<table>
<thead>
<tr>
<th>Title</th>
<th>ISF Academy: Creating Global Citizens of the 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Tsang, F</td>
</tr>
<tr>
<td>Citation</td>
<td>ISF: The New Cyberport Independent Schools Foundation (ISF) Academy (弘立書院) and the Qualities of the Teachers They Look For, Hong Kong, China, 16 November 2002</td>
</tr>
<tr>
<td>Issued Date</td>
<td>2002</td>
</tr>
<tr>
<td>URL</td>
<td><a href="http://hdl.handle.net/10722/44090">http://hdl.handle.net/10722/44090</a></td>
</tr>
<tr>
<td>Rights</td>
<td>Creative Commons: Attribution 3.0 Hong Kong License</td>
</tr>
</tbody>
</table>
ISF Academy

Creating Global Citizens of the 21st Century
Objectives

- Create highly literate, highly fluent, and numerate citizens of the 21st Century

- Create bilingual graduates who are equally at ease in using both Putonghua and English
Requirements for ISF Student Success

- Parental involvement is key to all students' success
- ISF views parents as partners in educating their children
- Parents are the third leg of the ISF community stool
Curriculum Framework

Global Citizens of 21st Century

- Global
- Humanities
- Character
- Education
- Knowledge
- Construction

Use of Technology

Logic (Math)

Creativity (in all subjects)

Communication (Languages: English, Putonghua)
CHARACTER EDUCATION

• **Five Over-riding Tenets**
  1. Respect
  2. Responsibility
  3. Integrity
  4. Truth
  5. Pursuit of Excellence

• **Self Examining Questions**
  1. Universality (Would it be acceptable to everybody?)
  2. Reversibility (Would I like it if it is being done to me?)
GLOBAL HUMANITIES

Being aware, culturally, historically and geographically of their own place in the present as well as the influence of the past

Being concerned with how they can contribute as Global Citizens in the future
KNOWLEDGE CONSTRUCTION

Occurs when facts are assimilated and internalized.

Students make their own sense and order of ‘facts’ they discover.
Class Groupings

- Chinese, English and Math class size 12-15 students per teacher

- Class composition based on each student’s weak areas (as opposed to customarily on strengths)

- Class groupings changed as many as five times each school year
## ISF Organization

<table>
<thead>
<tr>
<th></th>
<th>50</th>
<th>50</th>
<th>50</th>
<th>S-6</th>
<th>IBO</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td></td>
<td>S-5</td>
<td>IBO</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>S-4/3</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>S-2/1</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>P-6/5</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>P-4/3</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
<td>P-2/1</td>
<td></td>
</tr>
</tbody>
</table>
ISF Organization

100 P1/2 children

50 P1 and 50 P2
4 Advisors and 4 specialists

4 Advisor/Advisee teams (25 advisees per Advisor)
12 P1 and 13 P2 or 13 P1 and 12 P2

Learning Groups of 12 or 13 for Languages and Math

Learning Groups of 25 or 26 for Music, Art and Physical Activity

Project Teams of 6 or 7 members
Mentoring done by ‘experienced’ students

Secondary School

13 P6

12 P5

13 P4

12 P3

13 P2

12 P1

New P 1
Five Major Projects Each Year

- Thematic
- Problem-based
- Multi-Intelligence
- Interdisciplinary

- Celebrations
- Cultural Identity
- Costumes
- Foods
- Beliefs & Myths
- Obstacle Course
- Inventions
- Everyday useful things
- Self-Build Games
- Teamwork
- Hand-Built
- Test own skills
- Explorers & Travelers
- Build Games
- Obstacle Course
- Family Histories
- Time Capsules
- Time Lines
- Time
- Friends/Neighborhood
- Likes & Dislikes
- Changes & Connections
- Tribe & Languages
- Labor-saving device
- Inventions
Assessments

- Pencil and Paper
  (Chinese & English L.A, Math)
- Portfolios
- Student Journals
- Project Evaluations
- Teacher and Advisor Observations