

Principal and teachers

Student-LED triggers our students to leave their comfort zone and, thus, elevate their capacities. They are, in general, strong in leading and organizing. For instance, they can organize activities for over one hundred schoolmates with minimum teachers' advice. They can deliver speeches to parents gaining much appreciation. However, their reflection concentrates on how and what rather than why. Participating in the project, they are aware of identifying the needs of the targets before planning for the programs. They evaluate not only the effects of the activities, but also the experience gained in the process.

To be specific, our students have learnt to seek for balance between getting the task done and caring for the sub-ordinates. They have developed the mindset that it is peer counsellors' honor to co-walk with the juniors in the pursuit of excel. Peer counsellors can even learn from their juniors. They start to recognize on-going adjustment instead of sticking to rigid plans. They set monthly targets for their personal growth, believing that it is the foundation for guiding their juniors . Some have learnt the skills to handle conflicts by connecting the needs and good will of both sides. Some have noticed the importance of delaying judgment in congruent communication, and so on.

In short, they have more deep learning in their personal development. However, the transfer of learning to attain deep learning in academic pursuit is not prominent.