + facts :

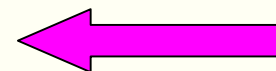
1. Mission of SSB + school development plan
2. Top 7 priority values and attitudes by SECG
3. VIA database (Top 5, Bottom 5)
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey



# School development plan

Facts or data collected

- 1: To initiate a pedagogical change in learning and teaching
- 2: To serve and care for others in love and respect
  - 2.1 understanding strengths and weaknesses and character building
  - 2.2 nurture values on caring in various service programmes
  - 2.3 develop a sense of national identity and a global vision
- 3: To fully implement e-learning at school
- 4: To nurture moral values and modern-day skill sets for students
  - 4.1 serving the needy
  - 4.2 understanding of Lasallian charism
  - 4.3 develop thinking creatively and critically through ECAs
  - 4.4 nurture students with national identity





# Case (1)

Facts or data collected

Underuse Strength:  
Self-Regulation

VIA character strengths (Bottom 5) data over past 4 years



# Case (1)

Facts or data collected

Underuse Strength:  
Self-Regulation

Research findings from Education University of HK:

Prof. Mok and Dr. Ho's research on LSC F.1-F.3 (2018-2019)

- Lack self-control, poor time management
- Poor resilience, low perseverance
- Don't care for others
- Low awareness on social issues
- Quite stressful in their academic performance



# Case (1)

Decide whole school and  
form level focuses

Design appropriate student  
support programmes

Form 1 focus:  
Adaptation

HST: Buddies' talk added to F1  
Summer Bridging programme



# Case (1) P-I-E

## Facts or data collected

1. VIA database  
(Top 5, Bottom 5)
2. Top 7 priority values and attitudes by SECG
3. Mission of SSB
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey

## Decide whole school and form level focuses

Whole-school focus:

♥ Care for others / respect

Form level focus

F1 😊 adaptation, gratitude

F2 👤 relationship

F3 💡 creativity

F4 🌐 global citizen

F5 📈 career mapping

F6 🏆 stress management

## Design appropriate student support programmes

Programmes initiated by the nine Pastoral teams

- Assembly
- Careers
- Civic Education
- Discipline
- ECA
- Form Teacher Period
- Guidance
- Home-school Cooperation
- Service Learning



## Case (2)

Facts or data collected

Signature Strength:  
Gratitude

VIA character strengths data over past 4 years



## Case (2)

Decide whole school and  
form level focuses

Design appropriate student  
support programmes

Form 1 focus:  
Gratitude

Guidance: F.6 graduates  
Parting ceremony



# Case (2) P-I-E

## Facts or data collected

1. VIA database  
(Top 5, Bottom 5)
2. Top 7 priority values and attitudes by SECG
3. Mission of SSB
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey

## Decide whole school and form level focuses

Whole-school focus:

♥ Care for others / respect

Form level focus

F1 😊 adaptation, gratitude

F2 👤 relationship

F3 💡 creativity

F4 🌐 global citizen

F5 🗺️ career mapping

F6 🏆 stress management

## Design appropriate student support programmes

Programmes initiated by the nine Pastoral teams

- Assembly
- Careers
- Civic Education
- Discipline
- ECA
- Form Teacher Period
- Guidance
- Home-school Cooperation
- Service Learning



# Case (3)

Facts or data collected

Underuse Strength:  
Spirituality

VIA character strengths (Bottom 5) data over past 4 years





# Case (3)

## Facts or data collected

### Research findings from EduHK Prof. Mok and Dr. Ho's research F.1-F.3 (2018-2019)

- Lack self-control, poor time management
- Poor resilience, low perseverance
- Don't care for others
- Low awareness on social issues
- Quite stressful in their academic performance

### Mission of School Sponsoring Body

- Lasallian mission in Hong Kong is largely centred on our schools
- where we strive to give a human and Christian education to our students
- paying particular attention to those who are poor, needy, or disadvantaged

### Top 7 priority values and attitudes

- perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others



## Case (3)

Decide whole school and  
form level focuses

Design appropriate student  
support programmes

Whole school focus:  
Care for others

FTP: ePlatform: Morning, Lasallian  
mood tracking + good deed



# Case (3) **P**-I-E

## Facts or data collected

1. VIA database  
(Top 5, Bottom 5)
2. Top 7 priority values and attitudes by SECG
3. Mission of SSB
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey

## Decide whole school and form level focuses

### Whole-school focus:

❤️ Care for others / respect

### Form level focus

- F1 😊 adaptation, gratitude  
F2 👤 relationship  
F3 💡 creativity  
F4 🌐 global citizen  
F5 📈 career mapping  
F6 🏆 stress management

## Design appropriate student support programmes

Programmes initiated by the nine Pastoral teams

- Assembly
- Careers
- Civic Education
- Discipline
- ECA
- Form Teacher Period
- Guidance
- Home-school Cooperation
- Service Learning



# VIA data driven Student support programmes

## Facts or data collected

1. VIA database  
(Top 5, Bottom 5)
2. Top 7 priority values and attitudes by SECG
3. Mission of SSB
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey

## Decide whole school and form level focuses

- Whole-school focus:
- ♥ Care for others / respect
- Form level focus
- F1 😊 adaptation, gratitude
  - F2 👤 relationship
  - F3 💡 creativity
  - F4 🌐 global citizen
  - F5 📈 career mapping
  - F6 🏆 stress management

## Design appropriate student support programmes

- Programmes initiated by the nine Pastoral teams
- Assembly
  - Careers
  - Civic Education
  - Discipline
  - ECA
  - Form Teacher Period
  - Guidance
  - Home-school Cooperation
  - Service Learning



# VIA data driven, most importantly:

---



# Summary:

Making VIA

the 

to the planning





# Positive Education

## 正向教育

Tang Man Wai, Simon  
鄧文偉

17.12.2020

Strive for excellence and bear witness to the Lord.



## 校訓：進學明道

Strive for excellence and bear witness to the Lord.

1969年創校

### 我們的宗旨

本著基督教理想，為學生提供優質的全人教育，使學生得以均衡發展，成為品學兼優的人，造福社會人群，並在基督教的學習環境和老師的關懷下，認識耶穌的教訓，明白上帝的愛，接受福音。

九龍塘禧福道30號





# F.1 Bridging Course

## Religious Studies

24 character strengths →  
weaknesses





## FIXED Mindset

Intelligence is static.  
Leads to a desire to LOOK SMART and  
therefore a tendency to:

- Avoid challenges
- Give up easily due to obstacles
- See effort as fruitless
- Ignore useful feedback
- Be threatened by others' success

## GROWTH Mindset

Intelligence can be developed.  
Leads to a desire to LEARN and  
therefore a tendency to:

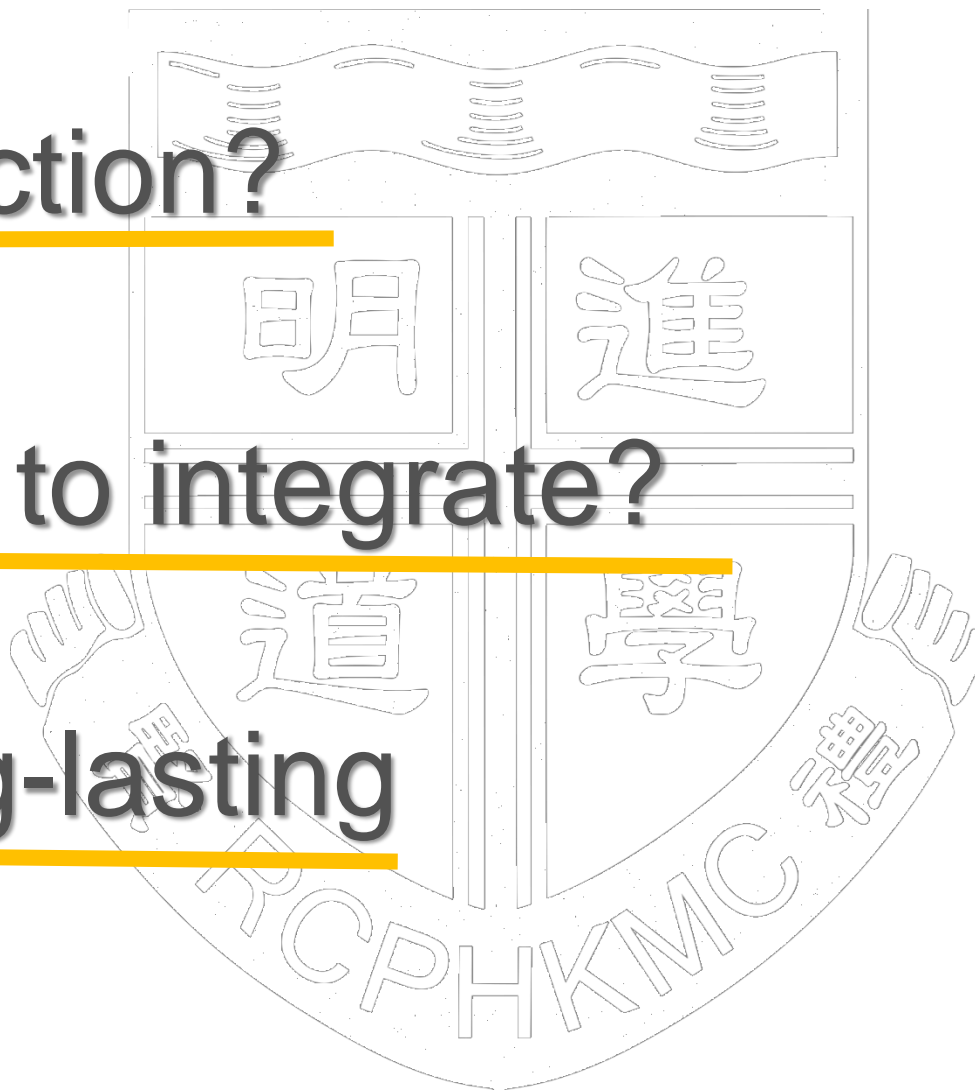
- Embrace challenges
- Persist despite obstacles
- See effort as path to mastery
- Learn from criticism
- Be inspired by others' success

Strive for excellence and bear witness to the Lord.





- Direction?
- How to integrate?
- Long-lasting



Strive for excellence and bear witness to the Lord.





Program + Policy

事

Place

地

People

人

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# 1. 事

# Program + Policy

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## 1a. Student Profile



Character Strengths: 1) 團隊精神; 2) 公平; 3) 開明思想; 4) 審慎; 5) 寬恕



# 1b. Student Mentorship Day





# 1b. Student Mentorship Day



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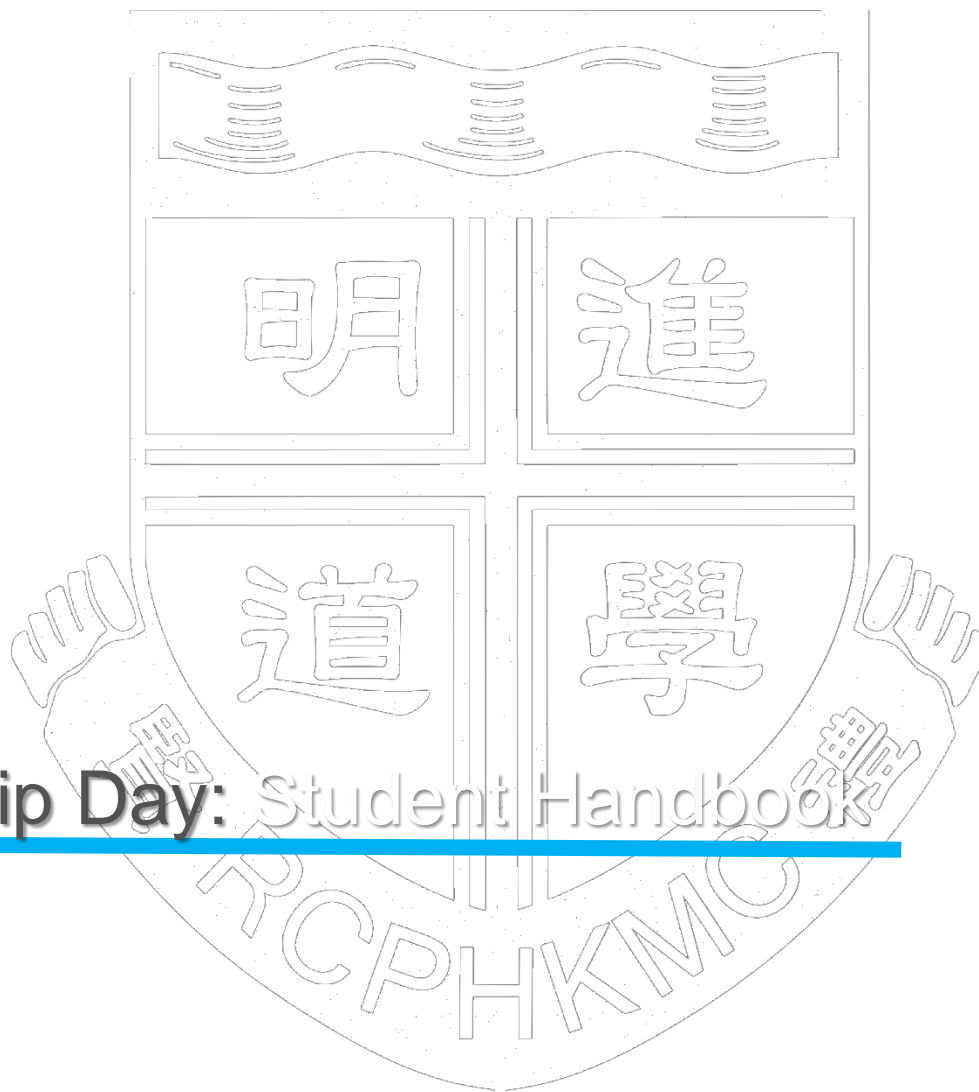
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## Mentorship Day: Student Handbook

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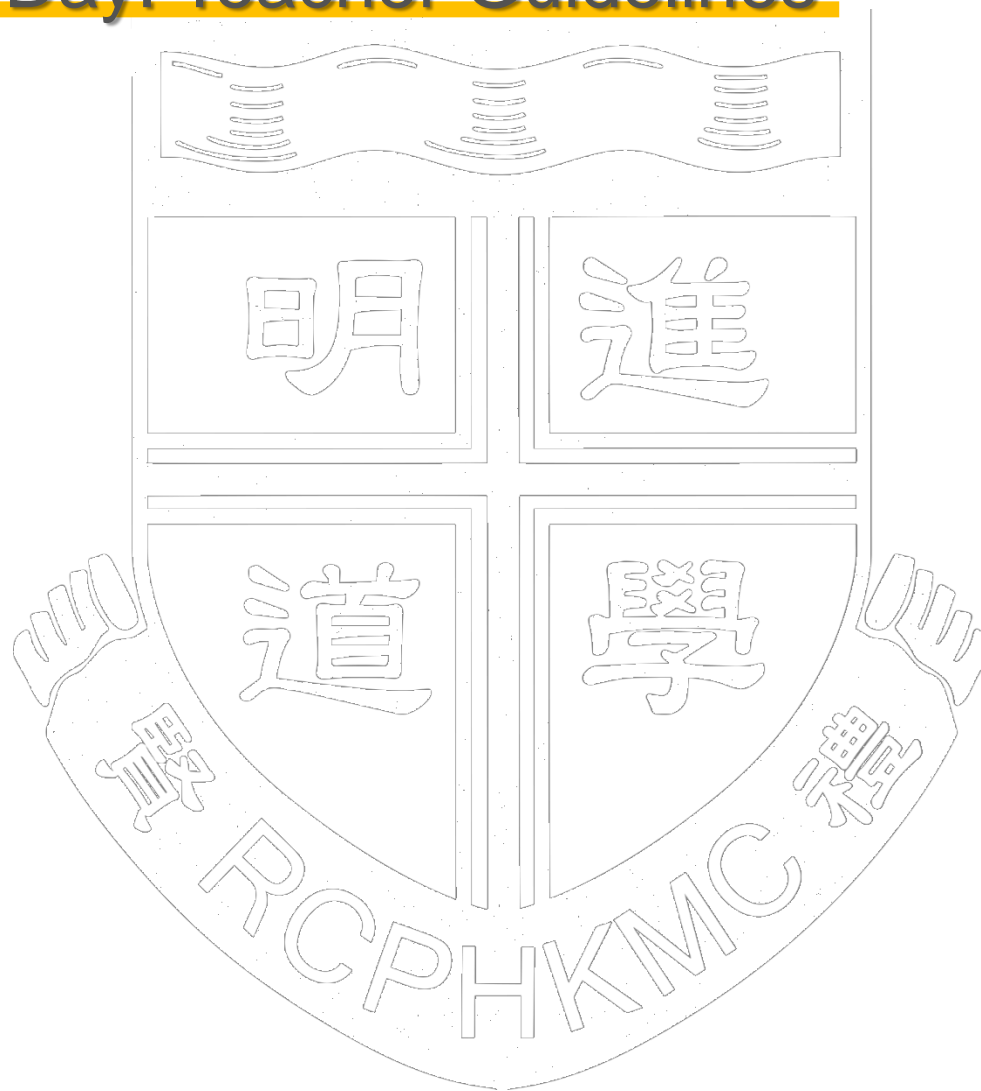
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# Mentorship Day: Teacher Guidelines



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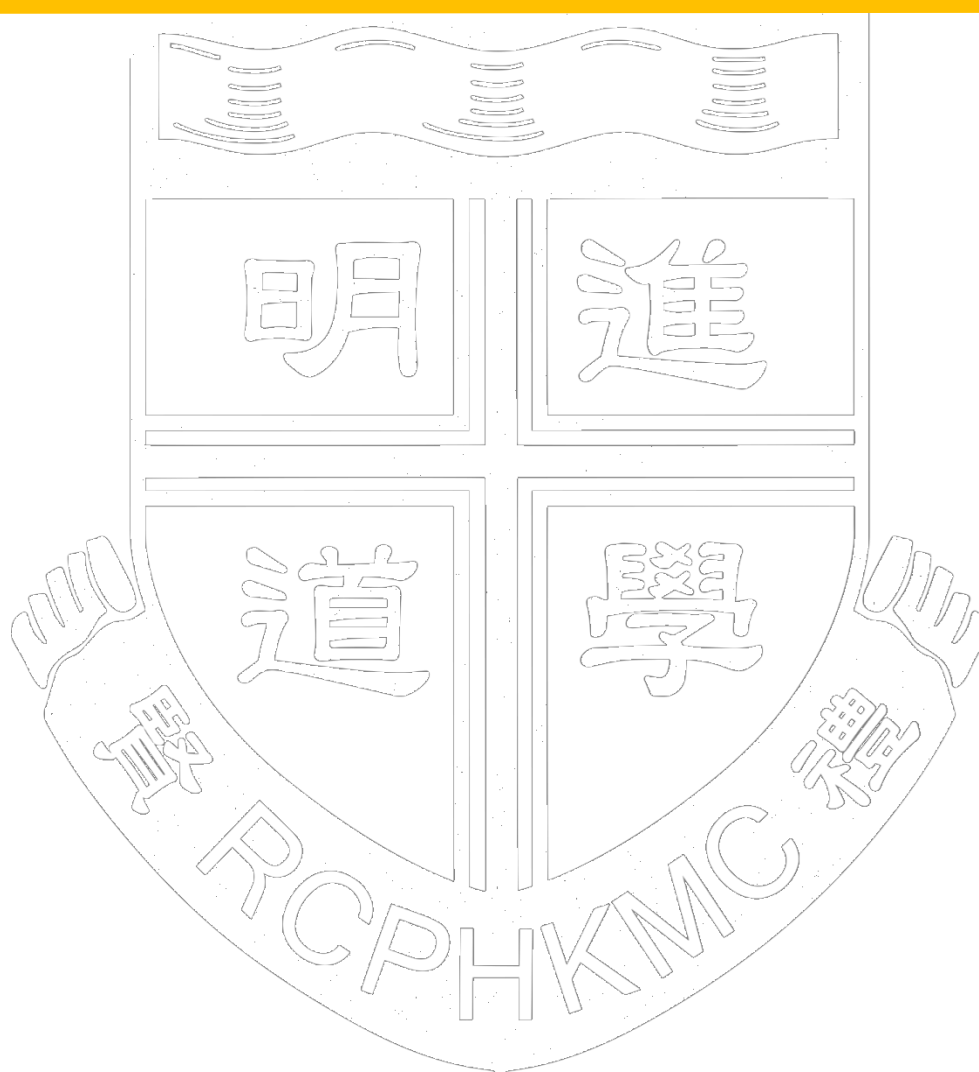


# Feedback from students





# 1c. Student Handbook 2020 - 2021



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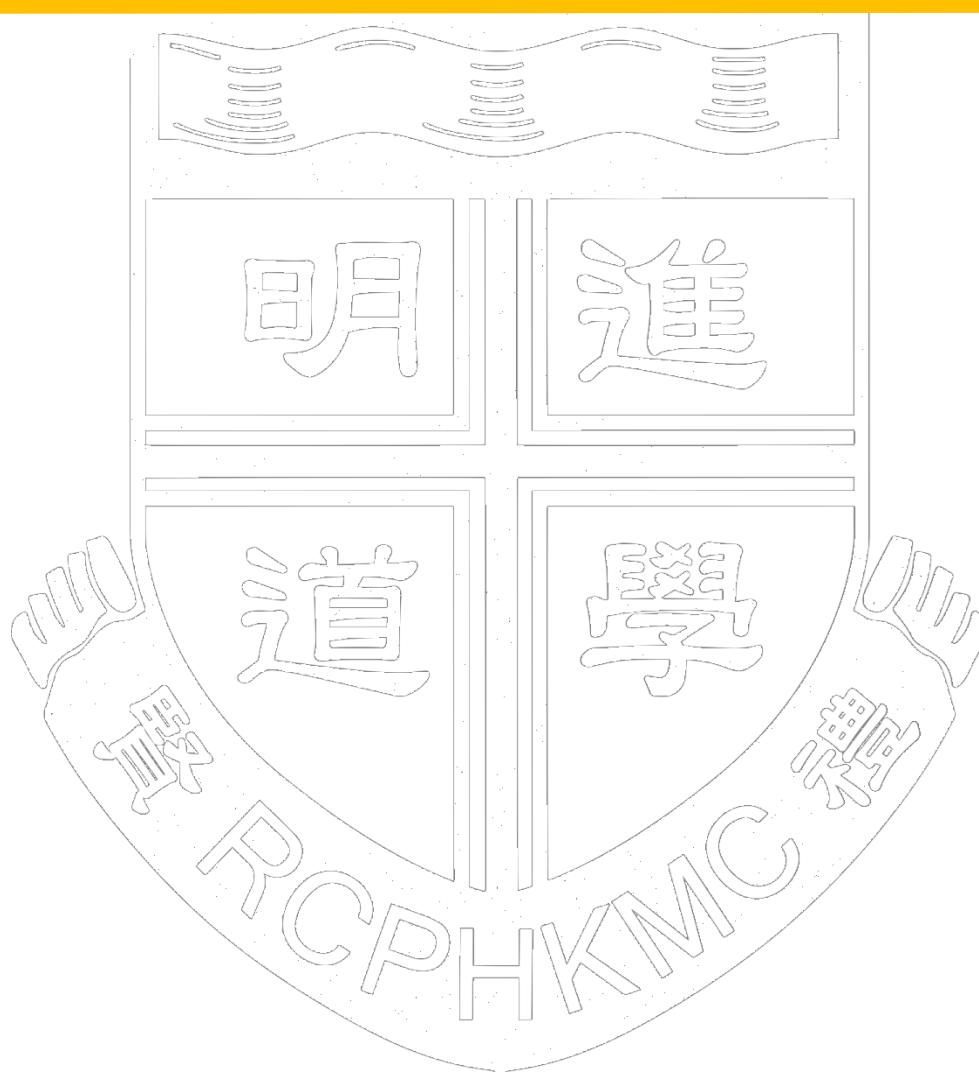
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# 1c. Student Handbook 2020 - 2021



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# 1c. Student Handbook 2020 - 2021



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# 1c. Student Handbook 2020 - 2021



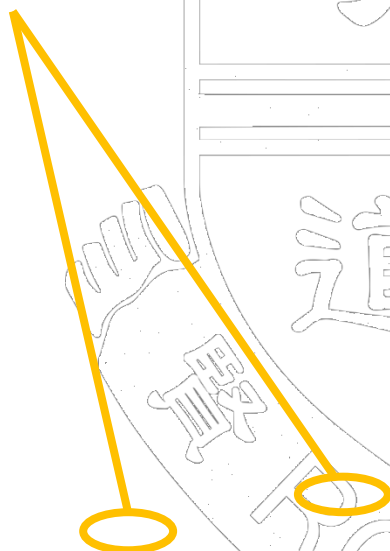
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## 1d. Circular – OLE day

解難、創意



相關性格強項





# 1e. 4F Debriefing



Facts

Futures

Feelings

Findings

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## 1f. Class Teacher period



# Positive Education once a week



感恩時間

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## 每月之星選舉

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## 成長思維

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## 1g. Value Education



# EDB 7 Priority Values & Attitudes



Gratitude

Perseverance

Self-regulation



Forgiveness

Hope



## 1g. Value Education

- |   |           |    |         |
|---|-----------|----|---------|
| 1 | 生命教育      | 7  | 人權教育    |
| 2 | 正向教育      | 8  | 資訊素養    |
| 3 | 品德及倫理教育   | 9  | 理財教育    |
| 4 | 性教育       | 10 | 可持續發展教育 |
| 5 | 健康生活及禁毒教育 | 11 | 基本法教育   |
| 6 | 公民教育      |    |         |

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## 2. 人

# People

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老師

學生

家長



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# 老師 Teachers

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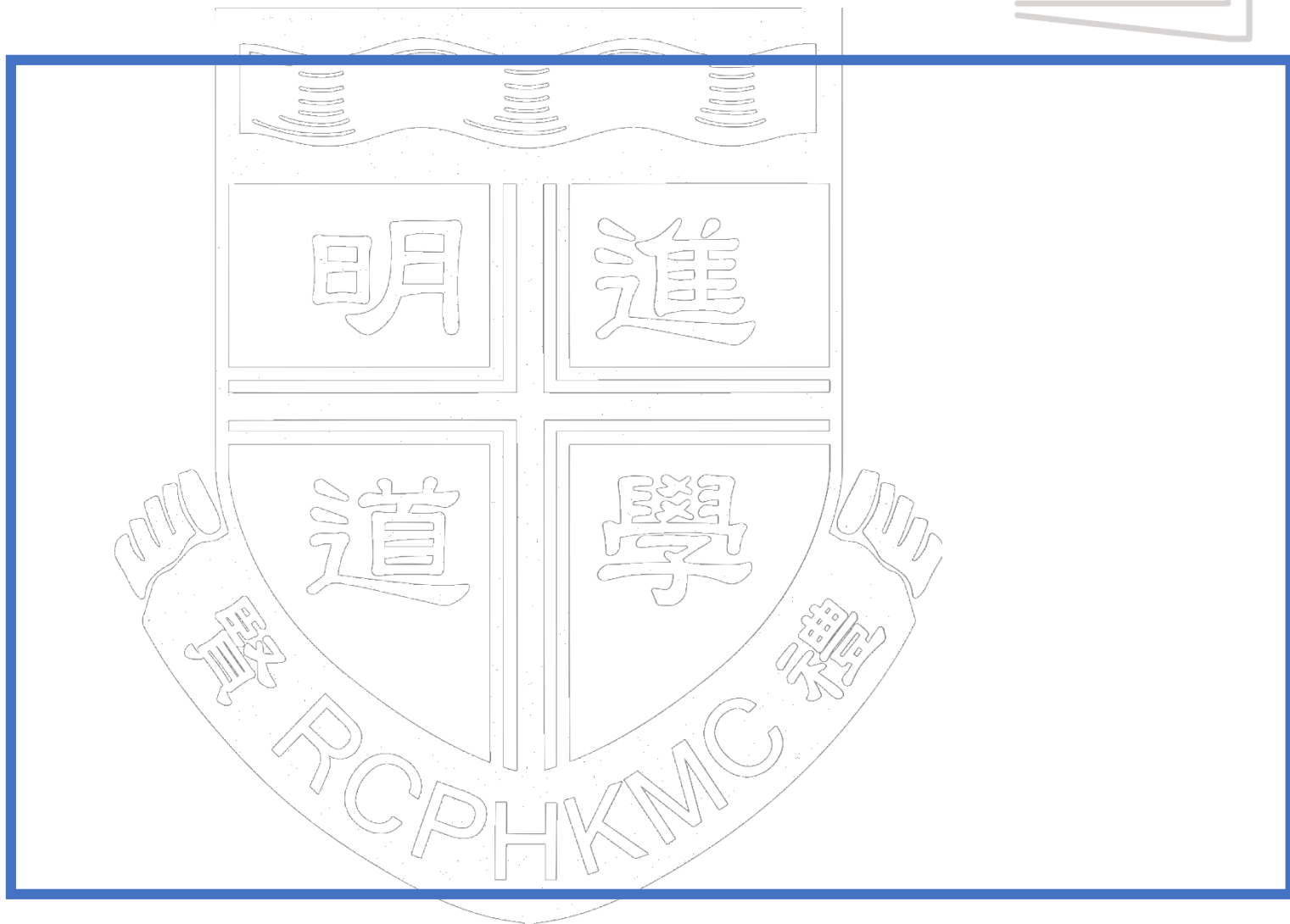
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## 2a. Teachers' professional development



*Staff development (all)*



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# Before

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# After

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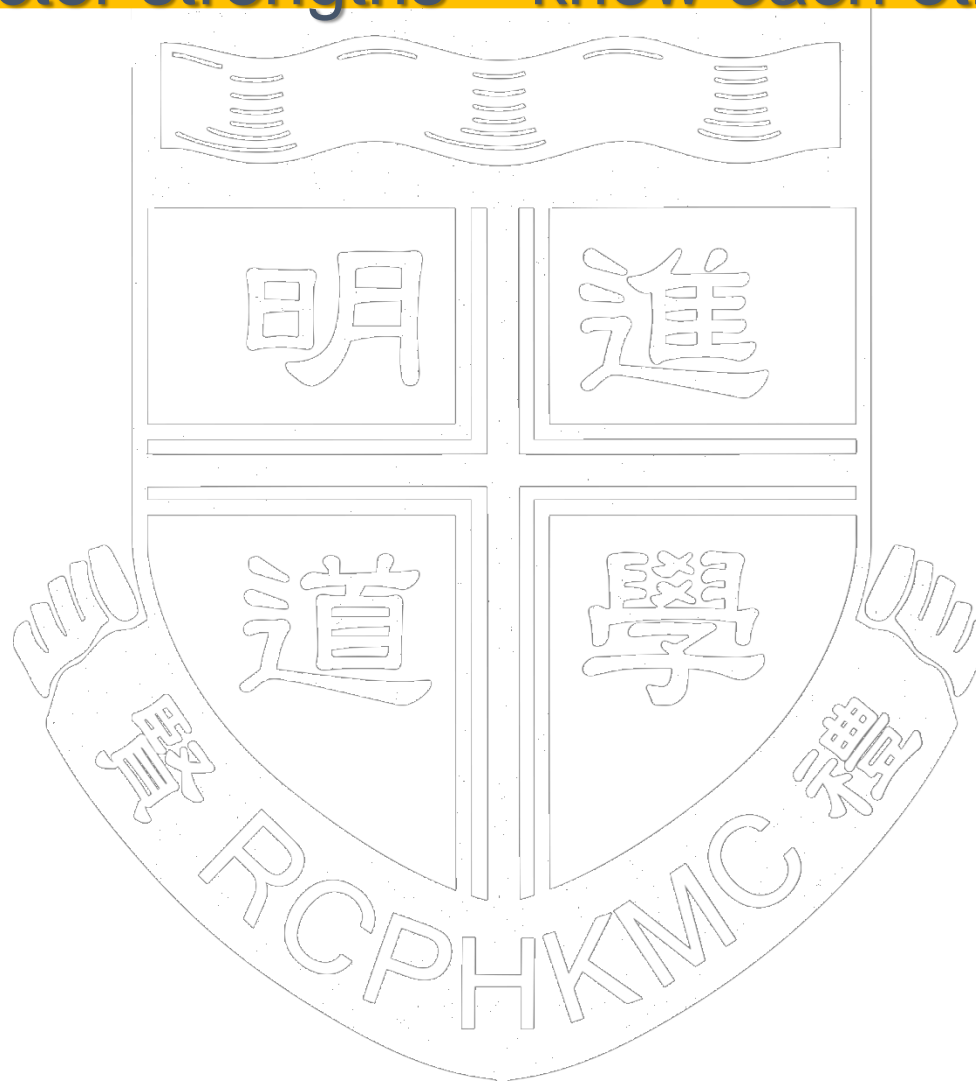
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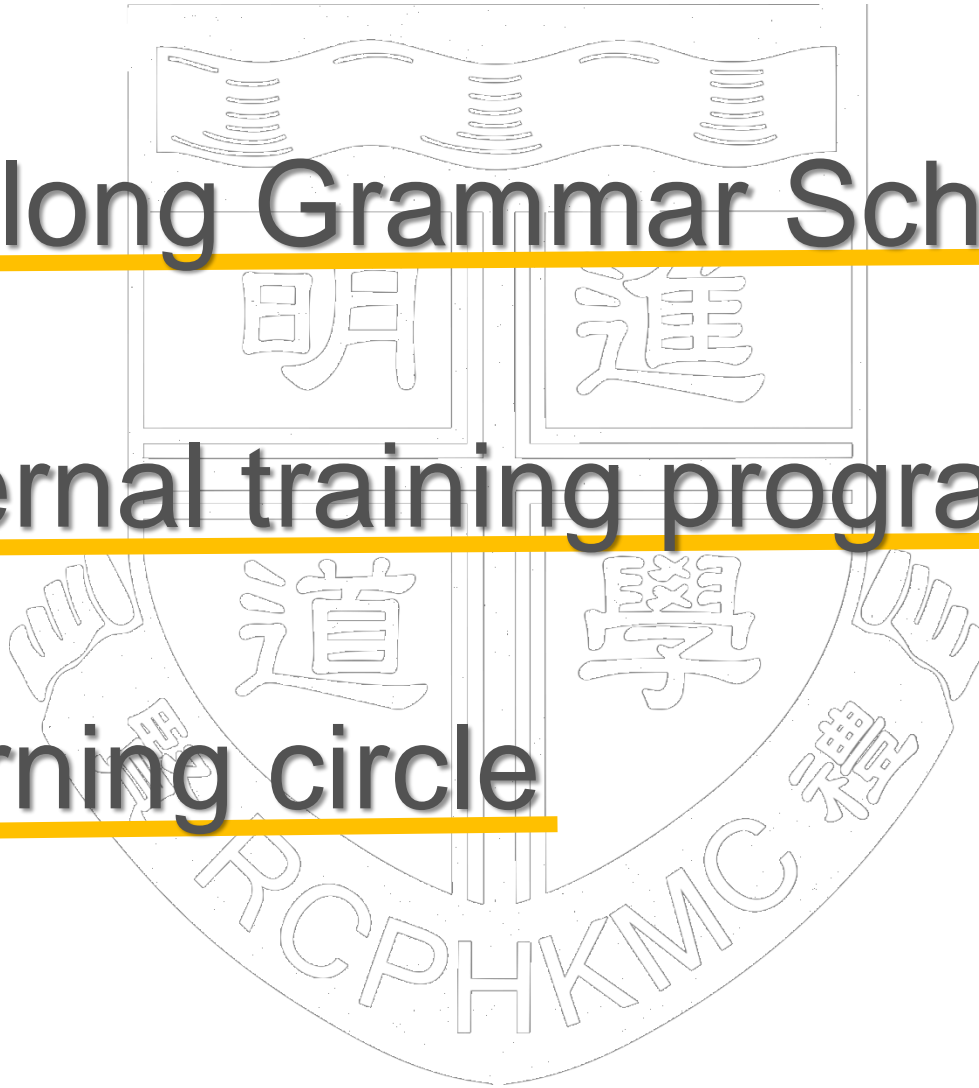
## 24 Character strengths – know each other better



## 2b. Intensive training (small groups)



- Geelong Grammar School
- External training programs
- Learning circle



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# Positive Education = 放任??

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## 1. 好人

先**協調**，  
只要對手協調，就會一直協調下去。

## 2. 接受挑釁

若是對手**背叛**，自己也立刻背叛回去，  
一味協調而對手背叛，損失會擴大，  
所以要立刻**處罰對手**。

## 3. 寬容

只要背叛的對方再次回到**協調**，  
己方也回到協調，**過去的事不再計較**，握手言和。

Strive for excellence and bear witness to the Lord.





**Actions speak  
louder than words!**  
**Act your words!**

Strive for excellence and bear witness to the Lord.



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# 學生 Students

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## 2c. Positive Education course for junior forms



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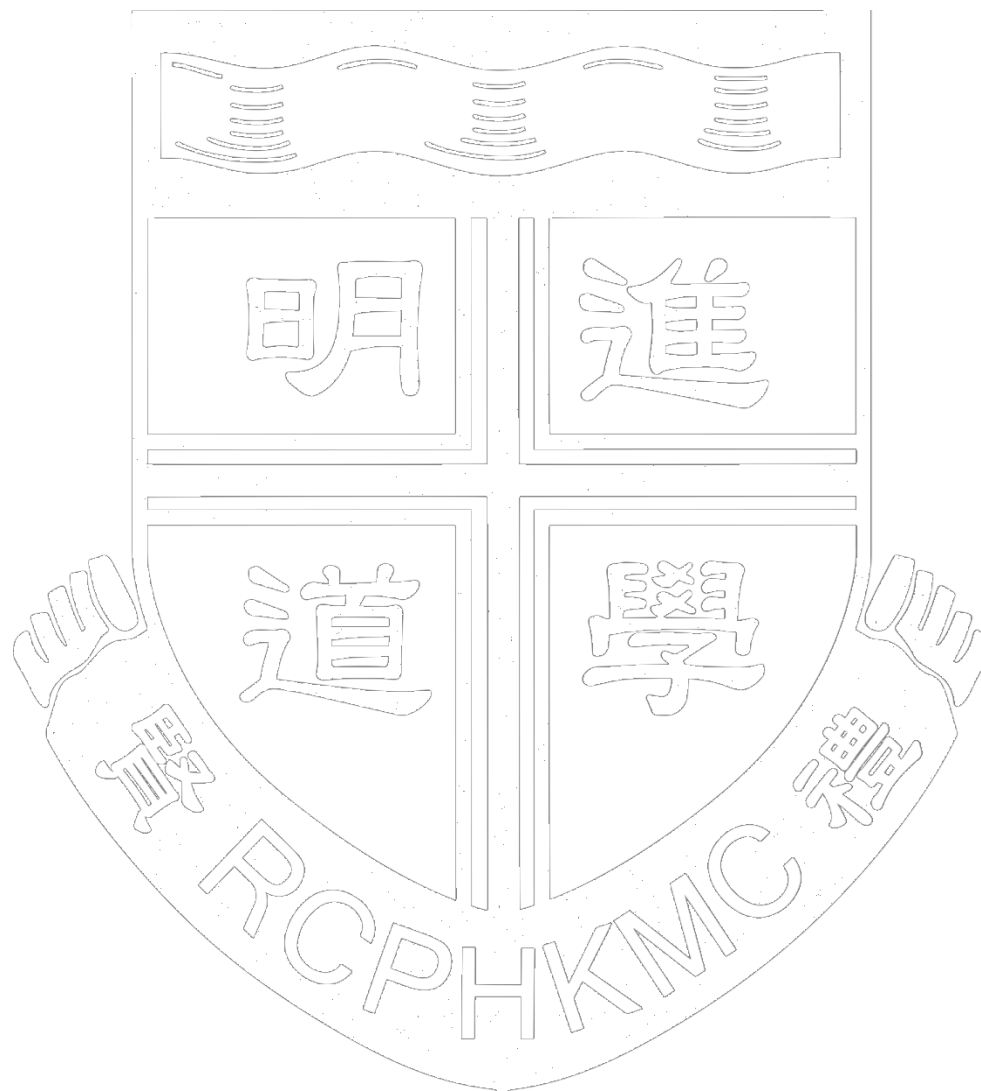
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## 2c. Student Ambassadors (small groups)



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# 家長 Parents

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## 2d. F.1 Parents' Night





## 2d. F.1 Parents' Talk



## 2d. F.2 Parents' Talk



## 2e. PTA Parents' Talk (all)



# 4 Happy Hormones

1. Endorphin
2. Dopamine
3. Serotonin
4. Oxytocin

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### 3. 地

# Place



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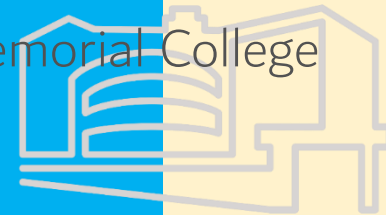


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# Renovation

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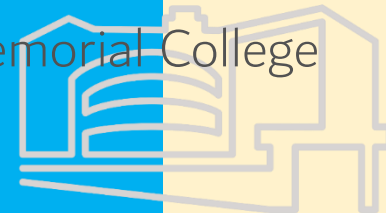


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Add Add Add Add Add  
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something new...

Strive for excellence and bear witness to the Lord.





# Gym room

## STEM room

## Lecture theatre

Strive for excellence and bear witness to the Lord.



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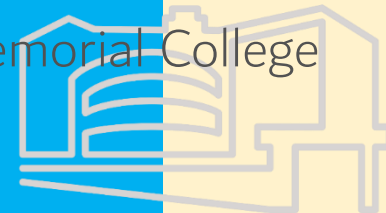


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# Positive Signals

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# Hygiene factors VS. Motivation factors



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## Satisfiers (Motivators)

- ↑ Performance & achievement
- ↑ Recognition
- ↑ Job status
- ↑ Responsibility
- ↑ Opportunities for advancement
- ↑ Personal growth
- ↑ The work itself

Improving these factors helps to increase job satisfaction.

## Dissatisfiers (Hygiene Factors)

- ↓ Salary
- ↓ Working conditions
- ↓ The physical workspace
- ↓ Relationship with colleagues
- ↓ Relationship with supervisors
- ↓ Quality of supervisors
- ↓ Policies & rules

Improving these factors helps to decrease job dissatisfaction.



你不需要很厲害才能  
開始，  
你需要開始才會  
很厲害。

Strive for excellence and bear witness to the Lord.



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# Thank you!

Strive for excellence and bear witness to the Lord.



# Guideline for Group Discussion

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- ✧ Target Participants: Age, Sex, etc.
- ✧ Nature: Curriculum, counselling activities, SEN, ECA?
- ✧ Content
- ✧ Phase
- ✧ Involved Parties
- ✧ Expected Outcome
- ✧ Limitation

