





The stage of critical guidance



Poster presentation



Visit of EDB staff



2011-2012  
Ex-mentally ill



2012-2013  
Ethnic Minorities











### JA Company Program / Lunar NY Fair

- ◆ Forming a company - raising capital, planning including vision & mission of company, setting budget including staff salary, etc.
- ◆ Operating— implementing the above, designing, manufacturing, marketing & selling of products, winding up of company
- ◆ Controlling— on site evaluating and managing accounts, finance reporting

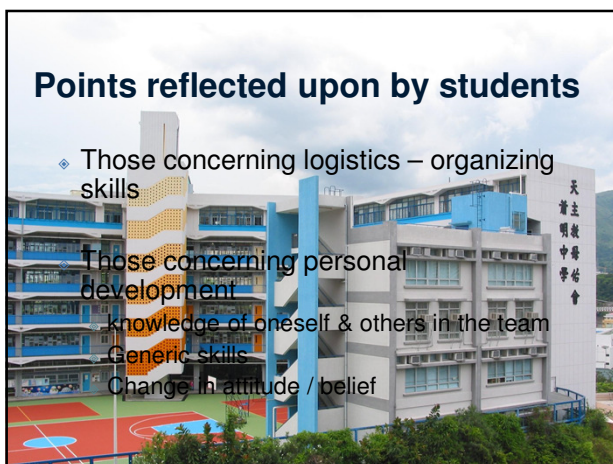
天主教明華中學













# Group Impact

Leadership  
Collaboration  
Communication

## Points reflected upon by teachers

- How to facilitate a group
- How to mentor emerging leaders
- How to prompt reflection for learning

## Stages of Group Development

Tuckermans Phases

- Forming
- Storming
- Norming
- Performing

Applying these to the Service Learning Environment

## Leadership Behaviors

- Challenge the Process
- Inspire Shared Vision
- Enable Others to Act
- Model the Way
- Encourage the Heart

(from Kouzes & Posners, The Leadership Challenge)

## Framework- Six levels of reflection

Level	Description
I	Experience only
II	Record and make explicit the experience
III	Reflecting on the learning experiences
IV	Making the connection
V	Application of learning to new situations
VI	Adapting to new situations

天主教母佑會蕭明中學  
學生培育組  
領袖訓練學生反思紀錄表

學會/組別: \_\_\_\_\_

領袖姓名: \_\_\_\_\_

班別: \_\_\_\_\_ 學號: \_\_\_\_\_

職位: \_\_\_\_\_

顧問老師: \_\_\_\_\_

### 模範

1. 誠及價值、原則
2. 按原則、標準、價值，使眾人達成共識
3. 對承諾，貫徹始終
4. 對行事，搜集回饋

### 激發共同願景

1. 傳達目的、意義
2. 描繪追求願景、未來
3. 描繪理想所及的能力
4. 積極正面

### 領袖的特質

1. 耐性—展現出來的自制力
2. 良善—付出關心、讚美、以及鼓勵
3. 謙虛—真誠、不虛偽、不自大
4. 尊重—待人如奉上賓
5. 無私—滿足別人的需求，更甚於自己的需求
6. 寬恕—別人做錯了也不怨恨
7. 誠實—凡事從不隱瞞
8. 守信—堅持自己所做的選擇
9. 創意—為個人及團體尋求突破
10. 主動—主動關心/重整/優化轄下單位的一切事務



挑戰過程	
1. 定目標、定策略	
2. 開發技巧、能力、緊貼更新	
3. 願與人冒險、主動試驗	
4. 追問：錯中學了甚麼？	

鼓勵別人行動	
1. 給予自由、選擇、合作、領導機會	
2. 動態聆聽、尊重、支援他人決定	
3. 鼓勵、讚賞、支援、慶祝	
4. 公開認同他人對價值的配合	

11. 在壓力下的工作表現 - 在壓力下仍能出色的表現

12. 委身 - 對轄下單位的全然委身

13. 結論：服務與犧牲 - 把自己的所欲和所需擺到一邊，優先滿足別人最大的利益

你最想讚賞她的一句話：

\_\_\_\_\_

\_\_\_\_\_

你給她的一個具體可行建議：

\_\_\_\_\_

\_\_\_\_\_

## Skills to prompt reflection

Ask questions step by step:

Start with easy ones and go deeper

From images to emotional level then evaluate with different thinking skills

## Skills to prompt reflection

### 4 steps in prompting reflection:

- ◆ **Describe** – What did I do?
  - ◆ **Inform** – What does this mean?
  - ◆ **Confront** – How did I come to be like this?
  - ◆ **Imagine** – an extra member to perfect the team, what personality and attributes be best...
  - ◆ **Reconstruct** – How might I do things differently?
- (J. Smith 1989, Journal of Teacher Education, 40(2), 2-9)

## Heart & Wisdom to be Effective

- ◆ Non-threatening, warm, respectful, collegial T-S relationship
- ◆ Assessment on core members' potential
- ◆ Right decision in whether to prompt and guide or to step back and let go
- ◆ How often to deliver, emphasize and follow up frameworks for deeper reflection

PIG – Attitudes-basis, skills-tactics, knowledge-wisdom

Impact at personal, group, school levels

Immediate, medium, long term impact of learning

## Points reflected upon by School

- ◆ How to foster or re-vitalize a reflective culture
- ◆ How to realize life-long development & all-round education
- ◆ 2015-2018 School Target
- ◆ To enhance students' leadership and self-confidence

Thank you!