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Thanks for sharing with us your G.T. research case studies in the Evidence-Based Writing section in this research journal.

It is always nice to read about different stories and experiences from frontline teachers. I believe your class and diverse students definitely benefit from your knowledge and practice wisdom as an effective teacher. My appreciation for your extra efforts in building a trusting relationship with your diverse students and exploring students' potential and skill by various experimental learning activities, such as service-learning program and welfare visits, which is mentioned in the article "Capitalizing on Existing Data for Improving Teaching and Learning Strategies in the MI school" by Dr. Raymond Tam.

I'm glad to know that the Dialogical Learning Cycle is used and applied in the Green Leader Scheme (GLS) at GTC, in which has been explained in the article "Identifying the naturalist intelligence of students in a MI school in Hong Kong" by Dr. Norman Cheung. This action-reflection cycle for teaching and learning (Encouraging and Supporting, Design and Planning, Putting it into Action, and Monitoring and Reflection) is similar to other models we use in education. Lesson planning is also important in teaching despite that it's often overlooked. The learning outcomes at different levels (programme, module, lesson, activity) should be aligned to maximise the effectiveness of student

learning. Besides making reference to the Bloom's taxonomy, MI theory and the QF level, the concept of constructive alignment is critical to the implementation of the outcome-based approach and project-based learning in education at G.T. College.



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All teachers should hold on to the belief, like yours, that "all individuals are able to change and to improve in order to strive for better living." You've given us a good point that the ultimate goal of schooling is not for grades but for better living. Honestly, it's a more complex society nowadays and students are facing new challenges and problems. With the current

social environment, it's understandable that many students are less motivated and unclear about their goals. Through the interactive activities and experimental learning programs, I can see that G.T. teachers have the experiences as "teachers of the gifted," and the seeds you plant in your gifted class would blossom in time.

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