Tsung Tsin Christian Academy

基崇對學生的教育

TTCA Curriculum at a Glance

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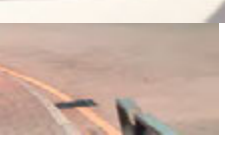


張文偉校長

Vision and Mission
辦學理念

Founded by the Tsung Tsin Mission of Hong Kong Shamshuipo Church, Tsung Tsin Christian Academy (TTCA) is an English Direct Subsidy Scheme (DSS) school. TTCA aims to serve the community based on the inspired Christian virtues of Faith, Hope and Love and with the conviction "to serve than to be served". Our educational beliefs:

Every student is respectable individuals
Every student has great potential
Every student is capable of learning
Every student can succeed

本校由基督教香港崇真會深水埗堂興辦，為一所直資英文中學。我們以基督教「信、望、愛」精神「非以役人，乃役於人」之信念，服務社群。我們相信：

每個學生均具尊嚴
每個學生均富潛能
每個學生均能學習
每個學生均會成功

Professional Development
教師專業培訓

Collaborations and Interflow
協作及交流

Teachers at TTCA continuously enhance their skills through professional development to maintain high-quality teaching and adapt to the ever-changing educational environment. Our teachers have collaborated with award-winning educators from Taiwan and the CUHK Quality School Improvement Project in the fields of professional development and exchanges, including classroom research, self-directed learning and e-Learning.

基崇教師不斷透過進修增值，以保持優質的教學及適應不斷變遷的教育環境。本校教師與台灣教育界多位獲獎名師、香港中文大學「優質學校改進計劃」等合作，於課堂研究、自主學習、電子學習等領域上作專業培訓及交流。

Our teachers have also participated in various local and overseas professional development activities, including Shanghai, Singapore, Taiwan, Australia, United Kingdom and Estonia etc., in order to enhance their professionalism in the areas of "learning and teaching" and "student development". In recent years, TTCA has arranged professional development trips to Taiwan to understand the development of life education and learn how to use tabletop games, films, and the Satir's iceberg model to deepen communication between teachers and students. This helps teachers understand the true needs of their students, allowing them to become companions in their students' lives and guide them in their growth. Chinese Language teachers also had the opportunity to participate in the Dream N Workshop in Taiwan, where they learned the MAPS teaching method to enhance students' autonomous learning outcomes. Additionally, our teachers attended the British Educational Training and Technology (BETT) exhibition and visited Estonia to explore European teaching models and the latest innovative teaching pedagogies, applying suitable technologies in TTCA's daily teaching practices.

本校亦會安排教師出席本地及海外不同的專業培訓活動，計有上海、新加坡、台灣、澳洲、英國及愛沙尼亞等，讓老師在「教與學」及「學生培育」上拓闊視野。過往數年，基崇曾安排同工到台灣了解生命教育的發展，學習利用桌上遊戲、電影及薩提爾的對話模式等，深化師生之間的溝通，讓老師了解學生真正的需要，成為學生生命中的同行者，引導他們成長。中文科同工亦有機會到台灣參加「夢的N次方工作坊」，學習「MAPS」教學法，加強學生自主學習的效果。另外，校方亦安排同工參加英國教育技術及設備展覽會(BETT)及到訪愛沙尼亞，了解歐洲的教學模式及最新的創新教學技術，並將合適的技術應用於基崇日常的教學中。

Lesson Study
強效課研

Subject-based lesson preparation, peer classroom observations and academic discussions are constantly implemented with the goal to enhance the efficacy of teaching and learning. Students are able to have a firm grasp of knowledge which will then motivate and stimulate their learning and thinking skills.

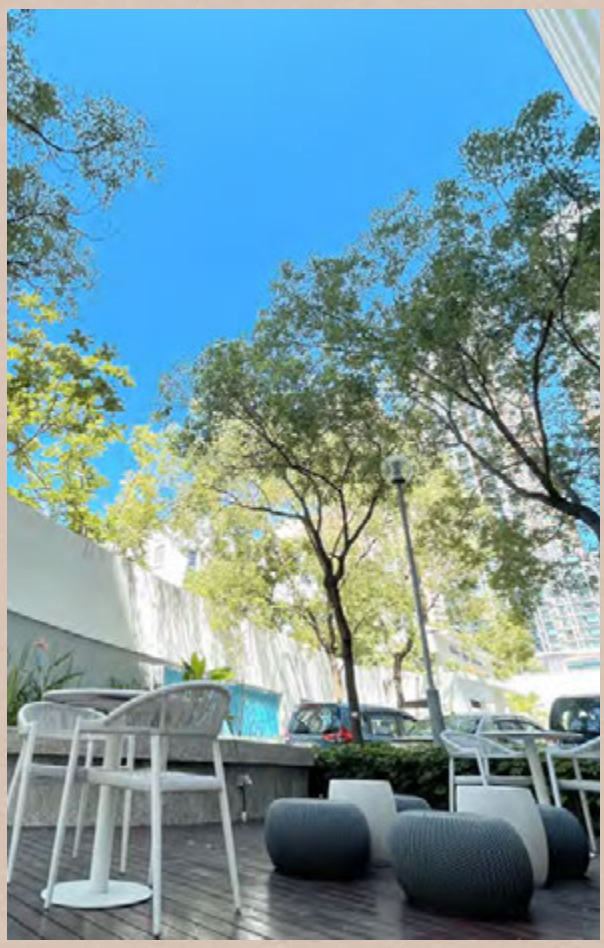
本校各科組經常舉行集體備課、同儕觀課、共同議課等課研活動，以期進一步強化課堂效能，使學生更容易掌握課題，並達到提升學習動機、刺激思考、激活潛能等目標。

School-based Curricular Supported by Quality Education Fund
「優質教育基金」校本課程

The school have successfully applied for the Quality Education Fund to optimize and improve language learning, scientific research and curriculum development. The Department of Chinese Language has partnered with well-known educators in Taiwan to promote MAPS, a pedagogy to excel Chinese language learning with skills and organization. The junior form school-based Thinking Skills curriculum establishes a separate subject for the training of thinking skills, including logic, induction, and elaboration, integrating the essential thinking abilities across various subjects. It systematically enhances students' thinking skills and other transferable skills (such as critical thinking, creativity, and problem-solving) in a formal classroom setting, enabling junior secondary students to transition smoothly to senior form curriculum and prepare optimally for the challenges of the rapidly changing 21st century world. The Department of Science successfully secured over a million dollars to upgrade hardware and software related to STEAM education, equipping students to be prepared for future developments in the world.

本校獲「優質教育基金」撥款，在語文、科學及課程發展上得到了優化及提升。中國語文科與台灣星級教師合作推動的「MAPS」教學法，讓學習中文變得更富技巧及條理。「初中校本思考課程」把思考技能的訓練、邏輯、歸納、推展等的應用獨立成科，統整各學科的思考能力，以正規課堂的形式有系統地提升學生的思考能力及其他共通能力(如明辨性思考能力、創造力及解決問題能力等)，讓初中學生能銜接高中課程，以及長遠面對21世紀世界急速轉變的挑戰作最佳的準備。科學科成功獲批百多萬用作更新與STEAM相關的硬件及軟件設備，裝備學生為世界未來發展作好準備。

Quality School Improvement Project (QSIP)
優質學校改進計劃



Adhering to the philosophy of comprehensive school improvement, QSIP delivers school-based support that is aligned with the context and improvement needs of each school to promote holistic development. In the past three years, TTCA has collaborated with the CUHK Hong Kong Institute of Educational Research in QSIP to enhance teaching effectiveness through addressing a wide range of development focuses.

本校參與了由香港中文大學香港教育研究所舉辦的「優質學校改進計劃」（QSIP）。此計劃以學校整全式改進（comprehensive school improvement）的理念，協助學校從整體的角度規劃及推行各項校本行動，以達到學校全面改進的目標。過去三年，透過不同主題作為切入點，中大同工與我們一眾老師探討提升教學效能的方法。

Through QSIP, professional educators of CUHK have conducted workshops and professional training for middle-level leaders and subject coordinators for further professional development. Workshops have also been held for each subject unit focusing on lesson delivery and assessment literacy to sharpen professional knowledge and teaching quality.

透過「優質學校改進計劃」，中大同工進入學校，與學校中層人員及一眾科主任進行了一系列的工作坊及培訓，以強化老師的專業領導效能。同時以科組為單位，舉行了不同的工作坊，與前線老師探討「何謂好的課堂」及「評估素養」的理念與實踐，以提升教師的專業知識及優化教學質素。

In addition, subject units have taken part in the QSIP tailor-made professional support scheme to explore strategies to improve assessment literacy and lesson planning with professional educators. Through lesson observations, lesson planning and exam paper analysis, each subject unit has been able to receive support in catering for our students' learning needs.

此外，各個科組更參與「優質學校改進計劃」內的個別支援計劃，與學科的專家就著評估素養或課堂設計進行一系列的研討。期望能透過一眾專家們的觀課、議課或對試卷分析的專業回饋，讓科組掌握實用的建議，並能在發展路上制定對學生更有利的行動計劃及教學策略。

Open Lessons
校內公開課堂

Holding open lessons is an approach to researching practical teaching by reviewing students' performance and teaching observations. Each open lesson includes a classroom observation and a post-lesson meeting to achieve the following:

「校內公開課堂」是一種具實踐性的教學研究，以該公開課之學生課堂學習情形及教學觀察結果，進行研討。所以「公開課堂」包括教學觀察及課後議課。我們期望透過「公開課堂」，可達至以下幾個目的或功能：

1. An educational research and sharing platform is established to bring together teaching ideas, materials and strategies.
   建立一個教學研究及教學經驗的分享平台，為科組累積教學意念、教材及教學法

2. New teaching strategies and techniques are promoted while adhering to the school's major concerns.
   配合學校的關注事項，推動創新的教學法

3. Through observing others, teachers are encouraged to take a glimpse of other perspectives and understand students' difficulties to enhance teaching effectiveness.
   透過同儕觀察，有助授課老師了解學生的其他面向，更能了解學生學習難點及學習表現，從而提高學與教的成效。

4. Teaching outcomes can be recognised.
   表揚老師的教學成就。

5. Promote professional exchange and growth among teachers through cross-disciplinary class observations.
   透過跨科觀課，促進教師間專業的交流與成長。

Chaired by the Principal and the Prefect of Studies, open lessons with post-lesson conferences of two teachers are conducted each school term as part of the staff development programme for our teachers and external visitors. Through open lessons, teachers can delve further into focuses including pre-lesson learning, group learning and lesson delivery while professional exchanges and enhancement are being facilitated. These open lessons are often videotaped and the relevant teaching materials are archived for future reference.

本學年，本校每學期均安排「校內公開課堂」，並邀請兩位老師作教學示範，予校內校外同工參與。由校長及學務主任帶領一眾老師進行觀課及評課。透過「公開課堂」，幫助老師對備課學習、小組學習及課堂實踐有更深入的了解及討論，同時促進教師間專業的交流與成長。此外，本校亦會錄影相關「公開課堂」及將有關的教學材料存檔，讓同工日後可作參考。

New Teacher Induction Scheme
新入職老師支援計劃

To help new teachers quickly adapt to the teaching environment at TTCA and understand the school's development direction, the school has established a two-year New Teacher Induction Scheme. The Staff Development Committee will assign an experienced colleague as a mentor based on the subject taught by the new teacher, guiding them in their teaching growth. Mentors and mentees will observe each other's classes and share insights from their observations afterward for professional exchange. In the first year of joining TTCA, the principal will also observe new teachers' classes and provide feedback as guidance for their development.

為讓新入職老師能盡快適應基崇的教學環境及了解學校的發展方向，本校設有為期兩年的「新入職老師支援計劃 」。教師發展委員會會按新入職老師的任教科目，安排一位有經驗同工作為其導師，指導新同工在教學上的成長。新老師和導師會彼此觀課，課後分享課堂觀察所得，用作專業交流。新入職老師的第一年，校長亦會對其觀課及給予意見，作為新入職老師成長的指引。

Language Policy
語文政策

As an English DSS school, apart from individual subjects including Chinese, Chinese History and Putonghua, all subjects are taught in English at TTCA. One class in each junior year uses Putonghua as the medium of instruction in Chinese lessons to enhance students' biliteral and trilingual abilities. At TTCA, we are committed to creating a high-quality language learning environment, with all major events, morning assembly announcements, activity promotions conducted in English, so that our students are well-equipped with the necessary language skills required for tertiary education and interacting with global scholars.

本校為一所直資英文中學，除中文、中史、普通話等個別學科外，其餘科目均以英語授課。初中設立普教中班，裝備學生兼顧兩文三語。我們致力營造優良的語言學習環境，校內所有大型活動、早會宣佈、活動宣傳等，均以英語進行，為學生踏上高等教育、與世界各地學者交流作最佳的準備。

Teaching and Learning in TTCA
教學特色

Pre-lesson Learning備課學習
TTCA hopes that students not only master knowledge in various subjects but also develop critical thinking skills to prepare for the ever-changing world of the future. Each subject implements pre-lesson learning to stimulate students' thinking abilities, based on the following principles:
基崇期望學生除了掌握各學科知識外，更希望學生擁有思考能力，為未來多變的世界作好準備。各科透過推行備課學習，激發學生的思考能力，理念如下：

1. Teachers design lesson preparation worksheets with questions of varying difficulty (high, medium, and low) according to the classroom content. Students are required to preview the material at home and submit the worksheets to their teachers before class.
   各科老師按課堂內容設計具高、中、低難度題目的備課工作紙，學生在家先行預習，並於上課前交予老師。

2. Teachers review the submitted worksheets to undersåtand which parts of the content students have mastered or not before adjusting the teaching process for the class.
   老師檢視學生繳交的備課工作紙，於上課前了解學生已掌握或未掌握的部份，再調整課堂的教學流程。

3. Foundational concepts that students have already grasped can be briefly taught, while challenging points can be explored by students or explained by teachers during class. If the entire class has mastered the preparatory content, more challenging activities can be designed for the lesson.
   如學生已掌握基礎部份則可略教，未掌握的難點可由同學及老師於課堂上講解或探究，如全班已掌握備課內容可於課堂設計更具挑戰的活動。

Through these arrangements, students will have reviewed the learning material before class and come with questions. Teachers will also have a general understanding of students' strengths and weaknesses prior to class, making teaching and learning more focused, in-depth, and interactive, thereby enhancing teaching effectiveness.
透過上述的安排，學生於上課前已將學習內容看過一遍，並帶著疑問來上課，老師於上課前亦大概掌握學生的能力及不足之處，課堂的教與學變得更聚焦、更深入、更多互動，強化教學效能。

Curriculum Features
課程特色

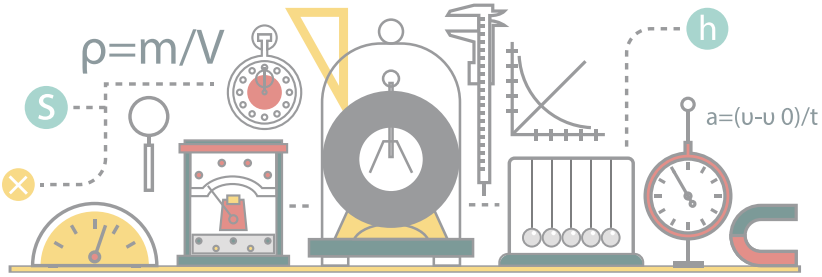
Modular Curriculum in Junior Years
初中「學段制」課程

The Modular Curriculum divides each academic year into three segments, during which students focus on one subject from the field of science education and one subject from the field of social and humanistic education. This approach not only allows junior form students to avoid juggling too many subjects at the same time, making it easier for them to adapt to the learning demands of secondary school, but also allows the school a much broader communication platform and sufficient time to conduct different analytical training and learning activities in each subject such that learning in each area of studies is enhanced, enriched and reinforced. Chinese Language, English Language, Mathematics, and Citizenship, Economics and Society are taught throughout the entire year.

「學段制」課程將每學年分為三個學段，每學段學生只需要集中學習一科科學教育領域及一科社會及人文教育領域的科目。「學段制」課程不但令初中學生在同一時段不需要兼顧太多的科目，較易適應中學階段的學習；更為學校構建更寬廣的交流平台，提供更充裕的時間予不同學科作思維訓練及學習活動，讓每個領域的學習變得更深入、更豐富、更富趣味及更具成效。中文、英文、數學及公經社科則全年教授。

Our Curriculum 全校課程

	1st Term 第一學期	2nd Term 第二學期	3rd Term 第三學期
S.1 中一	Chinese, English, Mathematics, Citizenship, Economics and Society, Computer Literacy, STEM, Visual Arts, Home Economics, Music, Physical Education, Christian Ethics, Putonghua, Thinking Skills 中文、英文、數學、公民、經濟與社會、電腦、STEM、視覺藝術、家政、音樂、體育、基督教倫理、普通話、思考方法		
	Science (Chemistry), History 科學(化學)、歷史	Science (Biology), Geography 科學(生物)、地理	Science (Physics), Chinese History 科學(物理)、中國歷史
S.2 中二	Chinese, English, Mathematics, Citizenship, Economics and Society, Computer Literacy, STEM, Visual Arts, Home Economics, Music, Physical Education, Christian Ethics, Putonghua, Thinking Skills 中文、英文、數學、公民、經濟與社會、電腦、STEM、視覺藝術、 家政、音樂、體育、基督教倫理、普通話、思考方法		
	Science (Biology), Chinese History 科學(生物)、中國歷史	Science (Physics), History 科學(物理)、歷史	Science (Chemistry), Geography 科學(化學)、地理
S.3 中三	Chinese, English, Mathematics, Citizenship, Economics and Society, ICT, Science (Physics), Science (Chemistry), Science (Biology), Geography, Chinese History, History, Taster Programme (Economics), Taster Programme (BAFS), Visual Arts, Music, Physical Education, Christian Ethics 中文、英文、數學、公民、經濟與社會、資訊及通訊科技、科學(物理)、科學(化學)、科學(生物)、地理、中國歷史、 歷史、導引課程(經濟)、導引課程(企業，會計與財務概論)、視覺藝術、音樂、體育、基督教倫理		
S.4 HKDSE 中四 香港中學文憑考試課程	Core Subjects: Chinese, English, Mathematics, Citizenship and Social Development, Physical Education, Christian Ethics 必修科目: 中文、英文、數學、公民與社會發展、體育、基督教倫理 Elective Subjects: Physics, Chemistry, Biology, ICT, Geography, Chinese History, History, Economics, BAFS, Visual Arts, Mathematics Extended Modules 1 and 2, Music (HKDSE), Physical Education (HKDSE) 選修科目: 物理、化學、生物、資訊及通訊科技、地理、中國歷史、歷史、經濟、企業、會計與財務概論、視覺藝術、數學延伸單元一及二、音樂(文憑試)、體育(文憑試)		
S.5 – S.6 HKDSE 中五至中六 香港中學文憑考試課程	Core Subjects: Chinese, English, Mathematics, Citizenship and Social Development, Physical Education, Christian Ethics 必修科目: 中文、英文、數學、公民與社會發展、體育、基督教倫理 Elective Subjects: Physics, Chemistry, Biology, ICT, Geography, Chinese History, History, Economics, BAFS, Visual Arts, Mathematics Extended Modules 1 and 2, Music (HKDSE), Physical Education (HKDSE) 選修科目: 物理、化學、生物、資訊及通訊科技、地理、中國歷史、歷史、經濟、企業、會計與財務概論、視覺藝術、數學延伸單元一及二、音樂(文憑試)、體育(文憑試)		
S.5 – S.6 IAL 中五至中六 國際高級考試課程	Core Subjects: Chinese, English, Physical Education, Christian Ethics 必修科目: 中文、英文、體育、基督教倫理 Elective Subjects: Physics, Chemistry, Biology, Mathematics, Accounting, Psychology, Economics, 選修科目: 物理、化學、生物、數學、會計、心理學、經濟		



The STEAM Curriculum
STEAM課程

STEAM Development
STEAM發展

The Departments of Physics, Chemistry, Biology, Computer Technology, English and Visual Art work together to provide a diverse learning experience for students to foster problem-solving skills and entrepreneurship through STEAM lessons and activities outside of school. We provide students plentiful opportunities to integrate their knowledge and creativity into different projects in which they experiment by trial and error. Students practise and develop generic skills in the newly established STEAM laboratory, laying the foundation for lifelong learning.

本校物理科、化學科、生物科、電腦科、英交科及視藝科攜手合作為學生提供多樣化的學習體驗，通過STEAM 課堂和校外活動來提升學生的解難能力和培養創業家精神。我們為 學生提供豐富的實踐機會，讓他們通過反覆試驗，將知識和創造力整合到不同項目。學生在新建成的STEAM實驗室中實踐及發展共通學習能力，建構學生終身學習的基礎。

Curriculum Information
課程資訊

STEAM in TTCA is integrated into the Science, Computer Literacy, Visual Arts and language classrooms of S.1 and S.2. S.1 students will receive training in scientific literacy, collaboratively cultivating microorganisms and creating ecological balls while practising aseptic techniques and evolutionary theory. S.2 students will learn to apply the Engineering Design Process to build physical models, conduct scientific measurements, improve motors, and create aircraft models, as well as use flight simulator to validate mechanical theories. Additionally, S.1 to S.3 Computer Literacy curriculum will introduce artificial intelligence, allowing students to understand the theories of AI, its applications in various fields, and explore related ethical issues, thereby equipping them with information technology skills and literacy.

基崇已將STEAM融入中一及中二科學科、電腦科、視藝科及語文科課堂中。中一學生會有科學素養的訓練，共同培養微生物及製作生態球，實踐無菌技術及演化理論。中二學生學習應用「工程設計流程」建立物理模型、科學測量、改良摩打及飛機模型，並使用高階模型飛行器驗證力學理論。此外，中一至中三的電腦課程會介紹人工智能，讓學生了解人工智能的理論、在不同範疇的應用及探討相關的倫理議題，從而裝備學生的資訊科技技能及素養。

Outside the Classroom
課外活動

TTCiAns can explore and develop an interest for STEAM outside of the classroom. In addition to the regular curriculum, students also have the opportunity to visit airports and laboratories to gain first-hand insight into the daily work of pilots and scientists. Senior form students can even participate in overseas learning trips to Australia and France. Students who are interested in STEAM and demonstrate higher capabilities will receive training and participate in external STEAM competitions, such as the Hong Kong Student Science Project Competition, the "Empathy" Elderly App Design Competition, the Secondary School Cosmetics Formulation Competition, and the International Genetically Engineered Machine (iGEM) competition. In the 2023–2024 academic year, our school's students formed a team with other schools to travel to Paris for the iGEM, where they stood out among 121 secondary school teams from around the world, winning a gold medal in the highest category and ranking in the Global TOP 10 for secondary schools. They also won both the Champion and Best Layout Design Award in the "Empathy" Elderly App Design Competition. This academic year, TTCA will arrange for students to participate in the iGEM in Paris and attend the Education Technology and Equipment Exhibition (BETT) in the UK.

基崇的學生可以在課堂以外探索和培養對 STEAM 的興趣。除了常規課程外，學生還有機會到機場及實驗室親身了解機師及科學家的日常工作。高中學生更可參加澳洲及法國海外遊學團。對STEAM感興趣而又較有能力的學生會接受培訓並參加校外STEAM的比賽，如香港學生科學比賽、樂齡「同理」編程設計大賽、中學生化妝品配方比賽及國際遺傳工程機器設計競賽等。於23–24學年，本校學生與其他學校組成聯隊遠赴巴黎參加「國際基因工程機器競賽」(iGEM)，在來自世界各地的121隊中學隊伍中脫穎而出，獲得最高組別的金獎及「中學組全球TOP 10」，又於樂齡「同理」編程設計大賽奪得連奪中學組「冠軍」及「最佳版面設計獎」。本學年，本校會安排學生到巴黎參加「國際基因工程機器競賽」(iGEM)及英國參加教育技術及設備展覽會(BETT)。

Promotion of Reading
推廣閱讀文化

Reading has always been highly valued in many parts of the world as the famous Chinese poet Su Shi of the Northern Song Dynasty once said, "Those who abound in literature radiate with temperament." Not only does reading foster one's wisdom and shape one's character, it is integral to improving the nation and society. Therefore, TTCA does not hold back on the promotion of reading. We cultivate healthy reading habits in students — enhancing their overall reading ability and broadening their horizons by stimulating an interest in reading for enjoyment.

古今中外的聖賢均重視閱讀，北宋著名文學家蘇軾有詩云：「腹有詩書氣自華」，閱讀能增長個人智慧、塑造健全人格，對於提升一個民族和社會的整體素質也有舉足輕重的影響。基崇在推廣閱讀上不遺餘力，幫助學生從小培養良好的閱讀習慣，提升閱讀能力，增長見識和智慧，積極引導學生喜愛閱讀、享受閱讀，建立良好的閱讀習慣。

Our reading periods, in which students and teachers have the opportunity to enjoy reading in tranquillity, are divided into Chinese, English and self–directed reading cycles. Students will broaden their horizons, improve their comprehension skills, enhance critical thinking skills and stimulate their creativity, as well as improve their literacy.

本校設閱讀課，在寧靜的環境中，老師、學生一同閱讀，享受美好的閱讀時光，同時培養學生的閱讀習慣。為了平衡學生閱讀面，學校亦設有中文閱讀周期、英文閱讀周期及自主閱讀周期，讓學生在拓展個人視野、提升理解力、發展思維判斷、激發創新意念之餘，亦能強化語文能力，提升閱讀素養。

TTCA organises regular reading seminars, author workshops, writing competitions, reading award programmes, etc. to promote reading. The Library also holds quizzes, book promotion weeks and several book fairs each year with the aim to promote a healthy reading culture piece by piece. In addition, TTCA has invested millions in a construction project to revamp and expand our library to provide a more spacious and luxurious environment to complement students' reading experience. Our modernised and carefully curated library can house more than 24000 books and consists of a leisure reading area, a self-study area, a soundproof conference room, etc. to meet the needs of a dynamic calendar of learning activities.

為了提倡閱讀風氣，本校亦會舉辦導讀會、作家講座、寫作比賽、閱讀獎勵計劃等多元化活動，圖書館亦會安排燈謎會、特別書類推廣周、每年兩次或以上的書展等，漸次形成校內的閱讀文化。為了吸引更多學生投入閱讀，本校斥資數百萬將圖書館重新擴建，為師生提供舒適的閱讀環境。這個設計時尚、匠心獨運的多功能圖書館，藏書量可多達24000本，更設有休閒閱讀區、寧憩自修區、多用途隔音會議室等，配合優良的網絡系統，方便學生進行不同的學習活動。

School Based Thinking Skills Curriculum for Junior Forms

初中校本思考課程

Under rapid technological advances, channels of information communication have become broader and more diversified, resulting in a society all the more permeated with volatility, uncertainty, complexity and ambiguity. Hence, teaching students to think independently is crucial to tackling challenges in the future. TTCA has been funded by the QEF to run the "School–Based Thinking Skills Curriculum for Junior Forms" — a subject that combines the application of thinking skills with logic, induction, extension, etc. The curriculum summarises the analytical thinking skills required by each academic subject; and systematically teaches students these thinking skills and combined skills (e.g. critical thinking, creativity, problem–solving skills, etc.) in formal lessons. Upon the completion of the curriculum in their junior forms, students can better adapt to the senior secondary curriculum and deal with challenges in this ever–changing world.

隨著時代急速轉變，資訊傳播變得廣泛及多元，社會變得充滿易變(volatility)、不確定(uncertainty)、複雜(complexity)及模糊(ambiguity)，培育學生具備獨立思考能力，將有助他們面對未來。本校已獲「優質教育基金」撥款開辦「初中校本思考課程」，把思考技能的訓練、邏輯、歸納、推展等的應用獨立成科，統整各學科的思考能力，以正規課堂的形式有系統地提升學生的思考能力及其他共通能力(如明辨性思考能力、創造力及解決問題能力等)。好讓初中學生為銜接高中課程，以及長遠面對21世紀世界急速轉變的挑戰作最佳的準備。

International Advanced Levels (IAL)
國際高級考試課程

TTCA is dedicated to providing students quality education to maximise their personal strengths. The EDB has approved our application to run the IAL curriculum for S.5 students. The IAL curriculum is internationally recognised; thus, students who opt for the IAL pathway may apply to local universities through the Non-JUPAS admissions scheme or institutions in the United Kingdom, Europe, Canada, Australia, etc. At TTCA, the IAL curriculum is run in parallel to the HKDSE curriculum, allowing students to select the pathway most suited to their abilities and interests so that they can be better prepared for tertiary education.

本校一直致力為學生提供優質的教育機會，讓學生按其興趣及能力盡展所長。本校已獲教育局批准為中五級學生開辦International Advanced Levels (IAL)國際高級考試課程。IAL課程為國際認可課程，修讀之學生除了可以經非聯招(Non-JUPAS)途徑報讀本地大學，更可申請報讀英國、歐洲、加拿大及澳洲等地的大學。在本校，IAL課程將與本地香港中學文憑考試(DSE)課程雙軌並行，讓學生可以因應其能力及興趣選擇合適的課程，為將來升學作更好的準備。

IAL

Students, who opt for the IAL pathway, are required to study Chinese and English as compulsory subjects and 3 or 4 elective subjects (see below for the list of elective subjects). They should sit for the corresponding internationally recognised examinations and apply to global institutions with their results. The IAL examinations take place twice a year, i.e. the winter session (January) and summer session (May or June). Students will be arranged to sit for the papers of the subjects they study in different sessions to lessen their burden. Furthermore, TTCA has already been approved to hold the IAL examinations for Edexcel on campus. Students may apply to universities in the UK through UCAS, other overseas institutions and local universities via Non-JUPAS upon obtaining the relevant qualifications.

修讀IAL課程的學生只需修畢中文及英文兩個必修科目，以及三或四個選修學科(科目選擇見下表)，並應考相關的國際認可級別考試，憑藉該考試成績即能報讀世界各地不同的大學課程。IAL的考試日期分為冬季(1月)及夏季(5-6月)，學校將安排學生於不同季度完成各科不同的卷別評核，以減低學生考試壓力。同時，本校亦已成功申請作為IAL考試場地，方便本校學生參與由英國Edexcel Examination Board 舉辦的公開考試。若通過上述考試便可經英國大學聯合招生系統(UCAS)報讀英國大學及其他海外大學，也可經非大學聯合招生辦法(Non-JUPAS)報讀本港任何大學。

	Chinese 中文 (GCE AL)	English 英文 (IELTS)
Elective 1 第一選修科	Physics 物理	Psychology 心理學
Elective 2 第二選修科	Chemistry 化學	Accounting 會計
Elective 3 第三選修科	Biology 生物	Economics 經濟
Elective 4 第四選修科	Mathematics 數學	

Remarks註：

(i) Students must select three or four electives.
學生必須修讀三或四科選修科

(ii) Only one subject from each row can be selected.
學生只能於每層選修科中選讀一科選修科

Extra-Curricular Activities
多元學習經歷

Academic Activities
學術活動

We firmly believe that academic activities are necessary to cater to students of different needs whilst functioning as a medium for moral and attitude cultivation, technical training and creative inspirations. Through a diverse range of activities, students will learn to collaborate with others and gain invaluable life experience. If given the opportunity of leadership, students will even learn to plan and organise activities, further executing their personal potential and leadership abilities.
我們相信，適切的聯課活動能有助照顧學生不同的需要，其功能包括品德和態度的培養、技能的訓練及創作力的啓發等。通過參與活動，學生可以學習與人溝通和合作，同時亦可以從中得到豐富的生活體驗。學生若有機會參與策劃及組織活動的工作，更能訓練其組織及領導能力，大大激發個人潛能。

Hence, TTCA is dedicated to promoting activities corresponding to each academic subject, e.g. Chinese and English recital competitions, Chinese and English debate competitions, writing competitions, Mathematics fun day, Mathematical Olympiad training, Geography and Biology field trips, humanities, science and language overseas learning trips, STEAM Biotech Team, Robotics Team, Business Club, Aviation Club, etc., where students can put knowledge into practice outside of the classroom and broaden their horizons in the pursuit of excellence and self–enhancement.
因此，本校積極推動與學科扣連的活動，如中、英文朗誦比賽、中、英文辯論比賽、寫作比賽、數學遊踪、奧數培訓、地理及生物科的實地考察、人文學科、科學科及語文科的境外交流團、STEAM生物工程校隊、機械人編程校隊、商業學會、航空學會等，讓學生能跳出課堂、活用所學，更能豐富其學習領域、擴闊眼界，並透過活動追求卓越，自我增值。

e-Learning
電子學習

In the 21st century, a greater emphasis is placed on interactivity and the important goal to transmit, share, give feedback on, and assess information within a short timeframe. Hence, with the popularisation of e-Learning, more focus is set on Internet technologies to develop digitalised teaching methods which are unaffected by time and spatial limitations so that students can learn and communicate knowledge whenever and wherever they are.
踏入21世紀，學習追求互動性，更需要於短時間內達到傳遞、分享、回饋、評估等目標，因此電子學習愈發普及，亦逐漸以網絡科技為重心，發展出電子化的教學形式，這種學習模式不受時間、空間的侷限，讓學生能隨時隨地都可以發揮知識傳播及學習的功能。

Teachers applied different learning and teaching software along with mobile applications to create interactive and engaging lessons. Examples of applications that were utilized include Nearpod, Kahoot!, Quizlet, Good Notes and Khan Academy, etc. Teachers may also interact, share and feedback to students via e-Learning platforms outside of class hours.
本校老師靈活運用不同的學習及教學軟件或流動應用程式如Nearpod、Kahoot!、Quizlet、Good Notes、Khan Academy等，以提升課堂的互動性。老師更可於課後透過電子平台與學生交流、分享、提供回饋等。

TTCA believes that e-Learning is highly advantageous to interactive communication in class, including the sharing of images and videos, feedback, instant quizzes, voting, competitions, etc.; and that integrating games into in-class activities significantly improves students' engagement which in turn promotes learning efficacy by making the process fun and enjoyable. Therefore, all classrooms in our school have been equipped with electronic whiteboards. We implemented the Bring Your Own Device (BYOD) programme for S.1 students in this academic year. This initiative allows students to collaborate more and showcase their work in class, as well as set personalized learning goals to enhance their after-school learning, thereby improving their ability for self-directed learning.
本校相信電子教學有利於課堂上進行的即時互動，包括圖片和錄像分享、意見交流、即時搶答、投票、競賽等等；而在互動教學活動中加入遊戲元素，寓遊戲於學習，更能夠讓學生投入課堂，引起學習興趣和加強學習氣氛，有助提高學習成效。因此，本校所有課室已安裝電子白板，並由本學年開始，於中一推行自攜裝置計劃（BYOD），讓學生在課堂內多協作、多展示，並設立個人化學習目標，強化課後學習，從而提升學生的自主學習能力。

Gifted Education
資優教育

TTCA is dedicated to implementing gifted education in accordance with the EDB "3–Tier Support Model" to cater to the needs of gifted students and to realise the goals of "popularisation of gifted education" and "making basic education for the gifted".
學校對資優教育的推動不遺餘力，配合教育局提倡以「三層架構推行模式」照顧資優生的學習需要，並落實「資優教育普及化」與「普及教育資優化」的願景。

Phase I 第一層次：

- Implementation of the STEAM curriculum in junior forms to foster problem–solving skills, collaboration skills and creativity.
  初中已加入STEAM課程，培養學生解難、協作及創造能力。
- The "School–based Thinking Skills Curriculum for Junior Forms" is implemented.
  推展初中思考方法課程。
- Each subject designs higher–order thinking questions through lesson preparation to stimulate student thinking.
  各科透過備課學習設計高層次思維題目，刺激學生思考。
- Students are allocated into each class in their junior years based on their performance in English and Mathematics abilities. Allocation in senior years is based on their performance in English abilities.
  初中編班機制，以英文及數學能力分班。高中則以學生英文能力分班。

Phase II 第二層次：

- Leadership Training Programme
  領袖培訓計劃
- Public Announcer Scheme
  播報員計劃
- Sharing from Student Leaders in Morning Assemblies
  學生領袖早會分享
- Drama Training Programme
  話劇培訓課程
- Participating in variuos external competitions, such as International Genetically Engineered Machine Competition (iGEM)
  參加不同的校外比賽，如「國際基因工程機器競賽」(iGEM)
- Mathematics Olympiad Training Programme
  奧數隊訓練課程
- Chinese and English Debate Training Programmes
  中、英文辯論隊訓練課程
- Robotics Team Training
  機械人編程校隊訓練
- STEAM Biotech Team Training
  STEAM生物工程校隊訓練
- Aviation Club
  航空學會
- Sports, Music and Arts Teams Training
  不同的體育、音樂、藝術校隊訓練
- Over 30 clubs and teams with more than 600 members
  三十多個學會及校隊，超過六百名會員

Phase III 第三層次：

- Students are nominated to participate in gifted education programmes or programmes held by tertiary education institutions.
  推薦同學參與不同大專或資優教育學院的課程。
- Students are funded to take part in gifted education programmes or programmes held by tertiary education institutions with the Diversity Learning Grant.
  運用多元學習津貼，資助學生參與大專或資優教育學院的課程。

Catering to Learning Differences
照顧學習差異

According to research, a suitable class allocation policy is crucial to recognising students' learning abilities and to optimise their strengths. One class in each junior year in TTCA uses Putonghua as the medium of instruction in Chinese lessons. Class allocation is conducted primarily based on students' English and Mathematics abilities. On one hand, this is done to maximise their potential; on the other hand, teachers will be able to alter their teaching schedules and content to optimise teaching efficiency with the aim to minimise students' differing English abilities, so that they can make the most of their studies in an English learning environment. Streaming our students by their Mathematics abilities helps to develop students' interest and build up their confidence towards this subject. This arrangement also helps cultivate future scientific and mathematics talents.

據國際學術研究顯示，一個適切的分班分流政策能有助於肯定學生的學習能力，擴大學生的學習優勢。基崇在初中設有普教中班別，亦按英文能力及數學能力編配班別，一方面幫助具個別學科能力的學生能充份發揮潛能，另一方面促進教師因材施教的教學效能。盼望在降低英文的個別差異的同時，亦能在這個以英語為學習環境的社群內達致更佳的教學果效。而數學的分流政策除了讓不同能力的學生建立對數學的興趣及信心外，亦為著培育未來的科研數理人才作最佳的準備。

Overseas Exchanges
境外交流

TTCA highly values students' learning experience. Therefore, a wide range of subject-specific overseas exchange activities and excursions are organised each year to broaden their horizons and enrich their life experience, as well as to put knowledge into practice.

本校一向着重學生體驗不同的學習經歷，為了擴闊學生視野，豐富生活經驗，使獲得的知識結合生活，不少學科每年都會舉辦具科本特色的境外交流或考察活動。

In the past years, TTCA has organised various overseas trips for students of different years. For example, the Beijing and North Korea Trip organised by the Departments of Chinese History and Geography aimed to let students experience the livelihood of different cultures; the Canadian Aurora Ecology Tour organised by the Departments of Physics and Geography; the Taiwan Cultural Arts Experience Tour held by the Department of Visual Arts; the Melbourne Oceanology Tour held by the Departments of Chemistry and Biology; the International Tuymaada Olympiad and International Research School organised by the Departments of Science and ICT; the Canada Culture and English Summer Camp organised by the Department of English, Silk Road Learning Trip organized by the Department of Chinese, Dubai and Abu Dhabi Learning Trip, Sports Teams Taipei and Fukuoka Training Camp, etc. Through global exploration, not only is subject knowledge consolidated but students' horizons are also broadened. In addition, their interdisciplinary abilities and the spirit of caring for others are enriched by hands-on learning experience. This academic year, the school will arrange learning trip to Antarctica, European history and culture tour, and music and culture tour to Austria, etc.

過去，學校曾為不同級別的學生舉行了不同的境外交流團，當中有中史及地理科安排的北京北韓考察團，讓學生體驗不同文化下的人民生活；物理及地理科合作舉辦的加拿大極光生態遊、視覺藝術科的台灣文化藝術體驗團、化學及生物科的墨爾本海洋資源研究體驗團、科學科及電腦科的International Tuymaada Olympiad and International Research School、英文科的加拿大英語學習團、中文科的西安絲綢之旅、一帶一路杜拜之旅、體育校隊的台北及福岡集訓等等，透過不同的探索活動，深化學科知識的同時，亦拓寬學生的國際視野。在親身經歷的學習過程中，培養多元能力，促進互愛精神。遊學團的專題研習或延伸學習也大大強化了學生於資料蒐集、撰寫報告及匯報的能力。本學年，校方會安排學生參加南極交流團、歐洲歷史文化團、奧地利音樂文化團等。

TTCA Curriculum at a Glance
基崇對學生的教育

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