



行政長官卓越教學獎
CHIEF EXECUTIVE'S AWARD FOR
TEACHING EXCELLENCE
2003-2004

表揚卓越獎 促進專業發展

Recognizing Teaching Excellence
Fostering Professional Development

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行政長官卓越教學獎」及「表揚教師計劃」各位得獎者實至名歸，本人謹此衷心致賀。

香港不乏充滿教學熱忱、竭誠投入、誨人不倦的優秀教師。他們教學技巧卓越、知識廣博、全心全意作育菁莪。今日欣見多位教師獲「行政長官卓越教學獎」及「表揚教師計劃」嘉許，傑出成就得到認同。謹望各位能與同業分享優良的教學實踐，協助推動教育界追求卓越，精益求精。

董建華

香港特別行政區行政長官
董建華

(香港特別行政區行政長官董建華先生於 2004 年 9 月 10 日就行政長官卓越教學獎暨表揚教師計劃頒獎典禮的獻辭。)

I extend my heartfelt congratulations to the winners of the Chief Executive's Award for Teaching Excellence and the Teacher Commendation Scheme.

Hong Kong is well served by teachers who have real passion and enthusiasm for their profession. Their outstanding teaching skills, extensive knowledge and full commitments enable them to give their best to the students. I am delighted to see the excellent achievements of so many teachers are recognised by the Chief Executive's Award and the Teacher Commendation Scheme today. I hope they would share their exemplary teaching practices with their colleagues, helping to strive for excellence in education.

Tung Chee Hwa
Chief Executive
Hong Kong Special Administrative Region

(The message from the Hon. Tung Chee Hwa, Chief Executive of the Hong Kong Special Administrative Region for the Joint Award Presentation Ceremony on the Chief Executive's Award for Teaching Excellence and the Teacher Commendation Scheme on 10 September, 2004)



要成功推行優質教育，有賴優秀及專業的教師隊伍。一直以來，香港的教師克盡厥職，竭誠投入教育工作，在協助學生建立正確的價值觀，使他們得以盡展天賦與才能方面，擔當舉足輕重的角色，實在令我們引以為傲。行政長官卓越教學獎是為教師而設的獎勵計劃，旨在表揚卓越的教學實踐，以及在教師專業推動協作文化和持續專業發展。卓越教學獎別具深層意義，得獎教師除獲頒獎項外，亦會成立小組推動卓越教學，促進良好教學實踐的分享。教師踴躍的參與，充分反映他們致力追求卓越的文化。參加者不論最終能否獲獎，在過程中已充分展示他們的卓越教學實踐，亦得到學生及同儕推崇。故此，我衷心恭賀所有參選的人士，並感謝你們積極參與這項饒富意義的計劃，深盼各位日後繼續支持卓越教學獎。

李國章

教育統籌局局長
李國章教授, GBS, JP

The delivery of quality education hinges on a high calibre professional teaching force. In Hong Kong, we pride ourselves to have dedicated and hardworking teachers who play a significant role in shaping the values and developing the talents and capabilities of their students. The Chief Executive's Award for Teaching Excellence aims to give due recognition to such teachers with excellent performance and foster professional development and a collaborative culture among teachers. The meaning of the Scheme goes beyond mere presentation of prizes and awards. The awarded teachers will form an assembly to promote teaching excellence and facilitate the sharing of good practices. The Scheme also reflects the commitment to excellence of the teaching profession. All participants, irrespective of whether they have been selected for the final awards, have demonstrated outstanding teaching practices and are duly recognized by their students and fellow teachers. Hence my congratulations and thanks to all those who have participated in this meaningful cause and I look forward to your continuous support for the Scheme.

Prof Arthur K C Li, GBS, JP
Secretary for Education and Manpower



行

行政長官卓越教學獎是香港教師隊伍邁向專業化的一個重要里程碑。這項計劃得到行政長官的支持，除反映特區政府重視教育外，亦凸顯教師在提供優質教育方面的重要角色。

這項計劃並非尋找全能的教師，而是表揚能促進學生有效學習、透徹掌握語文的卓越教學實踐——這也體現了現行教育改革的最終目標。

經過嚴謹的評審後，逾五十個教師單位（包括個人及組別）獲頒發卓越教學獎及嘉許狀，着實令人欣喜。這些教師獲得表揚，是因為他們在語文教學的專業能力、對教師專業及社群的承擔和在培育學生及學校發展方面的貢獻。這些獎項足證本港語文教師潛在的才華，值得我們高度讚揚和景仰。

我衷心恭賀各得獎教師獲頒殊榮，並期望他們繼續協力提升本港語文教育的質素。

教育統籌局常任秘書長
羅范椒芬女士, GBS, JP

The Chief Executive's Award for Teaching Excellence is an important milestone in the professionalisation of the teaching force in Hong Kong. Endorsed personally by the Chief Executive, the Award re-affirms the importance which the Special Administrative Region attaches to education and recognizes the key role of teachers in the provision of quality education.

The Award does not seek to identify all-round teachers but to recognize exemplary teaching practices which result in effective student learning with deep understanding. This is the ultimate objective of the on-going education reform.

I am very pleased to see that after a vigorous process of assessment, more than 50 individual and groups of teachers have been selected for the Award and Certificate of Merit. They are recognized for their professional competence in language teaching, their commitment to the teaching profession and the community, and their contribution to student achievement and school development. These awards bear testimony to the talents that exist among our language teachers. They deserve our highest respect and honour.

I congratulate the award recipients on their accomplishments and look to them for support in continually upgrading the quality of language education in Hong Kong.

Mrs Fanny Law, GBS, JP
Permanent Secretary for Education and Manpower



教

師是本港教育體系的支柱，更是推動教育改革的主要動力。行政長官卓越教學獎的設立，正好表明教師專業深受重視。教師委身教育事業，每天默默耕耘，當中不乏無名英雄，他們對教學的熱誠、承擔及專業精神，實在值得表揚。而卓越教學獎提供了寶貴的機會，讓我們向教師表示讚賞和致以崇高敬意。

本人欣悉是次行政長官卓越教學獎，接獲不少參加者提名，這再次提醒我們教師與優質教育對社會發展至為重要。經過評審團認真而深入的甄選，包括個人及組別的逾五十個單位將獲頒發獎座及嘉許狀，成績令人十分鼓舞。

本人藉此謹向全體獲獎教師致以由衷賀忱；並衷心期望各位得獎者能繼續以他們個人的才華、對教育工作的熱誠及承擔，為教育改革開創嶄新氣象。

教育統籌委員會主席
王菟鳴博士, DBE, JP

Teachers form the pillars of our education system and are crucial as the driving force behind the Education Reforms. The Chief Executive's Award for Teaching Excellence, therefore, is a great testament to the importance of the teaching profession. Teachers are often the unsung heroes of everyday life, whose dedication, commitment and professionalism should be recognized. The Award provides us with the opportunity to celebrate and honour our teachers.

I am very glad to see that this Award has brought forth so many nominations to remind all of us in the community of the importance of teachers and quality education they provide. I am even more pleased to see that 50 individual and groups of teachers will be receiving Awards and Certificates of Merit, made after a thorough and in-depth search.

My congratulations to all the winners. My sincere wish is that all the awardees will continue to use their talents, their passion and their commitment to pioneer changes under the Education Reform.

Dr Rosanna Wong Yick-ming, DBE, JP
Chairlady of Education Commission



作為行政長官卓越教學獎顧問評審團的主席，我有幸詳閱所有候選人的材料，深受感動，得獎者各有擅長，但又各具特點。但是有兩點是共通的：在他們心中，學生總是放在第一位；在他們的工作中，他們總是自覺地、不斷地反思。我深信，他們的經驗，一定會為許多教師帶來啟示。我也希望，未來將有更多的教師參加這項選舉。

程明

行政長官卓越教學獎顧問評審團主席
程介明教授, SBS, JP

I have the honour of chairing the Chief Executive's Award for Teaching Excellence High-level Advisory Panel and hence was given the privilege of looking into all the nominations in detail. I admire the awardees for their demonstrated excellence in such a diverse range of professional practices, yet each unique to the very person. They share, however, two common characteristics: they have all taken students, and hence student learning, as a matter of their core concern and they all undertake conscious and continuous reflection of their work. I am sure many will be inspired by the awardees' experience. I am also confident that more teachers are prepared to participate in subsequent rounds of the Chief Executive's Award for Teaching Excellence.

Cheng Kai-ming

Prof Cheng Kai-ming, SBS, JP
Chairman of High-level Advisory Panel
Chief Executive's Award for Teaching Excellence



語文教育及研究常務委員會（語常會）十分重視語文教師在語文教育中擔當的重要角色。語文教師是學生學習語文的模範，教師的專業知識、技能及態度，均直接影響學生的學習。為提升整體語文教師的專業能力，語文教師間的經驗交流及協作至為重要。對於行政長官卓越教學獎的推出及完滿結束，語常會感到十分鼓舞。評審團選出逾五十個在不同語文教學範疇表現優秀的教師單位（包括個人及組別）。我深信各得獎者卓越的教學實踐將會對語常會多方面的工作帶來裨益，並盼望各得獎者的專業交流能推動學校語文教學工作的發展。

田北辰

語文教育及研究常務委員會主席
田北辰先生 BBS, JP

The Standing Committee on Language Education and Research recognizes the critical role played by language teachers in language education. Language teachers are language models for students. While the professional knowledge, skills and attitudes of individual teachers have a direct influence on students' learning, the sharing of experience and collaboration among language teachers is important to raising the professional capability of the language teaching force as a whole. SCOLAR is most encouraged to see the launching and successful conclusion of the Chief Executive's Award for Teaching Excellence. The Award has selected some 50 individual and groups of teachers who excel in language teaching in different ways. I am sure that there are many areas where the work of SCOLAR will benefit from the excellent practices of these awardees. I also look forward to the professional exchange with the awardees for the advancement of language teaching and learning in our schools.

Michael Tien

Mr Michael TIEN, BBS, JP
Chairman of Standing Committee on
Language Education and Research



課程改革是教育改革的重要一環。為了培育我們下一代終身學習的能力及推動全人發展，老師們依據課程指引及其他相關文件的原則，不辭勞苦，認真從事校本課程的開發工作。自 2001 年宣布課程發展的路向以來，學校及老師已將課改理論及概念付諸實踐，並帶來了創新及卓越的教學實踐。行政長官卓越教學獎不單締造一個良機讓我們表揚卓越的教學實踐，還會促進老師們教學實踐的互相分享，從而支持課程改革的進一步發展。

我恭賀所有獲獎及獲頒發嘉許狀的教師，期望他們教學的熱心與專業精神，能對課程改革及教育改革進一步帶來裨益。

黃玉山

課程發展議會主席
黃玉山教授, BBS, JP

The Curriculum Reform is one of the important areas of the Education Reform. To prepare our children for life-long learning and all-round development, schools and teachers have the indispensable role of developing school-based curriculum along the principles enshrined in the curriculum guides and other relevant documents. Since the announcement of the way forward in curriculum development in 2001, schools and teachers have put theories and ideas into practice. Innovative and exemplary practices have blossomed. The Chief Executive's Award for Teaching Excellence has provided an excellent opportunity for us to recognize exemplary practices emerged. More importantly, it facilitates the sharing of experiences and good practices, thereby supporting the further implementation of the Curriculum Reform.

My congratulations to all the awardees and recipients of Certificate of Merits. I look forward to seeing their devotion and professionalism being used to further benefit the Curriculum Reform and Education Reform as a whole.

Prof Wong Yuk-shan, BBS, JP
Chairman of Curriculum Development Council



優質教育基金成立的目的，旨在倡導及支援創新的教學計劃，以達致優質教育的目標。優質教育基金對於推出以語文教師為首屆對象的行政長官卓越教學獎，以及獲得的美滿成果，感到十分驕傲。

我們共接獲超過 250 份來自小學、中學、特殊學校及幼稚園高質素的提名。經過嚴謹的評審後，我們選出一批具備卓越教學實踐的教師。他們將會組成卓越教學小組，以促進卓越教學實踐的交流和教學文化的轉變。

在此，我祝賀一班具備傑出成就的得獎者，並向我們一群出類拔萃的同事致謝，他們包括行政長官卓越教學獎專責委員會、評審工作小組、四個評審團（英國語文教育、中國語文教育、幼稚園學生語文發展及語文教育(特殊需要)）、宣傳及公共關係工作小組及推廣及網絡工作小組的委員。計劃得以成功推行，有賴各方予以無限的支持及努力，以及學校熱心的參與。

戴希立

優質教育基金督導委員會主席
戴希立先生, BBS, JP

The Quality Education Fund is mandated to support and pioneer innovative projects that bring forth quality education. The Fund is proud to launch, and to see to the fruition of the Chief Executive's Award for Teaching Excellence Scheme which opened to teachers in language teaching in the first round.

In the Award, we received more than 250 good quality nominations from primary, secondary, special schools and kindergartens. We underwent a vigorous process to select accomplished teachers who demonstrate exemplary teaching practices. These teachers will form an assembly to facilitate sharing of good practices and foster changes in the teaching culture.

My congratulations to all awardees for their outstanding achievements. My deepest gratitude also goes to my distinguished colleagues who serve on the Chief Executive's Award for Teaching Excellence Sub-committee; Assessment Working Group and its four panels on English Language Education, Chinese Language Education, Language Development for Students of Kindergartens and Language Education (Special Needs); Publicity and Public Relations Working Group; as well as Dissemination and Networking Working Group. The Award would not be a success without the hard work and unfailing support of all those concerned, and the keen participation by the school sector.

Mr Tai Hay-lap, BBS, JP
Chairman of the Quality Education Fund Steering Committee





本人對於能夠參與行政長官卓越教學獎的工作，感到榮幸和欣喜。在過去 20 個月，由一班教育專家、前線教師、學者及社會各界人士組成的專責委員會，從計劃的初步構思到最終評選，均保持緊密合作。卓越教學實踐獲得表揚，實有賴很多人士的努力。在此我向參與計劃的所有人士，包括評審團的委員，以及優質教育基金秘書處的成員，表示謝意。

行政長官卓越教學獎的評審涵蓋卓越教學的多個主要範疇。在計劃推廣、提名，以至評審的過程中，我們成功地引發起教學界關注及反思教師專業持續追求卓越的需要。因此，計劃促進了教學文化的轉變，長遠而言，也達致了透過推廣及分享優異的教學實踐而實現教育改革理想。

我謹代表行政長官卓越教學獎專責委員會的委員，衷心祝賀所有得獎教師。我期望看見傑出的教學實踐被加以推廣，從而對本港教師專業帶來正面的改變。

彭耀佳

行政長官卓越教學獎專責委員會主席
彭耀佳先生, JP

It has been my pleasure and honour to be associated with the work of the Chief Executive's Award for Teaching Excellence. In the past twenty months, a group of education experts, front-line teachers, academics and members of the community who made up the award sub-committee have worked closely together to set up the Award - from initial conceptualization to final selection. The recognition of the excellent teaching practices of the awardees is the culmination of a great deal of these efforts. I would like to thank those who have been involved, in particular, members of the Assessment Panels and the Quality Education Fund Secretariat for their dedication towards this task.

Assessment for the Award covers the key domains pertinent to what teaching excellence calls for. Throughout the process of promoting the Award, nomination and assessment, the Award has successfully kindled reflection and aroused awareness amongst the teaching profession on the need to continually strive for excellence. And it is in this connection that the Award inculcates changes in the teaching culture, and in the longer term, help bring the ideals in the Education Reform to fruition through dissemination and sharing of the identified excellent teaching practices to the teaching community.

On behalf of the Chief Executive's Award for Teaching Excellence Sub-committee, I would like to offer my heartfelt congratulations to all awardees. We look forward to seeing the outstanding teaching practices being disseminated, which will in turn stimulate positive changes to the teaching profession in Hong Kong.

Mr Pang Yiu-kai, JP
Chairman of the Chief Executive's Award for Teaching Excellence Sub-committee

背景資料

計劃目的

行政長官卓越教學獎旨在表揚卓越的教學實踐和培養協作的文化，以助教師持續專業發展。透過此計劃，我們期望可達到下列目的 -

- 表揚教學卓越的教師；
- 成立由得獎教師組成的小組，以促進教師分享良好的教學實踐，並推動教學文化的轉變；以及
- 培養教師追求卓越的文化。

計劃對象

- 根據教育條例（香港法例第 279 章）註冊（或根據該條例第九條第一款(a)段獲豁免）的教師；及
- 具有三年或以上在港任教的經驗，並
 - (a)於本港中、小學任教中國語文教育學習領域及英國語文教育學習領域內的科目。(提供非正規課程的私校除外)；
 - (b)於幼稚園參與語文教學活動；或
 - (c)於特殊學校參與語文教育活動（例如：溝通技巧）

每份提名必須由一位提名人提出，並獲得兩至三位和議人支持。

評選準則

經專家及教育界同工商議後，擬定了下列五個評審範疇 -

- **專業能力**
 - 學科知識、技巧及語文能力
 - 根據學科的學習目標訂定課堂學習目標、有效組織及教學設計，確保學生達到學科的學習目標
 - 因應不同學生、情況和環境，制定合適的教學技巧、方法及教學策略
 - 創新及有效的教學及課堂管理
 - 有效評核和評估學生功課，以及運用評核資料
- **培育學生**
 - 因應校本以至生本需要，適當地調適課程，使學生達到最佳學習效果
 - 啟發不同背景及能力的學生的學習興趣
 - 對學生的全人發展及共通能力的培養有正面影響
 - 關懷學生，籌辦學生活動
 - 建立互信關係，與學生相處融洽
- **對教師專業及社區的承擔**
 - 對教師專業及社區積極作出貢獻，如投入專業交流活動、分享教學心得、參與社區服務或義務工作
 - 製作可作示例的教材、參與教育研究及 / 或撰寫任何與教學有關的文章
 - 協助初入職教師的專業發展，例如參與新入職教師啟導支援計劃
- **專業精神**
 - 致力持續自我改進和追求專業發展
 - 熟悉教育方法和政策的最新發展，例如最新的課程發展

- 方向和內容
- 以身作則，樹立榜樣

• 學校發展

- 在中小學的中國語文教育學習領域或英國語文教育學習領域學與教的校本活動
- 在幼稚園或特殊學校的校本語文教學活動

評審團明白教學實踐不可分割為獨立的領域，因此將會採用整體評審方法，考慮每份提名。

評選工作

大會設立了四個評審團：中國語文教育學習領域評審團、英國語文教育學習領域評審團、幼稚園學生語文發展評審團和語文教育（特殊需要）評審團。每個評審團主要由教育界專家和學者、資深校長、資深前線教師及家長組成，並由顧問評審團作最終決定，考慮及確認評審團的建議。顧問評審團乃由知名的教育界人士及社會賢達組成。

獎項

• 個人獎項

- 二萬五千元，用以資助參加在香港或外地舉辦的專業發展及學校分享活動；
- 獎座；及
- 成為卓越教學小組的組員。得獎者將透過小組，與其他同工分享卓越教學實踐。

• 組別獎項

- 每組五萬元，用以資助參加在香港或外地舉辦的專業發展及學校分享活動
- 獎座；及
- 成為卓越教學小組的組員。得獎者將透過專業小組，與其他同工分享卓越教學實踐。

如候選人的教學工作值得嘉許，可獲頒嘉許狀。由於此計劃旨在鼓勵教師間的協作，因此獎項數量沒有上限。首屆的行政長官卓越教學獎共有 20 份提名獲獎及另外 32 份提名獲頒嘉許狀。

總論

這計劃得到行政長官的支持，並命名為「行政長官卓越教學獎」，除令這計劃更突出外，亦反映特區政府對教師專業及本港教育的重視。作為起點，這計劃的對象是任教中、小學中國語文教育學習領域及英國語文教育學習領域的教師，以及在幼稚園與特殊學校參與語文教學活動的教師。我們於 2004 年年底檢討計劃的成效後，視乎資源情況，再考慮將計劃擴展至其他領域。

行政長官卓越教學獎的標誌是一朵綻放的花朵，象徵教學對教育及培育下一代的貢獻。如陽光和雨水對植物一樣，教師的承擔和付出對培育下一代至為重要。這朵花的花瓣包含了一本書和一支筆，突顯這計劃以學與教為重點。

Background

Objectives

The Chief Executive’s Award for Teaching Excellence Scheme aims to recognize exemplary teaching practices and foster a culture of collaboration among the teaching profession for continuous professional development. Through the Scheme, we hope –

- to recognize accomplished teachers who demonstrate exemplary teaching practices;
- to form an assembly of accomplished teachers to facilitate sharing of good practices and foster changes in the teaching culture; and
- to foster a culture of excellence in the teaching profession

Eligibility

A teacher is eligible for being nominated if he /she–

- is a full–time teacher registered under the Education Ordinance (Cap 279)(including permitted teachers), except those who are exempted under Section 9(1)(a) of the Ordinance; and
- possesses three or more years of local teaching experience in the following areas –
 - (a)teaching subjects under the Chinese Language KLA and the English Language KLA in primary and secondary schools in Hong Kong. Private schools offering non–formal curriculum are not included; or
 - (b)language teaching activities in kindergartens ; or
 - (c)language education activities (e.g. communication skills) in special schools.

Each nomination should be made by one Nominator with the support of two to three Seconders.

Assessment Framework

Following discussions by experts and educators, the following five domains of assessment have been worked out –

- Professional Competence
 - mastery of subject knowledge, skills and language proficiency
 - setting appropriate learning objectives for lessons in accordance with the Learning Targets of the subject, effective organization and planning of the teaching work to ensure students’ attainment of the Learning Targets
 - skills, pedagogy and teaching strategies that are tailored to the relevant target groups of students, context and environment
 - innovative and effective classroom instruction, class interaction and class management
 - effective assessment, evaluation of students’ work, and use of the assessment information
- Student Development
 - catering for school–based or student–oriented needs by appropriate adaptation of the curriculum to help students obtain the desired learning outcomes
 - inspiring students of different background and abilities and motivate them to learn

- making positive impact on students for whole–person development and the development of generic skills
- providing pastoral care services and student activities
- building trust and rapport with students

- Commitment to the Profession and Community
 - proactively provide support to the teaching profession and the community, such as participation in and contribution to professional sharing activities, dissemination of good practices, involvement in community services or voluntary work
 - production of exemplary teaching materials, involvement in or contribution to educational research, and / or contribution of articles on teaching–related topics
 - participation in the professional development of novice teachers e.g. mentoring programme.

- Professionalism
 - the drive to pursue continuous self–improvement and professional development
 - keeping themselves abreast of developments in education practices and policies, like the trends and contents of the curriculum
 - setting themselves as role models

- School Development
 - school–based activities for the learning and teaching of the Chinese Language Education KLA or the English Language Education KLA in primary and secondary schools; or
 - school–based language teaching activities in kindergartens or special schools.

Recognizing that teaching practices cannot be anatomized into discrete areas, the Assessment Panels will adopt a holistic approach in considering the nominations.

Selection Procedure

Four Assessment Panels have been formed: Panel on Chinese Language Education Key Learning Area; Panel on English Language Education Key Learning Area; Panel on Language Development for Students in Kindergartens; Panel on Language Education (Special Needs). Each panel mainly comprises experts and academics in the education field, experienced school heads, experienced frontline teachers and parents. High–level Advisory Panel comprising well–known educators and social dignitaries is formed to consider and endorse the recommendations of the Assessment Panels. The decision of the Advisory Panel will be final.

Awards

- Individual Awards
 - a scholarship of \$25,000 to be used for professional development purposes and sharing at schools and institutions in or outside Hong Kong
 - a trophy; and
 - membership of an assembly of awardees. The assembly will provide a forum for awardees to share good teaching practices with other teachers

- Group Awards
 - for each group of awardees, a scholarship of \$50,000 to be used for professional development purposes and sharing at schools and institutions in or outside Hong Kong;
 - a trophy; and
 - membership of an assembly of awardees. The assembly will provide a forum for awardees to share good teaching practices with other teachers.

Nominees whose teaching practices worth commendation may be presented a Certificate of Merit as a token of appreciation. As the ATE seeks to encourage collaboration among teachers, there is no limit on the number of awards to be given. For the first round of the Chief Executive’s Award for Teaching Excellence, 20 nominations were selected for the Awards and 32 others the Certificates of Merit.

Conclusion

This Scheme has the endorsement of the Chief Executive and distinguishes itself from others. The Chief Executive’s support testifies the importance that the government attaches to the teaching profession.

The Chief Executive’s Award for Teaching Excellence Scheme is operated as a pilot as a start. The Scheme is open to teachers teaching subjects under the Chinese Language Education Key Learning Area (KLA) and the English Language Education KLA in primary schools and secondary schools, as well as teachers who are involved in language teaching activities in kindergartens and special schools. We shall organize the next round for teachers of other KLAs, subject to review of the effectiveness of the Scheme in late 2004 and availability of resources at the time.

The logo of the Scheme is a blossoming flower to reflect the dedication of teachers in educating and nurturing our children. Teacher’s dedication and effort are to children what sunlight and water are to flowering plants. The petals include a book and a pen to highlight the Scheme’s focus on learning and teaching.



「行政長官卓越教學獎」
得獎名單

Chief Executive’s Award for Teaching Excellence
List of Awardees

| 學校名稱 (Name of School) | 得獎者 Name of Awardee(s) |
|---|---|
| 中國語文教育學習領域 Chinese Language Education Key Learning Area | |
| 天主教總堂區學校 Catholic Mission School | 鄧桂華(Tang Kwai-wa) |
| 陳樹渠紀念中學 Chan Shu Kui Memorial School | 何燕萍(Ho Yin-ping) 周富鴻(Chow Fu-hung) 張 燕(Cheung Yin) 劉勁樂(Lau King-lok, Alexander) |
| 福建中學 (小西灣) Fukien Secondary School (Siu Sai Wan) | 黃鳳意(Wong Fung-yee) 簡加言(Kan Kar-yin) |
| 何文田官立中學 Homantin Government Secondary School | 梁世祺(Leung Sai-kee, Joseph) |
| 閩僑中學 Man Kiu College | 湛婉媚(Cham Yuen-mei) |
| 沙田官立下午小學 Sha Tin Government Primary School (PM) | 侯鳳珠(Hau Fung-chu) 張美英(Cheung Mei-ying) |
| 聖公會田灣始南小學 SKH Tin Wan Chi Nam Primary School | 戴園園(Tai Yuen-yuen) |
| 孫方中小學上午校 Sun Fong Chung Primary School (AM) | 徐英瀾(Tsui Ying-ching) 李綺媚(Lee Yee-mei) 盧秀枝(Lo Sau-chee) 韓群好(Hon Kwan-ho) |
| 英國語文教育學習領域 English Language Education Key Learning Area | |
| 愛秩序灣官立小學 Aldrich Bay Government Primary School | 吳潔慈(Ng Kit-chee) |
| 佛教正慧小學 Buddhist Wisdom Primary School | 梁翠珍(Leung Chui-chun) |
| 德望學校 Good Hope School | Petunia Gnanadorai 羅陳婉蘭(Law Chan Yuen-lan, Ann) 鮑家寶(Grace Pow) 羅炎玲(Law Yim-ling, Helen) 李至彥 (Mabel Lee) |
| 九龍真光中學 Kowloon True Light Middle School | 陳珮儀(Chan Pui-yee, Pearl) |
| 保良局朱正賢小學上午校 PLK Chee Jing Yin Primary School (AM) | 劉少芬(Lau Siu-fan) 余慧群(Yu Wai-kwan, Silvia) 譚桂蘭(Tam Kwai-lan) 文蘭英(Man Lan-ying, Nancy) |
| 聖嘉勒女書院 St. Clare’s Girls’ School | Rosita Gatchalian Chow |
| 聖保祿學校 St. Paul’s Convent School | 吳潔薇(Ng Kit-may, Angela May) Kevin Brunton 歐陽祐慧(Au Yeung Yau-wai, Janet) |
| 鄧肇堅維多利亞官立中學 Tang Shiu Kin Victoria Government Secondary School | 劉小佩(Lau Siu-pei) |
| 元朗公立中學 Yuen Long Public Secondary School | 黃雪明(Wong Suet-ming) 李靜瑩(Lee Ching-ying) 鄧美群(Tang Mei-kwan) 甘寶珊(Kam Po-shan) |
| 語文教育(特殊需要) Language Education (Special Needs) | |
| 佛教普光學校 Buddhist Po Kwong School | 吳慧珊(Ng Wai-shan) 梁 英(Leung Ying) 張光耘(Chang Kuang-yun, Vivien) |
| 保良局余李慕芬紀念學校 PLK Yu Lee Mo Fan Memorial School | 林小玲(Lam Siu-ling) 吳綺玲(Ng Yee-ling) 葉綺花(Yip Yee-fa) |
| 甘迺迪中心 The John F. Kennedy Centre | 黎燕琮(Lai Yin-king) |

(按學校的英文名稱排列)
(In alphabetical order of school name in English)

「行政長官卓越教學獎」
嘉許狀得獎名單

Chief Executive’s Award for Teaching Excellence
List of Recipients of Certificate of Merit

| 學校名稱 (Name of School) | 嘉許狀得主 Name of Recipient(s) | |
|---|---|--|
| 中國語文教育學習領域 Chinese Language Education Key Learning Area | | |
| 浸信會沙田圍呂明才小學 Baptist (STW) Lui Ming Choi Primary School | 吳凱瑩(Ng Hoi-ying) | |
| 佛教慧因法師紀念中學 Buddhist Wai Yan Memorial College | 朱劍虹(Chu Kim-hung, Berry) | |
| 中華基督教會蒙黃花沃紀念小學下午校 CCC Mong Wong Far Yok Memorial Primary School (PM) | 黃艷儀(Wong Yim-ye) | |
| 香港九龍塘基督教中華宣道會陳元喜小學下午校 Christian Alliance HC Chan Primary School (PM) | 陳淑英(Chan Shuk-ying) | |
| 基督教宣道會宣基小學 CHR & Missionary Alliance Sun Kei Primary School | 祝志紅(Chok Chi-hung) 黃玉琴(Wong Yuk-kam) 凌婉萍(Ling Yuen-ping) 吳少君(Ng Siu-kwan) 任碧儀(Yam Bik-ye, Maggie) | |
| 軒尼詩道官立上午小學 Hennessy Road Government Primary School (AM) | 張思琪(Cheung Sze-kei, Karen) 古桂芹(Ku Kwai-kan) 潘麗瑩(Poon Lai-ying, Polly) | |
| 香港四邑商工總會陳南昌紀念中學 HKSYP & IA Chan Nam Chong Memorial College | 吳文興(Ng Man-hing) | |
| 藍田循道衛理小學 Lam Tin Methodist Primary School | 林德育(Lam Tak-yuk, Eddie) 廖嘉寶(Liu Ka-po) 顧 冰(Ku Ping) | |
| 李鄭屋官立上午小學 Li Cheng UK Government Primary School(AM) | 陳麗芬(Chan Lai-fan) 李淑儀(Lee Shuk-ye) 李小麗(Li Siu-li) 黃微塵(Wong Mei-lai) 鄺雪敏(Wu Suet-man) | |
| 樂善堂梁植偉紀念中學 Lok Sin Tong Leung Chik Wai Memorial School | 陳淑芬(Chan Suk-fan) 江秀文(Kong Sau-man) 林文輝(Lam Man-fai) 陳翠芬(Chan Chui-fan) 周淑芬(Chow Shuk-fun) | |
| 馬頭涌官立小學（紅磡灣） Ma Tau Chung Government Primary School (Hung Hom Bay) | 梁惠君(Leung Wai-kwan) 毛婉華(Mo Yuen-wah) 陳卡敏(Chan Ka-man, Carmen) | |
| 瑪利諾神父教會學校（小學部） Maryknoll Fathers' School (Primary Section) | 吳偉文(Ng Wai-man) | |
| 保良局陳溢小學 PLK Chan Yat Primary School | 許 青(Hu Ching) 潘美鳳(Poon Mei-fung) 劉寧寧(Lau Ling-ling) 施雅翹(Sze Nga-kiu) 謝小燕(Tse Siu-yin) | |
| 保良局朱正賢小學上午校 PLK Chee Jing Yin Primary School (AM) | 崔桂琮(Tsui Kwai-king) 鄭正君(Kwong Chi-kwan) 彭慧詩(Pang Wai-sze) 陳慧敏(Chan Wai-man) 伍曉霞(Ng Oi-ha) | |
| 保良局何壽南小學 PLK Stanley Ho Sau Nan Primary School | 陳紫霞(Chan Tsz-ha) 王寶音(Wong Po-yam, Candice) 陳君蘭(Chan Kwan-lan) 鄧明慧(Tang Ming-wai) 林紫貞(Lam Tsz-ching) | |
| 聖公會莫壽增會督中學 SKH Bishop Mok Sau Tseng Secondary School | 梁艷嫻(Leung Yim-sheung) 梁麗莊(Leung Lai-chong) 甘冬兒(Kam Tung-ye) | |
| 聖若瑟英文中學 St. Joseph's Anglo-chinese School | 梁德明(Leung Tak-ming) 梁麗霞(Leung Lai-ha) | |
| 聖伯多祿中學 St. Peter's Secondary School | 黃荔正(Wong Lai-tze) | |
| 東華三院李東海小學 TWGH Leo Tung-hai Lee Primary School | 包桂芬(Pau Kwai-fun) | |
| 仁愛堂田家炳中學 Yan Oi Tong Tin Ka Ping Secondary School | 李敏儀(Lee Man-ye) 袁順安(Yuen Shun-on) 林美琴(Lam Mei-kam, Zoe) 梁嘉莉(Leung Ka-li) | |
| 英國語文教育學習領域 English Language Education Key Learning Area | | |
| 佛教黃漢森學校 Buddhist Wong Cho Sum School | 列淑嫻(Lit Suk-han) | |
| 明愛粉嶺陳震夏中學 Caritas Fanling Chan Chun Ha Secondary School | 鍾維慈(Chung Wai-chee, Mary Julia) | |
| 中華基督教會何福堂書院 CCC Hoh Fuk Tong College | 陳綺雯(Chan Yee-man, Anne) | |
| 瑪利諾神父教會學校(小學部) Maryknoll Fathers' School (Primary Section) | 梁淑儀(Leung Suk-ye) 李小鳳(Lee Siu-fung) 馮凱華(Fung Hoi-wa, Tammy) 郭寶群(Kwok Po-kwan, Maria) 岑佩儀(Shum Pui-ye, Ester) | |
| 寶安商會王少清中學 Po On Commercial Association Wong Siu Ching Secondary School | 羅玉芳(Lo Yuk-fong) | |
| 嘉諾撒聖心書院 Sacred Heart Canossian College | 王秋兒(Wong Chau-ye) | |
| 官立嘉道理爵士小學 Sir Ellis Kadoorie (Sookunpo) Primary School | 莫燕萍(Mok Yin-ping) 劉寶芝(Lau Po-chi) | |
| 聖羅撒書院 St. Rose of Lima's College | 練茂棠(Lin Mau-tong, Kitty) | |
| 聖士提反女子中學 St. Stephen's Girls' College | 區羨雲(Au Sin-wan, Anita) Terri Donlon 劉敏珠(Lau Man-chu) 張曉彤(Cheung Hiu-tung, Becky) 陳綺華(Man Chan Rebecca Eva) | |
| 元朗信義中學 Yuen Long Lutheran Secondary School | 李瑞菁(Lee Shui-ching, Kit) | |
| 幼稚園學生語文發展 Language Development for Students in Kindergartens | | |
| 九龍禮賢學校暨幼稚園 Kowloon Rhenish School (Kindergarten Section) | 黃少君(Wong Siu-kwan) 林秀芳(Lam Sau-fong) 李劍儀(Lee Kim-ye) | |
| 語文教育(特殊需要) Language Education (Special Needs) | | |
| 明愛賽馬會樂仁學校 Caritas Jockey Club Lok Yan School | 林淑玫(Lin Su-mei, Rachel) 顏淑芳(Ngan Sheuk-fong) | |

(按學校的英文名稱排列)
(In alphabetical order of school name in English)



有韻識字 學習更添趣味

得獎人：鄧桂華老師
所屬學校：天主教總堂區學校

教學年資：18 年
教學對象：小一至小三(中國語文)



語文玩意 着重參與

「五人成一隊」、「六個大交叉」、「七人頭上開大花」，雖然這都只是「字謎遊戲」，但如能靈活運用，就能帶出不同的教學玩意，令學生投入課堂活動中，增加學習的趣味。

為了引發小一、小二學生對語文學習的興趣，鞏固語文學習的根基，鄧桂華老師早於 2000 年，已與另一同事開始着手設計「有韻識字——多元識字法」的識字教材，充分利用中文文字的形識、形義、形音和音義等特性，來促進學習成效，加強小朋友認讀的能力。

多元識字 促進學習

當中八個學習主題，已涵蓋了「口」、「虫」、「令」、「人」、「木」、「手」、「水」等字部；另外，淺易的象形文字如「日」、「雨」、「禾」、「田」、「走」，亦包含其中。運用字謎識字、基本字帶字、奇特聯想識字、字理識字，再配以音樂節奏、肢體律動遊戲、多媒體軟件、圖畫示現、擊節誦讀、專題比賽等，豐富的教學內容，就是上佳的參考材料。

善用韻律 活潑多元

「小一、小二的學生對文字的音韻特別敏感，我們抓住這個特性，設計活動。每個學習單元都附有一首兒歌，在二年級，我們更引入唐詩、樂府、宋詞、《三字經》，透過律動遊戲，小朋友就朗朗上口，認字的能力亦愈來愈高。

這套識字教材，原本只是用於語文課外活動環節，但由於學生的學習反應理想，2002 年，在校長支持下，更將原來

偏重讀聽的能力擴展至讀寫的層面，製作適合小一至小三的「活潑多元語文課程」，採用更多樣化的教學安排，令學習更添趣味。

「活潑多元語文課程」：
教學策略：課堂戲劇、遊戲比賽，實踐以學生為中心的教學理想
教材：有韻識字教材、中國古典文學欣賞、筆順及字型間格練習(配合小學中國語文教學套的視像活動)、成語故事(配以成語動畫廊)
寫作活動：童心句式、親子童心故事、創意寫作、情景寫作等，利用中國文字專題設計引發學生的識字興趣
運用文字活動：以「我的周記」、「剪報」活動，使語文教學與生活經驗結合
詳見：<http://www.cms.edu.hk>

默默耕耘 努力付出

學生在豐富的教學環境下，再加上老師親切悉心的指導，自然更能培養出主動學習的能力。現時「活潑多元語文課程」已被列為正規單元，與語文課相輔相成，為學童製造更適切的教學內容，補充教科書本的不足。

鄧老師原本畢業於香港柏立基教育學院，其後在香港中文大學相繼修讀中、英語文及課程學系，先後獲文學士及教育碩士資歷。她對教授中國語文的熱忱，亦是在這段期間滋長出來的。為此她參考本港及國內學者的教學理論，在常規課堂以外製作系統的輔助教材，並致力與其他老師分享成果，例如將教材製作成多媒體軟件、參與地區教語文交流活動、出席研討會、工作坊，這種為語文課程改革默默付出的精神，令人欽佩。

我的教學信念

「不管教育改革帶來什麼新概念，我希望在小朋友最純真的年月，能夠有一段美好的回憶。在這階段，教導他們，為他們奠下未來的基石，努力學習，同時令小朋友明白多一點生存的價值和意義，藉以減少世界的紛爭，將世界變得更良善公平，我相信教育本身就是這麼一回事。」~ 鄧桂華

Learning Fun with Rhythm and Rhyme

Awardee: Ms. Tang Kwai Wa
School: Catholic Mission School

Teaching Experience: 18 years
Teaching Targets: Primary 1 to 3 (Chinese Language)

The magic of games

"Five people in one team", "Six big crosses", "Big flower blossoms on the heads of seven people"..... To most people word riddles are just a simple form of amusement, but in the hands of a skilled teacher like Ms. Tang Kwai Wa they are a powerful educational tool which unlock the potential of young students and make learning fun.

Ms. Tang and her colleagues have pioneered their "Diversified Word Learning Methods – Learning Words Through Rhyme and Rhythm" since 2000, when they began creating a set of word recognition instruction materials in order to stimulate and enhance interest in language learning as a foundation for Primary 1 and 2 students. Those early materials have now become fully developed methodology which makes full use of the unique characteristics of Chinese words, including the "picto-meaning", "picto-phonetic", "phonetic-meaning", and "basic word recognition method".

Diversified learning

Comprised of eight learning topics with a series of radical Chinese characters like "口", "虫", "令", "人", "木", "手", "水", and simple pictographic characters like "日", "雨", "禾", "田", "走", the system makes use of riddles and various word recognition methods which are then applied to a variety of different media. These include music, physical movement, rhythmic reading, competitions and also interaction with multi-media software.

Rhythms make sense

Said Ms. Tang, "Primary 1 and 2 students are very sensitive to rhyme, so each learning module contains a children's song. For Primary 2 students, we specially introduce Tang Dynasty Poems, Yuefu Songs, Poetry of the Sung Dynasty as well as the Three – Character Classic. Through the natural rhythm of movement games it is easy for children to recite the poems and texts, enhancing their word recognition abilities."



Songs and plays are the effective teaching methods.

This set of word recognition teaching materials was originally tested during extra-curricular activities related to language learning which focused on reading and listening. In 2002, since students' response has been enthusiastic, the school developed and introduced a "Vivid and Diversified Language Programme" for

Primary 1 to 3 students, extending the focus to writing and reading. The programme is now an established part of the overall school curriculum.

Today the "Vivid and Diversified Language Programme" is a superb example of how a rich teaching environment together with dedicated coaching from teachers helps nurture students and stimulate pro-active learning.

Vivid and Diversified Language Programme:

Teaching strategies: Use dramas, games and competitions to achieve student-oriented teaching.

Teaching materials: "Learning Words Through Rhyme and Rhythm" teaching materials, appreciation of Chinese classical literature, stroke order practice as well as character writing practice, Chinese fables and parables.

Writing Practice: Children's writing, children's creative stories writing with their parents, creative writing, situational writing, use of specialised topic designs with Chinese characters to stimulate students' interest in word recognition.

Word Practice Activities: Combine language teaching and daily experiences through activities like "My Weekly Journal" and "Newspaper Clippings."
Details: <http://www.cms.edu.hk>

Continuous Improvement

A graduate of the Sir Robert Black College of Education, Ms. Tang furthered her studies and is now a Master of Education. Building on the teaching theories of both local and Mainland scholars, Ms. Tang created supplementary teaching materials outside her formal classes. Committed to sharing her methodology, materials and teaching experiences with her colleagues, her contributions to school curriculum development and reform have earned her widespread admiration and esteem from colleagues.

My teaching beliefs



"I want children to have happy memories of their early school life. I aim to lay a solid foundation for their future intellectual growth. At the same time, I want to let them understand more about the value and meaning of life and to make the world a better and fairer place to live. I believe that's what education should be." ~ Ms. Tang Kwai Wa



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設定學習基準 掌握問題齊達標

得獎人：何燕萍 / 周富鴻 / 張燕 / 劉勁樂老師
所屬學校：陳樹渠紀念中學

教學年資：8 年 / 15 年 / 8 年 / 3 年
教學對象：中一至中五(中國語文)



中文周舉行期間，老師利用電腦設計活動，同學反應踴躍。

掌握進度 致力改善

陳樹渠紀念中學的學生，每人都有一份「學習歷程檔案」，當中記錄了「形成測驗」、「作文檔案」等陌生的名字，原來都是學校中文科老師希望同學掌握學習進度的強弱項目，同學們還要在檔案中寫下對課堂的反思，自行提出改善的方法，令整個教與學的過程更為緊扣。

在校長提議下，學校中文科老師於三年前着手為中一至中五級學生制訂了「校本中國語文學習基準」，當中陳列出語文科八大學習範疇(聽 / 說 / 讀 / 寫 / 自學 / 文學及文化 / 品德情意 / 思維)，45 個大項目，詳細因應該校學生的學習情況，列出在不同階段的學習目標，並設計各種教學單元活動，豐富學生的學習經驗，是一項浩瀚工程。



我們的教學信念

「學生需要感受成功來增強他們的學習動力，促進學習，我們會因應學生的興趣和能力來設計活動，雖然工作量大了，但辛苦得來卻充滿樂趣，聽到同學說喜歡上中文課，就是一種滿足。」~ 陳樹渠紀念中學得獎老師

加強動力 尋求成功

周富鴻老師說，要學生得到成功感，增加他們的學習動力，師生兩者須具體掌握學生需要改善的項目，有效地作出安排，例如編排入讀奮進班，針對性地改善問題，達標後即可退修。老師在每份單元教學工作紙上都會列明基準要求，而每一單元結束時，學生需參與一項「形成測驗」，以測試對課題的認識。

事實上，該校教授中文科的突破並不限於制訂評估機制，整體課堂由活動引入，增加學生的參與程度，更突顯改革的特色。

趣味教學 強調參與

何燕萍老師舉例說，在中一級教授應用文，過往同學們都可能會叫苦連天，然而，老師卻為學生設定有趣的活動，例如在學校舉辦嘉年華會，他們需要為自己的攤位構思「宣傳套餐」，包括海報、活動說明、撰寫邀請嘉賓信件，這種學習方式，容易引起學生的興趣。

又例如，中三級議論的單元，老師利用電視台播放的生髮廣告，要求學生提出廣告中的論點、論證，並發揮批判思考的能力，提出個人意見。另外，又刻意增加同學們分組討論、角色扮演和自評、互評的機會，提升了教學活動的趣味。

多元活動 培養讀寫能力

特色的教學活動還包括：「小步子練筆」，學生正式作文前需先試筆，老師從簡短文章中了解同學們是否掌握學習的主題，加以糾正，以達至「小步子、快回饋」之效；編製《自學篇章》的閱讀策略教材，培養學生閱讀的能力，安排早上閱讀課節，增加閱讀課外書的機會，編製「閱讀護照」，又設計中國語文科網頁，讓學生有發表文章的機會，提高學習的動力。

其實連串的改革工作對老師來說都是挑戰，大家都因着這個緣故培養了協作的文化，大家互相觀課，提出意見，分享資源，邁向更高的專業水平。是次得獎，幾位老師都感激校長在過程中給予行政支援，令老師可以在空課節時間準備教學內容和材料，減輕老師的擔子。

Setting Learning Benchmarks to Achieve Objectives

Awardees: Ho Yin Ping / Chow Fu Hung / Cheung Yin / Lau King Lok, Alexander
School: Chan Shu Kui Memorial School

Years of Teaching: 8 years / 15 years / 8 years / 3 years
Teaching Targets: Form 1 to 5 (Chinese Language)

Promoting self-improvement

Each student at the Chan Shu Kui Memorial School has a "Learning Progress Portfolio" for him to know his strengths and weaknesses in the learning of Chinese Language. By writing lesson critiques and suggestions regarding self-improvement, teaching and learning have become more effective.

Three years ago, acting on the proposal of the school principal, the Chinese Language teachers began to formulate a "School-based Chinese Language Learning Benchmark" (校本中國語文學習基準) for Form 1 to 5 students. The Benchmark covers eight core learning areas (listening, speaking, reading, writing, self-learning, literature and culture, ethics and thinking) and 45 major items. It also identifies learning objectives for different learning stages according to the progress of each student. Moreover, teaching module activities are designed to enrich students' overall learning experience. It is clearly a large-scale project.

Enhance the drive to succeed

Mr. Chow said, "To give students a sense of satisfaction and stimulate their learning motivation, both teachers and students need to clearly understand what improvements are required so that appropriate arrangements can be made to help students achieve their goals. For example, weaker students will join remedial classes. Once they've attained the required standard, they can stop attending the classes. Teachers, too, clearly note the required benchmark on students' work sheets for each learning module. Upon completion of each module, students are required to take a "Progress Test" (形成測驗) to measure their understanding of the topic."

The breakthrough in Chinese teaching at Chan Shu Kui is not limited to formulating a benchmark assessment mechanism, but also includes the introduction of activities and lessons to enhance students' interests.

Fun learning emphasizes participation

Ms. Ho noted, "Practical writing used to be a tough job for Form 1 students. Today, teachers design more interesting activities for their classes like fun fairs in school. Students are required to design "promotional packages" including posters, activity descriptions and invitation letters for guests. All these stimulate students' interest in learning."

Another example of participation is the discussion module for Form 3 students. To train students' critical thinking, teachers once made use of a pilatory advertisement on TV and asked students to point out the stand points and "evidence" used in the advertisement and to express their opinions. Such critiques, group discussions and role-play sessions maximize the effect of learning and make the learning process enjoyable.



A game corner in the school's Chinese Week.

Diversified learning

The challenging reforms have also helped foster a culture of collaboration among teachers. They observe lessons, make suggestions and share resources for advancement in professional standard. Special trial teaching activities also include "Quick Draft" (小步子練筆), in which students are required to write a short draft so teachers can judge if students understand the topic. Moreover, a set of strategic reading materials, "Articles for Self-learning" (《自學篇章》) have been developed to enhance students' reading abilities. Students also have "reading passports". The school's Chinese Language website has become a popular platform for students to publish their essays, which is another way to motivate learning.

As awardees, the teachers extend their thanks and gratitude to the principal for providing administrative support which allowed them to prepare teaching materials during their free lessons.



Our teaching beliefs

"Students need a sense of success to motivate their continuous learning. That's why we design activities according to students' interest and abilities. Although this creates a heavy workload for us, we enjoy it. When students tell us that they love their Chinese Language lessons, we think our hardwork is worthwhile." ~ Awardees from Chan Shu Kui Memorial School

激發學習興趣 提升讀寫能力

得獎人：黃鳳意 / 簡加言老師
所屬學校：福建中學(小西灣)

教學年資：23 年 /8 年
教學對象：中一至中七(中國語文)



老師策劃文化考察活動，增加學生的學習興趣。

自行設計高質量課程

一心為學生準備最好的教學內容，提出高效用、可實踐的教學原則，福建中學(小西灣)兩位中文科老師黃鳳意和簡加言，不計較教學工作的繁重，挺身一試設計適合學生需要的教材，希望由課內到課外，都能激發出學生的學習興趣來。

每級分十個單元，由訂定學習目標開始，到選取文章，兩位老師都是從零開始。期間不斷改良修正，又進行試教，魄力驚人；而在設計過程期間，因覺香港語文教材不足，於是參照中、台兩地，以至日本、加拿大有關華文教育的教材，令教學內容更為豐富。

廣泛閱讀 汲取養分

「本港學生普遍少閱讀，少輸出，故此，在能力導向的教育模式下，每個教學單元我們都選定三篇必讀課文，以焦點式教學，然後安排課節，讓學生在課堂內閱讀其餘七篇選讀文章，再由學生匯報，老師給予意見，藉以協助學生建立自學的能力。」黃鳳意老師說。

此外，兩位老師還想出了「試讀」經典文學的做法，由老師親自執筆，以大約 3 000 字寫出那些經典文學作品的中心概要，再附以精彩節錄，拋磚引玉，吸引學生自行到圖書館借閱，頗見成效。

鼓勵寫作 不以爲苦

有關寫作方面的具體安排，兩位老師亦花了好些心思。例如她們認為要改善學生的寫作速度，故此，即使中一學生也需要在課堂寫作約 600 字文章，要求比一般學校高。課堂上，老師除了提供寫作建議外，亦會從同級學生作品中揀選相同題目的範文，供學生參考，給予寫作的信心。

此外，為實踐多讀多寫的理念，除課堂作文外，學生每星期還須按老師選定或自行挑選的題目在家中寫作。不過，為免增加老師工作量，老師不會批改這些文章，但在學期結束時，但凡繳交超過 40 篇作品的同學，學校會代為出版個人文集，藉以獎勵。一般來說，學生對出版事宜也異常興奮，除反覆認真自行修改外，還會請同學幫忙，當中亦是學習的過程，至今學校已為學生出版逾百本作品集。

觀課文化 促進教學

除設計教材外，兩位老師亦重視教研工作，藉以提升校內老師的教學能力，保持課堂高質量的要求。老師除共同備課，交流教學意見外，學校還在這短短數年間建立了老師觀課文化，成績令人滿意。

簡加言老師稱，當初老師對觀課活動也感到不習慣，於是她身先士卒起帶頭作用，令其他老師體會觀課的正面意義。在這短短 4 年間，老師在校內觀課的次數已多達 200 多人次，大家已完全接受觀課是互相切磋學習的良機。她們還興致勃勃地舉辦大型的全港公開觀課活動，邀請校外老師及家長參加。簡老師說，過程中，不但老師得益，學生也同樣受惠，因為他們更重視課堂的表現，故此上課時特別用心。

兩位老師分別表示，學校在提高教學質素的同時，亦兼顧學生的學習興趣，希望他們從中體會學習的樂趣，提高自信。

Stimulating the Interest to Read and Write

Awardees: Wong Fung Yee / Kan Kar Yin
School: Fukien Secondary School (Siu Sai Wan)

Years of Teaching: 23 years / 8 years
Teaching Targets: Form 1 to 7 (Chinese Language)

Designing quality curricula

Despite heavy workload, Ms. Wong Fung Yee and Ms. Kan Kar Yin, teachers of Fukien Secondary School (Siu Sai Wan), took the lead to design teaching materials suitable for their students to stimulate their interest in learning, both in curricular and extra-curricular activities.

The newly designed curriculum for each form consists of ten modules. From setting learning objectives to the selection of teaching articles, these two teachers started from scratch. During the process, they are determined to conduct extensive trial lessons to fine-tune their curricula. When designing the curricula, due to the lack of teaching materials in Hong Kong, they made reference to relevant teaching materials from China, Taiwan, Japan and even Canada to enrich the programme contents.

Growth through reading

Ms. Wong said, "Hong Kong students seldom read or write. With this ability-oriented teaching model, three compulsory articles are selected for each module for focused teaching. Then students are required to read seven other articles in the same module during lessons and to make a presentation. Teachers will then give their comments. This will enhance their self-learning ability.

A "Trial Reading" programme on classic literature has also been launched. Teachers prepare their own teaching materials in 3 000 words which summarize chosen pieces of Chinese Classics, supplemented by excerpts. The aim is to arouse students' interest in reading so that they would borrow Chinese Classics from the library to read. To date the programme has met with great success.

Encouraged to write

Writing assignments are also meticulously prepared by the teachers. To improve their writing speed, Form 1 students are required to write articles of 600 words during composition class. This requirement is much higher than that of the other schools. Teachers will give suggestions on how to write. Students' exemplary articles of the same topic will also be shared to strengthen their confidence in writing.

"Read more. Write more". On top of the composition lesson, students have to write one article per week as homework. While teachers will not mark these "extra writing", the school will help students publish their articles for those who write 40 or more essays a year as a token of recognition. Highly motivated, students take initiative to correct their works repeatedly, and invite their classmates to review their articles. For teachers, this is also a learning process. To date, the school has published more than 100 collections of student essays.

Peer observation enhances teaching

In addition to designing teaching materials, the two teachers also promote research to enhance their ability in teaching. Teachers prepare lessons together and share opinions. Moreover, the school has successfully established a culture of class observation by peers. The results are encouraging.

Ms. Kan said that at first, teachers were not familiar with this kind of activity. So she took the lead to foster a positive and meaningful teaching culture. In just 4 years, more than 200 times of peer class observation have taken place. Teachers now accept peer class observation as a great learning opportunity. They have also organized the largest class observation activity in Hong Kong which was open to the teachers and parents from other schools. Both teachers and students benefit from this as students pay more attention to their class performance when being observed.

The two teachers said that the school emphasizes enhancement of teaching quality while addressing students' learning interest at the same time. The school hopes that students will have an enjoyable learning experience that strengthens their self-confidence.



Students enjoy their composition class.



Our teaching beliefs

"When designing teaching materials, we insist on quality to maximise benefit. During their teaching careers, teachers should continue to gain new knowledge and update themselves with new teaching methods so that students can learn more effectively."

~ Awardees from Fukien Secondary School (Siu Sai Wan)



以不朽經典 為同學打好根基

得獎人：梁世祺老師
所屬學校：何文田官立中學

教學年資：25 年
教學對象：中一至中六(中國語文)

教材範例：中一經典文學三十六孝(孝行感天——舜)

小朋友，舜這位偉人，大家都應該已聽說過他的故事，但是，他還有另一個名字——重華，你知道嗎？據說舜的眼睛裏有兩個瞳子，所以大家又叫他做「重華」。他除了這點外，身體各方面都和大家一樣，沒什麼特別的地方。

舜生下來不久，他的母親就去世了。後來，父親又娶了一個妻子來照顧這個家。這位新母親很不喜歡舜，總是派一些粗重的工作給他，時常為難他，並且常常在舜的父親面前，搬弄是非，挑剔舜的種種毛病，而父親也相信了後母的話，一點也不疼愛舜。不久之後，後母生下了一兒子，名叫象，也時常欺侮舜。

經典文學課教材範例

為教學從事研究

經典文學是納悶的東西？可能這只是一種錯誤的印象。從教學角度而言，更有價值的問題是，如何運用經典，變成富有現實意義的教學內容，讓學生從接觸認識當中，得以潛移默化，領略中國文化的博大精深，從中培養品德情操的修為。

遠大的理想，終於付諸實現，在前任校長支持下，何文田官立中學嘗試汲取中、台兩地中文教學的經驗，引入經典文學課程，在中一、二年級推行，成為獨立科目，每星期佔一課節。梁世祺老師作為中文科主任，率先構思教學內容，從大量篇幅中選取文章，設計兩級一整年的課題，再以趣味作餌，引起學生的學習興趣，所下功夫，絕不能輕看。

引發趣味 刺激學習

「中一級研習孝的故事和《唐詩》，因相對較顯淺，學生容易掌握，而中二級則研習《三字經》和《宋詞》。學生以多元化方式學習韻律，分析討論，有時候是角色扮演，有時候是戲劇排演，但我們往往要求學生代入角色，分享其想法，希望融合古今。」梁老師扼要地說出課程重點。

這種因應學生能力和程度的教學方式，自然被同學接受，而梁老師亦深信，這種教學方法，能鞏固學生的語文能力，所以這麼多年來，他與同袍都緊密合作，將教材點滴、活動建議、延展學習課題、跟進活動等，口述筆錄地累積下來，以便與學生上課時作對話和交流。



我的教學信念

「了解學生的興趣，掌握他們能力的差異，配合社會和校本需要來設計課程，重視學生的基本語文能力，加強學生辨識和應用漢語的機會，增強溝通能力和思維訓練，一切以學生為本。」～梁世祺

君子風範 受學生歡迎

熱愛中國語文的老師，都帶點書生的味道嗎？相信梁老師是其中一人。梁老師說起話來有條不紊、不徐不疾，予人謙謙君子的感覺，這種身教更勝千言。

「梁老師，很好呀！(他)解說清晰、引例鮮明、教學內容詳盡，準備功夫十足。」要不只是隨意在校園一角詢問同學們對梁老師的意見，還以為那同學是預先約定的。

梁老師的教學心思不止於製作經典文學的教材內容，此外，他還在學校推動「中文廣泛閱讀計劃」，學生選取指定書目，限量完成，研寫報告。他說，縱有學生真的只看過數頁文章就寫出閱讀報告來，他也覺得值得，因他沒有放過閱讀機會。在整體中文科老師積極支持下，學生自發閱讀書籍的數量，確有明顯增加。

全心全意 積極主動

作為學科主管，梁老師還顧及同事的工作分配量，發掘他們的潛能，建立良好士氣，鼓勵進修；他又得校方支持，獲批撥「學校發展津貼」，協助推行課外活動、閱讀計劃，分擔同工工作量。梁老師還主動參與跨科專題研習，設計「研經習藝」活動，由美術科老師於課餘指導學生學習中國書法、繪畫、民間藝術，從中薰陶。

梁老師說，他慶幸能夠在「何官」工作達四分一個世紀，良好的教學環境中，建立了濃厚的歸屬感，令他更全力以赴地深化教學和教務工作，並經常以「何官」校訓「天行健，君子自強不息」(引自《易經》)自勉。



梁世祺老師(後排右一)教學出色，深受學生歡迎。

Chinese Classics Set the Foundation for Learning

Awardee: Leung Sai Kee, Joseph
School: Homantin Government Secondary School

Years of Teaching: 25 years
Teaching Targets: Form 1 to 6 (Chinese Language)

Classical literature – a superb resource

Classical literature means boring? This may be a wrong impression only. A more meaningful question from the education angle may be: how to make the Chinese Classics a meaningful curriculum, which enable students to learn the essence of Chinese morality, ethics and culture – a foundation for life-long learning.



A Chinese cultural study sample.

Making ideals come true

Under the support of the former principal, teachers at the Homantin Government Secondary School have introduced a classical literature curriculum for Form 1 and Form 2. As the subject panel of the Chinese Language, Mr. Leung Sai Kee examines how Chinese Classics are taught in China and Taiwan and widely studied relevant materials in order to design a full curriculum for a complete academic year for the two grades.

When learning is fun

Mr. Leung said, "Form 1 students study classical filial stories and the less difficult Tang dynasty poems and Form 2 students study Sung Dynasty poetry as well as the Three-Character Classic. Students learn rhythm and rhyme in different ways including role-play and drama, followed by group discussion, where we ask students to share their opinions."

This teaching method, which caters for different capabilities and grades, has been quickly accepted by students. Mr. Leung also believes that this way of teaching strengthens students' language abilities. Hence, he and his colleagues have been working closely to compile extra teaching materials and conduct activities, develop extended learning topics and follow-up activities for students.

A respected scholar

With his passion for Chinese culture, scholarly learning, charm and courtesy, Mr. Leung has become a role model for his students.

"Mr. Leung is an excellent teacher. He explains clearly and uses excellent examples. His teaching goes into great details and is very well prepared," commented one of his students.

Mr. Leung actively promotes the "Extensive Chinese Reading Program" (中文廣泛閱讀計劃) in which students are required to read designated books and write reports. Even if students only read a few pages (of classical literature) and write their first report, Mr. Leung believes it is still worthwhile as they still have a chance to read Chinese Classics. The number of books read had increased under the unfailing support of teachers.



Mr. Leung always shares with others his teaching experience.

Devoted and innovative

Under the leadership of Mr. Leung, the morale of the Chinese Language panel is high. Colleagues are encouraged to pursue further studies. With the help of a "School Development Subsidy" awarded by the school, he implements extra-curricular activities and develops a new reading program. He has also initiated multi-disciplinary projects such as the "Learning Classics and Arts" where students are taught Chinese calligraphy, drawing and folk art by art teachers.

Mr. Leung believes he has been lucky to have taught at Homantin Government Secondary school for a quarter century as its excellent teaching environment generates a strong commitment that drives him in his teaching to do his best. He always uses the school motto, taken from the I-Ching to reflect on himself. "The movement of the heaven is full of power, thus the superior man makes himself strong and untiring."



My teaching beliefs

"Understand students' interests and know their differences. Then design curricula that suit the needs of students, school and society. Pay attention to students' language proficiency and facilitate them to recognize, learn and use Chinese language to strengthen their communication and thinking abilities. Teaching must be student-oriented." ~ Mr. Leung Sai Kee



以心教學 造就學生成材

得獎人：湛婉媚老師
所屬學校：閩僑中學

教學年資：19 年
教學對象：中一至中七(中國語文)

「在湛藍色的天空下，有湛老師的微笑
帶領我們走過蜿蜒曲折的人生。」

~ 中二朱凱峰

湛老師很喜歡這首同學為她而寫的詩，同學嘗試用「湛」、「婉」、「微」這三個字來寫出他對自己的感覺。湛老師說，那個學生的中文水平不算高，卻很用心寫，令她很感動。

她解釋，自從新課程實施以來，老師不規限同學的作文題目，他們對作文的興趣大增。「沒想過中二學生可以寫千五百字，拿給中四、中七的同學看，倒令他們汗顏。」為鼓勵學生創作，老師還將同學的作品上載於學校網頁，又安排課堂討論、賞析的機會，令學生從閱讀他人的作品中，豐富自己的題材內容。

提問、互評 質疑、鑑賞

近兩、三年，配合課程改革，老師針對讀、講、聽、寫的教學目標，以能力為導向來設計活動，突顯師生、同學之間的互動性，又鼓勵同學提問、互評；這種雙向式或多向式的溝通教學法，對於向來喜歡說話的學生來說，自然能引發起他們參與課堂的興趣，提高學習的動力。

「有一次，中二學生研討景物描寫的特點，老師要求同學就建議文章分組提問，比較高下。有同學問：『作者為何會有這樣的佈局？』，問題本身已帶有質疑成分，超越辨識、應用的層次，很有水準。又有一次，同學們以『心的接觸』為題，從同學作品中選出自己喜歡的一篇，並說出三個原因，他們也說得頭頭是道，表現出鑑賞的能力，令人欣慰。」湛老師說。

豐富教材 啟迪學生

作為中文科科主任，湛老師率先搜集資料、設計工作紙、製作教材樣本，再帶動老師之間的協作、參與，每份單元教材，都是心血。除上述「心的接觸」這一主題外，其他如「立志篇」，以多位傷殘運動員的專題報道為學習材料，學習記敘文中傳記的特色，並從情的角度出發，啟發學生，這些都是她的得意教案。



我的教學信念

「一個已畢業的學生有天跟我說：『老師，放心，雖然我成績不好，但我一定不會做壞人。』從實際的情況而言，我覺得幫社會教了個好人，教了個勤懇的公民，即使會考成績欠佳，我也要他們知道自己有自我的價值。」

~ 湛婉媚

湛老師確是個好學不倦的老師，經常自發地出席大小研討會學習新知。她說，希望每次學生上課都能如沐春風，所以有機會就跟他們說說故事、談談時事新知、人生道理，令教學內容更為充實，為此她自己也必須汲取養分。2000 年，她還隨校前赴上海參觀當地教學工作，體會「成功教育」的教學模式，引發出對內地教學制度及教學內容的興趣，並嘗試在日常教學工作中實踐。

拔尖保底 按能力建立

兩年前，她引入內地教師精密及科學化的方法，設計一項「具體評鑑及拔尖保底評估設計的探索」計劃，十分奏效。首先，老師按學生能力設計上、中、下三卷，全部學生回答中卷後會按考核的成績再獲派上卷或下卷，以進一步建立或鞏固學識。別以為考試卷會嚇怕同學，湛老師說，現在同學們還爭着做試卷題目呢。

對學生真心關懷，經常構思不同的教學活動，豐富教學的內容，不計付出，相信是湛老師教學上最出色的地方。



Teach with Heart Help Students To Achieve

Awardee: Cham Yuen Mei
School: Man Kiu College

Years of Teaching: 19 years
Teaching Targets: Form 1 to 7 (Chinese Language)

"Under the Azure Skies,
Ms. Cham leads us with her smiling face,
Through the zigzagged and winding path of
life."

—Chu Hoi Fung
Form 2 Student

Ms. Cham Yuen Mei loves this poem written by a student who tried to incorporate her Chinese name into the poem to express his feeling towards his esteemed teacher. Ms. Cham said that he was just an average student but the poem came from his heart. It is his sincerity that moves her.

Ms. Cham explained that since the implementation of a new curriculum in which students are free to decide their own essay topics, their interest in composition increased significantly. Said Ms. Cham, "I had never imagined that Form 2 students could write a composition of 1 500 words. I shared their compositions with Form 4 and Form 7 students and they felt ashamed of themselves." To encourage students to write, their essays were uploaded onto the school's website. Peer appreciation sessions were arranged so that they could inspire one another to enrich the content of their own composition. The students now feel that their hard work and effort are recognized.

Asking, criticising, questioning, appreciating

In recent years, curriculum reform has led teachers to tailor-make activities based on students' ability, focusing on reading, speaking, listening and writing. Student-teacher interaction is also emphasized. Students are encouraged to question and to challenge each other. As students naturally like to talk, Ms. Cham thinks that the interactive teaching methods promoted by the new curriculum has helped create a natural environment which enhances student involvement and strengthens the motivation to learn.

When motivated, students' progress exceeds expectations. Ms. Cham remembers how a class of Form 2 students was once discussing an article, she was astonished when one student asked, "Why does the writer use such a particular setting?" As the question contained a sense of inquiry, it surpassed the basic task of identification intended for Form 2 level. There was also a time when students were asked to choose their favourite compositions. Again, their choices and explanations indicated a high level of appreciation. For Ms. Cham, these intellectual leaps are clear indications of the success of the programme.

Informative materials inspire students

As the head of the Chinese Language panel, Ms. Cham takes the lead to research, design work sheets, prepare teaching materials, and encourage other teachers to participate. Each piece of teaching material is a treasure for teachers. In one exercise she uses the stories of physically disabled athletes to teach biographical writing skills, and to inspire her students through passion.

Ms. Cham is a teacher who loves to acquire new knowledge. She always participates in seminars to enrich herself. A school visit to Shanghai in 2000 to study the "Successful Education" teaching model stimulated her interest towards educational systems and successful elements in the Mainland which she has integrated into her materials. She wants her students to be attracted and relieved by her lessons so she keeps on learning new skills and techniques to share with her students. For Ms. Cham, a current issue, story or someone's philosophy of life are all relevant and valuable teaching aids.

Assessment according to students' abilities

Since 2002, Ms. Cham has adopted an assessment programme methodology used by Mainland Chinese teachers. (「具體評鑑及拔尖保底評估設計的探索」計劃). Firstly, teachers design 3 levels of test papers (A, B and C) according to students' abilities. All students first answer the questions on paper B. Students are then required to answer paper A or C according to the results of paper B to further enhance and consolidate their knowledge. Ms. Cham believes that this method is extremely effective as students were not intimidated. Most of them strived to attempt all the test papers.

Ms. Cham's selfless contributions make her an exceptional teacher. Solid and innovative teaching plans and pastoral care are the characteristics of her teaching.



My teaching beliefs

A past student once told me, "Ms Cham, don't worry. Although I am not good at my studies, I'll never be a scoundrel." As a teacher, I think I have trained a good guy and a hardworking citizen for the society. I want them to know they have their contribution though their academic performance is not satisfactory. ~ Ms. Cham Yuen Mei

「創意寫作教學」三步曲

得獎人：侯鳳珠 / 張美英老師
所屬學校：沙田官立下午小學

教學年資：11 年 / 8 年
教學對象：小一至小六(中國語文)

第一步：作文題目大變身

從前經典的作文題目——給媽媽的信、假如我是鉛筆、從今天開始，經變身後，就改為——給 xx 的信、假如我是 xx、xx 年後的我，由學生加入自己的幻想力，每人設計自己的作文題目，如：給李國章 / 叮噹的信、假如我是螳螂 / 碧咸、20 年後的我 是歌星 / 30 年後的我 是醫學界奇才，有趣題目，不勝枚舉。

第二步：創意元素腦激盪

為豐富同學們的創作元素——字彙、概念、組織、經驗，老師除安排周詳的閱讀計劃外，還想出巧妙方法，為同學製造討論的機會，由他們提出意見，引發聯想，加強表達能力，促進學習。例如：

「思如泉湧」——老師初期會先向小朋友做示範，後期改由同學分組在大紙上寫出指定概念所能聯想得到的字彙，包括形容詞、動詞，老師邀請同學介紹部分較少使用的詞藻；

「概念圖」——學習組織概念，由同學列舉指定題材的關聯事物，豐富概念；

「五感寫作」——製造活動經驗，如弄湯圓、參觀海洋公園等，體會箇中感受。

第三步：多方位評鑑作品

由同學互評作品，寫評語、給意見，老師形容他們表現得興致十足。此外，為促進親子學習，以達至更高成效，家長亦參與批改工作，對於能力較弱或時間緊絀的家長，老師會建議家長使用簡單的方法處理，如一張貼紙、一個「好」字等。

製備教材 豐富內容

侯鳳珠老師說，該校於四年前推行「創意寫作教學」活動，並逐步推廣至全校。計劃還配合單元教學活動，所以以前佔一節課的作文科，現在可能要用兩星期完成。老師因應不同級別的學習需要設計工作紙、範文賞析，一、二年級以主題學習為要，三、四年級則以能力導向為主。經多年努力，學校已設有一系列「創意寫作教材庫」和「單元教學教材」。

「雖然準備功夫多了，但明顯地，現在同學們都很喜歡上寫作課，寫作的內容亦較前豐富，語文能力得以提升。」她們感激課程發展處一直派專家到校指導，令她們有信心將新的教學理念逐步實踐，而全校中文科老師的投入參與、協作備課，亦是計劃順利推行的主因。



「讀寫結合」 相得益彰

寫作是輸出，閱讀是輸入，校方對推動校內閱讀風氣亦不遺餘力。三年前，他們開始為同一班別學生購買同一書籍，安排課節，大家一起閱讀討論。「閱讀同一書籍，投入討論題目，這種集體閱讀方式受到同學歡迎，能提高他們閱讀課外書的動力。」張美英老師說，她們會為初小班選購趣味書籍，如《考試驚魂記》、《巫婆大戰機械人》，小五、六學生則會嘗試閱讀文學味道較重的作品，學習賞析文章的能力。

「讀」、「講」、「聽」、「寫」點子多

「每日一分鐘」：同學每日輪流公開講話。因應級別高低，配以「敢說」、「會說」和「能說」三項指標，進行活動。

「三品評鑑」：將全班同學的作文能力分上、中、下三級，每次作文完畢，老師只會抽取代表作品精批，每級一份，與同學討論分析，說明好壞之別，讓同學易於吸收。



我們的教學信念

「讚美乃學習的動力。老師不可高高在上，要重視學生的經驗，尊重他們的意見，很多時候他們的意見充滿童心，值得老師學習。專業的老師需具備深厚的文化修養和教學的機智，實踐以人為本的教學精神。」~ 沙田官立下午小學得獎老師

The Three Steps to Creative Writing

Awardees: Hau Fung Chu / Cheung Mei Ying
School: Sha Tin Government Primary School (PM)

Years of Teaching: 11 years / 8 years
Teaching Targets: Primary 1 to 6 (Chinese Language)



A mind map illustration exercise.

Step One: Creative composition topics

Conventional composition topics are "A Letter to Mother" or "If I Were a Pencil". Now, those topics are changed to "A letter to XX" or "If I were XX". Students in Ms. Hau Fung Chu's class use their imagination to set composition topics for themselves. There are always a lot of creative and interesting ideas. Just to name a few: "A letter to Prof. Arthur Li / Doraemon", or, "If I were David Beckham/a Cockroach"!

Step Two: Brainstorming for creativity

To enrich students' creativity, teachers not only arrange a comprehensive reading programme, but also create brainstorming opportunities for students to discuss different topics and express their opinions. These creative sessions include a variety of elements. For example:

"The Flood of Ideas": Teachers do an initial demonstration and students are then divided into groups. Students are asked to write down vocabularies associated with the topic on a large piece of paper including adjectives and verbs. Teachers then invite students to explain the words that are not commonly used.

"Mind Map": Students learn the relationship between concepts by listing associated ideas with the designated topic.

"Five Senses' Writing": An experiential learning activity where students learn through sensations and actions like making dumplings or visiting an amusement park.

Step Three: 360-degree feedback

Teachers said students are thrilled to give and accept feedback from classmates on their compositions. Parents are also invited to give brief comments. Parents who are unable or incapable to do so are encouraged to express their appreciation by awarding their children a sticker or a simple word of encouragement such as "good".

Preparing teaching materials

According to Ms. Hau, the school launched the "Creative Writing Programme" four years ago and extended it in a step-by-step manner to the whole school. This programme is also aligned with the modules taught in the curriculum so what used to be a

one-lesson composition period can become a project that lasts up to two weeks. For each project, teachers design work sheets and sample compositions to suit the learning needs of students at different levels. The curriculum of Primary 1 and 2 are theme based. Those for Primary 3 and 4 focus on capabilities. After years of effort, the school has developed a good repertoire of teaching materials including a "Creative Writing Teaching Archive" and a "Modular Teaching Material".

Both Ms. Hau and Ms. Cheung believe that although teachers have to do more preparation, students love their composition lessons and enjoy using their imagination to develop interesting ideas. They thank the Curriculum Development Council for their support in sending experts who gave them advice and support. They commented that team work has also been a major reason for their success.

Combining reading and writing

Writing is an output activity and reading, input activity. The school has saved no effort in promoting reading. Three years ago, they began to buy the same book for each level of students and arranged extra lessons for students to read and discuss. Ms. Cheung said, "Group reading is warmly welcomed by students and it helps stimulate their motivation to read interesting books." Ms. Cheung added that they purchased fun storybooks for lower level students, while Primary 5 and 6 students would start reading literary books to enhance their literary appreciation abilities.

Practice makes perfect

Ms. Hau and Ms. Cheung both believe in giving students challenges and opportunities to practise and develop their skills. For example, students are encouraged to participate in "One minute a day", a public speaking activity. This activity aims to help students attain the different levels of success: "dare to speak", "can speak" and "good at speaking".

Students' class compositions are also categorized into three grades: high, medium and low as part of the "3-grade evaluation" system. Teachers will only pick out the best article for detailed marking which will be used for discussion with students.



Our teaching beliefs

"Praise is an important motivation for learning. Teachers have to pay attention to students' experiences and respect their opinions. Very often their opinions are pure and innocent,

hence providing a valuable learning experience for teachers. A professional teacher must possess knowledge in culture and teaching wisdom to accomplish a genuine human-oriented teaching philosophy."

~ Awardees from Sha Tin Government Primary School (PM)

致力「推普」 創製情景教學

得獎人：戴園園老師

教學年資：6 年

所屬學校：聖公會田灣始南小學

教學對象：小一至小六(普通話)



同學們透過唱遊活動學習普通話。

發揮專長 輔助教學

甜美柔和的聲線，猶如電台播音員的嗓子，再加上經常微笑的和善面孔，自然容易被學生接納。但是戴園園老師教授普通話的魅力並非只靠一張娃娃臉，卻是源自那種盡獻一己，致力「推普」的決心。

94 年畢業於中國貴州大學外語系，97 年在香港教育學院修讀兩年全日制小學教育證書課程後，戴園園便開始其教學生涯。六年來，戴老師擔任學校普通話科主任，運用自小對朗誦、演講、話劇的專長，以及在國內學習的經驗，引入不少教學新元素。

自製教材 小一習拼音

「雖然學校擔心小朋友會將 "a"、"e"、"o"、"u" 這些英文和普通話的注音 / 拼音符號弄不清，所以在四年級才開始教授國語拼音，但是我認為，只要教授得宜，小朋友是有能力

分辨的，於是我就開始製作小一拼音教材，提前在小一階段教授普通話科。」戴老師說。

當時坊間缺乏小一拼音教材，戴老師就一股勁兒地自行編製教學方案、案例，甚至親自灌錄教材，然後在小一開學初期，請家長自備錄音帶，交由校工幫忙翻錄。經過多年教學實證，這些年間，同學們不論在發音或運用方面都有顯著進步。

比賽活動 豐富學習

然而，戴老師的努力並不只限於教室之內，為了引入更多情景教學的機會，她鼓勵學生參加不同類型的公開比賽：校際朗誦節、校際戲劇節、十一慶祝表演等，「不管學生的普通話水平怎樣，只要他們願意參加，我就願意訓練，不是為了得獎，而是希望他們有信心、有勇氣，踏出第一步。」

以今年為例，她帶領 70 名學生參加校際朗誦節獨誦項目，有經驗的老師都會想像：「怎麼可能！」，於是學校的走廊、自己的家，都成為訓練場地。戴老師認為，訓練的結果不獨是獎項成績或學生說普通話有進步，期間，他們更學習到忍耐、刻苦、虛心、與人相處之道。

事實上，情景教學的活動亦不限於比賽方面。還有遠赴內地佛山市參加「南方八省(區)中小學戲劇邀請賽」、在學校舉辦「普通話大使」、「普通話小 DJ」計劃，配合公民教育活動，學校成立了普通話電台，星期五向全校廣播、又鼓勵學生創作童詩……，活動繽紛多采，正是實踐「寓教於樂，教學互動」的教學模式。對於校長的信任、同校老師的支持，戴老師感到幸運。幸運以外，我們相信戴老師亦努力付出，最近，她又完成了公開大學的學位課程，真是錦上添花。

課室一隅

戴老師採用活潑、靈巧的教學方法，一向為同學所喜愛。例如要教授「鉛筆」這個詞語，她會在班房內不小心地把「鉛筆」輕擲地上，然後問小朋友：「是什麼掉了在地上？」同學們四周察看後，就大聲嚷道：「是鉛筆」。又例如，小朋友玩遊戲時能說出答案，戴老師就會帶動全班拍掌激勵：「棒！棒！你真棒！」課堂活動充滿變化、節奏緊湊，亦充滿愉快的氣氛。

我的教學信念

「作為老師，我有我的責任感要做好每一件事情，至少我不要讓我自己後悔。看到小朋友從缺乏信心、不懂表達，到後來他們有運用普通話的能力，因而感到喜悅和自信，我就感到滿足。」～戴園園



Situational Teaching Approach to Promote Putonghua

Awardee: Tai Yuen Yuen

Years of Teaching: 6 years

School: SKH Tin Wan Chi Nam Primary School

Teaching Targets: Primary 1 to 6 (Putonghua)

Leverage strengths

A teacher with a sweet, soft voice and a kind smiling, face is easily accepted by students. However, the charm of Ms. Tai comes not just from her look and demeanor but also from her dedication and devotion to promoting Putonghua.

A graduate from Gui Zhou University in 1994 and a certificate holder in Primary Education from The Hong Kong Institute of Education, Ms. Tai has dedicated her career to education. As the head of the Putonghua subject panel, she makes use of her experience in drama, public speaking in Putonghua, as well as her learning experiences in China to introduce new elements into the Putonghua teaching programme.

Developing Primary 1 pinyin materials

Ms. Tai said, "In the past, students used to learn Putonghua pinyin in Primary 4 due to the belief that students would confuse the Chinese phonetic alphabets like "a", "e", "i", "o" and "u" with English vowels. However, if students are taught in the right way, they can differentiate between the two languages. That's why I began to create the Putonghua teaching materials for Primary 1 students so that they can learn Putonghua earlier."

As there were no teaching materials available in the market, Ms. Tai prepared her own materials, including exercises and tapes. Experiences reveal that teaching brings significant improvements in pronunciation and usages of Putonghua in her students.

Competitions enhance learning

In order to introduce more situational teaching opportunities, Ms. Tai encourages students to participate in various public competitions including Inter-school Speech Festivals, Inter-school Drama Festivals, performances on National Day and other events. Ms. Tai said, "Regardless of their Putonghua proficiency, as long as students are willing to participate, I am willing to train them, not for winning but to help them develop their confidence and courage."

This year, Ms. Tai entered 70 students at the Inter-school Speech Festival, a significant challenge for any experienced teacher. Ms. Tai turned the school and her home into training venues. She believes that the competition results represent not just awards for Putonghua, they also learn to be more patient, hardworking and modest. They have also improved their interpersonal skills.

Ms. Tai's situational teaching activities are not limited to competitions. She encouraged students to join drama competitions held in Fo Shan, China. She promoted a "Putonghua Ambassador" programme, and launched a "Putonghua DJ" programme in her school. She established a Putonghua Radio Station for broadcasting on Fridays and organised children's poem composition contest. These activities prove that learning can be fun and interactive. Ms. Tai's contributions and hard work have earned her the trust of her school principal and support from her

colleagues. Recently, she completed a degree programme at the Open University of Hong Kong as a further commitment to improving her knowledge and skills.



In the classroom

Students love Ms. Tai's flexible and fun teaching methods. For example, when she teaches the word "pencil", she will drop a pencil on the floor and ask, "What was dropped?" Students will then look around and answer loudly, "pencil". Another example is that when students answer correctly in games, Ms. Tai will lead the class to clap their hands and say in Putonghua, "Great! Great! You are great!"



My teaching beliefs

"As a teacher, I have my own responsibilities. I try my best in everything I do so that I will not regret. Seeing that students who did not know how to express themselves in Putonghua and then finally make it, I am satisfied."

~ Ms. Tai Yuen Yuen

普通話不普通 從小學習根基固

得獎人：李綺媚 / 盧秀枝 / 韓群好 / 徐英瀟老師
所屬學校：孫方中小學上午校



小朋友齊來學習普通話。

首間以普通話授課津小

「人之初，性本善，性相近，習相遠。苟不教，性乃遷，教之道，貴以專……。」對於香港的小朋友來說，用方言唸誦整首《三字經》，容易麼？原來真的不會太難，因為音律和諧，節奏明快，但是孫方中小學上午校的小學生還能以熟練的普通話將整首《三字經》以馬拉松方式背誦出來，真的很棒！

其實該校自 1987 年創校以來，除英文科外，所有科目都堅持以普通話授課，可謂學校推行「兩文三語」的先鋒。由於當時坊間缺乏適用的教材，所以老師均需就沿用的教科書，作出適當的修改，尤其有關修辭用語方面，務求符合普通話的語法；此外，作為首間以普通話授課的津貼小學，老師還得應付來自家長的壓力。

悉心建立學生普通話能力

幾位獲獎老師，除徐英瀟老師畢業於上海復旦大學外，其餘三人均在港學習普通話，正是邊教邊學。現為副校長的李綺媚老師，回想當初任教情況：「直至面試時，才知道需要用普通話授課，初時我亦抱懷疑態度，但是真實的上課情景、同學們的反應和校長、同事之間的支持，卻令我逐漸相信，原來這是可行的。」學生運用普通話的能力，就在老師悉心栽培下，逐漸茁壯起來，而學校亦不斷引入教授普通話的新嘗試。

教學年資：17 年 /16 年 /20 年 /10 年
教學對象：小一至小六(普通話)

五年前，學校嘗試在小一教授漢語拼音，以協助小朋友建立自學的根基。盧秀枝老師說，有些字看似很深奧，但只要小朋友認識漢語拼音，便可以認讀起來。推行新課程前，盧老師甚至在小一班進行比較研究，教學安排十分認真，她還親自設計了「拼音手號操」，利用手勢輔助學生認記讀音。

課堂內外傳授普通話知識

除此之外，學校還嘗試將中國語文科和普通話科內容整合，以普通話教學重點設計課程，如一年級學拼音、二年級學輕聲、兒化、三年級學拼讀音節，再附以例子、練習、活動工作紙，由校內老師參考坊間教材，配合中文科課文內容，從中得見老師的努力。

學校還大力推動資訊科技教學，於是學校中文科網頁，又得見老師的心思，製作種種網上自學教材。古詩、成語、筆順、《三字經》等內容，設計都相當精緻，老師們亦感謝校內資訊科技組同事的配合。

積極推動普通話比賽活動

在校長及其他科目老師支持下，這四位教師的組合，彷彿衍生出無窮的精力。這麼多年來，她們還致力推廣校內普通話活動，加強學生運用普通話的機會，例如，安排學生在周會任司儀、學校舉辦升國旗儀式時，由學生分享「國旗下講話」活動、「普通話小導遊」、「普通話大使」，負責招待外賓及小息時間在課室與同學進行小型普通話遊戲。

去年該校奪得全港「最積極推廣普通話學校」金獎，亦是多項公開比賽活動的冠軍人馬。老師們說，學生都能夠操流利普通話而感到自豪。教授普通話心得豐富的老師們，還經常出席交流活動，又參觀訪問國內教學工作，表現積極。



老師廣用資訊科技教材輔助教學。

我們的教學信念

「學校堅持普通話教學的信念，希望為國家培養人才，我們亦相信，團隊精神是整個教學工作的動力，因為除了中文科以外，其他老師亦無分彼此地積極支持校內普通話教學的工作，大家從摸索中不斷成長、進步，為學生設計創意活動。」～孫方中小學上午校得獎老師

Setting a Solid Foundation for Putonghua Learning

Awardees: Lee Yee Mei / Lo Sau Chee /
Hon Kwan Ho / Tsui Ying Ching
School: Sun Fong Chung Primary School (AM)

Years of Teaching: 17 years / 16 years / 20 years / 10 years
Teaching Targets: Primary 1 to 6 (Putonghua)

The first Putonghua-medium subsidized primary school

Most students may not find it too difficult to recite the whole piece of Three-Character Classic in their mother tongue because of its rhyme and rhythm. However, the students of the Sun Fong Chung Primary School (AM) are able to recite the whole Three-Character Classic fluently in Putonghua. This is really outstanding.

Since its establishment in 1987, the school has insisted on using Putonghua as the medium of instruction for all subjects except English Language. It is also one of the pioneers in implementing education towards biliteracy and trilingualism. To start everything from the beginning, teachers had to adapt existing textbooks and put their focus on rhetoric and the use of words in order to conform to the norms of Putonghua. Moreover, as the first subsidized primary school to use Putonghua as the medium of instruction, it had to face pressure from anxious parents.

Dedicated to building students' fluency in Putonghua

Ms. Tsui Ying Ching graduated from Fudan University, Shanghai, while the other three awardees learnt Putonghua in Hong Kong. Ms. Lee Yee Mei, vice-principal of the school, recalled her early days of teaching, "I only realised that I had to use Putonghua to teach during my work interview. At the beginning, I wondered if it was feasible. However, the enthusiastic response of the students and the support of my colleagues made me believe that it works." With the support of dedicated teachers, students' proficiency in Putonghua improves significantly.

Five years ago, the school began to teach Chinese phonetic alphabets. Ms. Lo Sau Chee said that some words looked difficult but when students mastered such alphabets they were able to read the word out using phonetics. Ms. Lo is serious about her teaching preparation and conducts a comparative study among her Primary 1 classes before launching a new curriculum. She has developed a "Hand Signal Exercise" to help students remember pronunciation through gestures.

Putonghua inside and outside the classroom

In addition, the school has tried to integrate the subject contents of Chinese Language and Putonghua and design a Putonghua-focused curriculum. Students learn the phonetic alphabet in Primary 1, neutral tone and r-suffixation in Primary 2, and read words and syllables according to their syllabus in Primary 3. All the examples, exercises and activity work sheets used in the curriculum are prepared by the hardworking teachers.

The school is also dedicated to promoting IT as a teaching aid. The website of the Chinese Language subject has been meticulously designed and contains fabulous self-learning materials including classical poems, fables and parables, stroke orders and the Three Character Classic.



The Putonghua Ambassadors are playing games with other students during recess.



Students present in Putonghua in class.

Promoting Putonghua competitions

With the support of the principal and other teachers, this dream team of four teachers is dedicated in promoting various Putonghua activities in school to create more opportunities for students to practise their language skills. For example, they arrange students to be M.C.s in weekly assemblies and act as "Putonghua Tour Guides" or "Putonghua Ambassadors" to welcome visitors.

Last year, the school was proud to be honoured with the Golden Award for Outstanding Excellence in Putonghua (「最積極推廣普通話學校」). They were also the winners of various public competitions. Teachers know that students are proud of their proficiency in Putonghua. These experienced teachers also actively attend skill-sharing sessions and pay visits to education practitioners in China to observe their teaching.

Our teaching beliefs

"We insist on our belief in teaching Putonghua, which is to cultivate outstanding people for the nation. We also believe that team spirit is the driving force of our overall work. All teachers make great contributions to



Putonghua teaching in school. We also see progress and gain experience in Putonghua teaching through the continuous research and design of a host of different creative activities."

~ Awardees from Sun Fong Chung Primary School (AM)

百寶老師 英語教學妙趣多

得獎人：吳潔慈老師
所屬學校：愛秩序灣官立小學

教學年資：26 年
教學對象：小二至小六(英語)



小朋友設計宣傳海報，從遊戲中練習英語會話。

有趣教學 刺激學習

"My brother's face is round. His face is as round as the moon." 一名四年級學生在班房內運用英語向同學介紹他那長着圓圓臉孔的弟弟。任教英文科的吳潔慈老師，經常利用小朋友感興趣的事物來教學。有次請他們攜帶心愛的「物件」回校，學習英語造句。有同學想帶弟弟回來，經商量後，獲吳老師同意，就出現了以上的教學情境。

令人驚喜的教學案例不只於此，有次學生在班房內製作商店模型(model of shopping centre)，然後輪流用英語介紹商店特色，學習英語句式——"There is a _____ in the shopping centre."。後來，活動發展為辯論比賽，同學們互相批評對方的商店，又要為自己的辯護，整個過程以英語進行。

製造驚喜 投入課堂

吳老師說，當初她亦低估了小朋友的能力。原來他們那份投入、努力維護自己建設的商店，竟成為一種自然的動力，說出不同的英語句式來。 "This is a shopping centre. This is

not a swimming centre. Why is there a swimming pool in the shopping centre?"，課後聽回錄音帶，連同學們對自己說了這麼多英語，也感到驚奇。

「學習英語句式，一定要讓小朋友運用自己熟悉、喜愛的事物，這樣他們才真正明白，融匯貫通，說了英語也不自覺……。35 分鐘的課堂，我只會講解 5 分鐘，以開玩笑、奇特，甚至令人嘩然的方法，例如將一隻衣架掛在學生身上、給學生戴上面具，引起學生的注意，目的就是要他們清楚知道學習的課文句式，之後我就會將課堂時間交由他們作主導。」吳潔慈老師清晰地說。

有教無類 因材施教

吳老師表示，即使學生說錯了也不打緊，最重要的是他們有勇氣說，不怕被同學取笑。一位給學生帶來安全感的老師，是十分重要的；吳潔慈老師便是其中一人。

「如果是成績較好的學生，分組以後他們就懂得怎樣分工了，然而對於資質較差的班別，（我）不是不做，而是要做更多準備功夫。」吳老師既會利用小息時間，跟他們用英語閒談，打破隔膜，又會配合他們的學習能力，將專題工作紙細緻劃分，務求他們明白怎樣逐步完成。例子包括由老師列寫相關字詞，再由他們將答案圈出來；將已有的答案重組，寫成完整的句子；自費購買顏色筆給學生來抄寫句子，以熟習句式。

給予肯定 進步自增

吳老師曾經因為要訓練資質較弱的學生唸誦英詩，於是將詩篇中每個字反複誦讀十次來灌錄錄音帶，先從單字開始，再唸誦句子、段落，再完成整個篇章，所花功夫確是教授資質較優學生的十多倍，可是吳老師還是堅持這麼做。「給學生製造成功的機會，讓小朋友覺得自己有能力，有信心，他們就會進步得很快。」

其實，吳潔慈老師的法寶多的是：以尋寶遊戲學習 in front of、behind、on top of 等介詞、英語話劇、自創劇、政綱演說、問卷調查……，她說，這些年來修讀教育學士、碩士課程，都對她的教學工作有所啟發。

我的教學信念

「教育的真正意義在於發掘學生的潛能，給予發揮的機會。每個人也有獨特的潛質，問題是用什麼方法來誘導他們。對於能力較高的學生，（我）希望能夠為香港培育多一些未來棟樑；對於能力稍遜的學生，則更要輔助她們，給予造就的機會，至少不要讓她們成為問題青少年、社會的負擔。」~ 吳潔慈

A Magical Teacher Makes English Teaching Fun

Awardee: Ng Kit Chee
School: Aldrich Bay Government Primary School

Years of Teaching: 26 years
Teaching Targets: Primary 2 to 6 (English Language)



Students are having fun in the classroom!

Stimulating teaching methods

A Primary 4 student introduced his round-faced little brother in class: "My brother's face is round. His face is as round as the moon." Expect the unexpected in Ms. Ng's innovative English Language class. Ms. Ng Kit Chee is an English Language teacher who uses her students' own interests as study materials. She regularly asks students to bring their favourite things to school so they can learn to make English sentences. When a student wanted to bring his little brother to school, Ms. Ng agreed. It was a very successful class.

Having shown that anything is possible in Ms. Ng's class, students are now happy to take the initiative. For one class, groups of students made models of shopping centres introducing various features in English one by one in order to create sentences like "There is a _____ in the shopping centre." This activity then quickly developed into a heated debate as students critiqued the shopping centres made by others while defending their own creations – and all done in English!

Surprise enhances involvement

Ms. Ng believes that the class debate encouraged students to form different types of English sentences such as "This is a shopping centre. This is not a swimming centre. Why is there a swimming pool in the shopping centre?" When listening to a recording of the class afterwards, her students were genuinely surprised that they had spoken English spontaneously.

Ms. Ng puts it this way – "When teaching English sentences, you must let students communicate using their familiar and favourite things. This helps them understand more and speak English unconsciously. During a 35-minute class, I like to take 5 minutes to spring some surprises to attract students' attention. For example, I put a clothes hanger on the back of one student just to see how the class will react in English. Of course, my objective is not only to get the students to react in English but also to help them understand the correct syntax and grammar of what they have tried to say. After that, I let them dominate the class for the rest of the period."

Student care at all levels

Ms. Ng said, "It doesn't matter if mistakes are made when students speak English. The most important thing is that they are encouraged to speak and not be afraid of getting laughed at by other classmates." Clearly, Ms. Ng is an outstanding teacher providing a sense of comfort for her students which facilitates their learning.

Ms. Ng said, "Able students generally know how to benefit from the learning opportunities. However, for less competent students, I need to do more preparation." That is why during recess you will find Ms. Ng talking to students and preparing detailed work sheets based on their learning abilities. She makes sure students know how to complete their exercises step by step and helps them become familiar with English grammar. She even bought colour pencils for her students' writing exercises to help them highlight different sentence structures.

Recognition leads to enhancement

Once, in order to teach less competent students how to learn and read English poems, Ms. Ng recorded a poem ten times for her students, starting from a single word, a paragraph and then the entire poem. Despite the time and effort spent, Ms. Ng insisted on doing it. She said, "I want to give students the opportunity to create their own success. If they feel they have the ability and confidence, they will progress quickly."

Ms. Ng believes that studying for both Bachelor and Master degrees in education in recent years has helped inspire her teaching. She now has a host of magical teaching tools at her disposal. In addition to using treasure-hunting games to teach prepositions like "in front of", "behind" and "on top of", her tool kit also includes famous English dramas, student dramas, political discourses, questionnaires, and many more.



My teaching beliefs

"The fundamental meaning of education is to explore the potential of students and give them opportunities to thrive. Each person has his or her unique characteristics, but the important point is how to guide them. For more capable students, I hope I can nurture them to become the future pillars of Hong Kong. For less capable students, we should take even more time and effort to teach and give them a great array of choices." ~ Ms. Ng Kit Chee

初稿、二稿、三稿 學生愈寫愈好

得獎人：梁翠珍老師
所屬學校：佛教正慧小學

教學年資：16 年
教學對象：小一至小六(英語)

想法子改善作文難題

相信大家都同意，英文作文是同學們學習英語的大難題。經常言之無物、運用詞彙有限、辭不達意……，如何改善？梁翠珍老師教學初期，已不斷苦思這個問題——如何令作文活動變得有意義，與小朋友生活有關聯。於是她不斷參考本地及外國教學資料，終於，8 年前，梁老師嘗試在班上施行「進展式寫作」(process writing)教學方案。

「小朋友很多時候根本不能一次過把文章寫好，所以我會要求他們先擬定初稿、二稿，然後再寫出最後定稿。在初稿階段，我會準備不同材料，例如以盜竊(Theft)為主題的作文題目，我會以警察身分寫出一段案發記錄，然後由小朋友回答問題，熟悉材料，才開始寫作。」

「很多同學寫初稿時都會搬字過紙，這不打緊，老師亦不會批改初稿，卻會揀選一些好作品在班上誦讀，與同學分析好句、字詞，由小朋友自行記錄在簿上，為下一次寫作二稿時加添新元素。」

善用同學句式 豐富自己文章

梁老師說，這種重複寫作的做法，並不會減低小朋友的學習興趣，因為他們會發覺自己愈寫愈好。「很有趣，他們會選擇性地引用那些好句、字詞，卻不會完全依照同學的寫作方法来抄寫，例如某某同學在文章結尾提到 "Happy Birthday! Thank you for your birthday present!"，另一同學則可能在文章開首引用同學例句，然後再寫作自己的故事。最高興就是，在寫作二稿時，他們能夠將一些句子變得更通順，或修改了原來錯誤的文法、句式。」梁老師說，這是教學理論中的「建構作用」，能力高的同學會影響能力較弱的同學。

梁老師說，有時候因課程緊密，久未與同學朗讀句子，他們便會主動詢問何時再分享，可見他們對作文活動不但不討厭，還真的產生興趣；這是她最樂見的。這個教學實驗後來還推廣至小二至小六班，學校現在每年還會替同學出版作品文集呢！

豐富學習養分 活動更現姿采

自 1999 年出任英文科科主任至今，梁老師不斷引入不同的教學方法：與英文科老師花了 5 年時間研製英語拼音教材套，當中包括教學案例、遊戲、活動；參加教育統籌局「種

籽閱讀計劃」，由專家教授有關提升學童閱讀課外書籍興趣的技巧。

「兒童原本就喜歡閱讀，為什麼後來卻變得毫無興趣呢？那些專家跟我們示範及演繹箇中技巧，原來真的大有學問。」該校本身已有高年級學生擔任英文大使，負責在午膳時間跟低年班同學說故事、在周會報告每日英文活動，梁老師計劃繼續在校內推廣閱讀風氣，為學童帶來更多養分。

梁老師感激校長一直以來對英文科的支持，給予她嘗試的機會，例如將英文作文題目由原來每學期八個減至現今兩個，又在人手安排方面作出協調，讓老師可以運用課節時間來製作教材，令學生受惠。



英語話劇活動受學生歡迎。



我的教學信念

「英語是香港的第二語言。我希望令小朋友明白課室教授的英文是有用的；從學習的過程中，讓他們對學習的內容產生興趣，從中取得滿足感、成就感。我會給予他們很多養分，輔助他們學習。」~ 梁翠珍

Write more... Write Better

Awardee: Leung Chui Chun
School: Buddhist Wisdom Primary School

Years of Teaching: 16 years
Teaching Targets: Primary 1 to 6 (English Language)



Books sharing in the English Corner.

Solving composition problems

Many of us would agree that English composition is a major problem for students, especially in the areas of vocabulary and grammar. When she first started as a teacher, Ms. Leung Chui Chun, faced with this challenge, began to make English composition a more meaningful activity by creating a closer relationship between students and their compositions. Eight years ago, having made significant efforts to study local and foreign teaching methodologies, Ms. Leung launched the "Process Writing" in her composition class.

Ms. Leung said, "Children are often not able to write an essay in one go. Therefore, I ask them to make a first draft, then a second draft and then a final draft. At the first draft stage, I prepare various materials for them to use. For example, if the composition topic is about "theft", I will write a theft case report as if I were the policewoman asking children to answer some questions, so that they become more familiar with the topic before they start to write."

Ms. Leung added, "Many children may just copy words and sentences from the materials into their first drafts. It doesn't matter, because I will not correct the first draft. Instead, I'll select some good drafts to read aloud in the class and share some well-constructed sentences and vocabulary with students. Students jot them down in their books and use these new elements in their second drafts."

Sharing good sentences

Ms. Leung continued, "Students don't get bored with repetitive writing once they find that their writing improves with each draft. It is quite interesting that they will selectively use the best sentences and vocabulary. Say one of the classmates has written, "Happy Birthday! Here's your birthday present!" at the end of a paragraph, another may use this sentence as the opening of his story. This is called the "Scaffolding Effect" in a teaching theory, meaning competent students will influence the weaker ones. So by the

second and third drafts, grammatical mistakes or incorrect sentence structures are amended and their English become more fluent and sophisticated."

Ms. Leung is glad that students gradually like compositions. Sometimes they would even ask when they can share their essays. Indeed, Ms. Leung's approach has been so successful that it has been extended to include Primary 2 to 6 classes and the school now even publishes a yearly volume of student compositions.

Enriching learning "nutrients"

As the Panel chair of English Language since 1999, Ms. Leung has introduced various teaching methods. These include an English phonics teaching kit comprising teaching cases, games, and activities which she and other English Language teachers spent five years to develop. Her team also participated in the "Seed Reading Programme" (種籽閱讀計劃) organised by the Education and Manpower Bureau in which educational experts pass on their know-how and experience of enhancing students' interest in reading.

Commenting on the "Seed Reading Programme", Ms. Leung said, "All children love reading, but why do some gradually start to lose interest? During the programme the experts demonstrated the skills needed to keep students focused and engaged." Learning from the experts, Ms. Leung's school now asks senior class students to act as English ambassadors, telling stories to junior class students during lunch time and announcing daily English Language activities during assembly. Ms. Leung plans to add more of these "nutrients", as she calls them, to continue promoting reading in school and offer more incentive to students.

Ms. Leung expressed her heartfelt thanks to the principal for her full support to the English Language subject and for giving her the opportunity to experiment, try new techniques and ideas and for providing manpower support so that teachers have the time required to prepare teaching materials.



My teaching beliefs

"I hope children will understand that the English they learn in school is important because it is our second language. We must arouse students' interest in the topic during the learning process so that they are motivated and feel satisfied and successful. I'm always happy to provide the 'nutrients' that students need to support their studies."

~ Ms. Leung Chui Chun

學校老師五湖四海 多元文化造就養分

得獎人：Petunia Gnanadorai、羅陳婉蘭、鮑家寶、羅炎玲、李至彧老師
所屬學校：德望中學

教學年資：16 年 /30 年 /11 年 /9 年 /6 年
教學對象：中一至中七(英語)



師生同樂，參與「澳洲之旅」活動。



聯合國陣形 教學擦火花

德望中學的英文科老師來自五湖四海，部分人亦曾在不同地方生活，包括英國、加拿大、澳洲、印度、新西蘭……，儼如形成了一個小型聯合國，十分熱鬧。這種多元文化匯聚一堂，箇中擦出的火花自然相當燦爛。

例如學校英文學會在一班英文科老師帶領下，就舉辦了一趟為期兩日、別開生面的「澳洲之旅」(A Taste of Australia)文化活動，予全校學生參與。事前負責表演項目的各級同學需要搜集充足資料；其中中四、中七班級學生負責歌唱部分，她們揀選富有澳洲地方特色的歌曲獻唱，又有師生準備澳洲特色食物，並大跳澳洲民族舞蹈 Bush Dance。

老師多樣化 成就上乘教材

除此之外，因其中英文科科主任 Petunia Gnanadorai 來自

印度，所以她們亦曾舉辦一項名為 Indian Diwali Festival 的表演活動，師生穿著印度傳統服式，在舞台上跳舞、唱歌。

由於學校英文科老師組合特別，故此，其他老師在課程安排上亦充分利用此特點。例如歷史科老師就想到以各英文科老師的特殊背景，協助學生完成有關地方歷史的專題研究，又例如，英文科老師設計人物專訪活動，由同學訪問老師，較諸隨便在街上訪問一些遊客，內容較為深入，同學可充分發揮聽、說、讀、寫的機會。

實踐小班教學 老師數量多

幾位得獎老師，乃來自不同級別的英文科科主任，從她們口中得知，學校英文科老師背景不單多樣化，數量上亦以「多」見稱。可知道，這所中學聘用了多少位英文科老師？答案是 24！原來在獲得校長和家長大力支持下，學校近年因應學生英語能力差異，銳意推行小班教學。以中一級英語課為例，每一班別就會細分為 14 小組來上課，意謂 14 名老師在 14 個不同地點教學，大家可以想像嗎？

問及教學活動的特色，幾位科主任都笑了笑，然後說，「沒有一定的呢！樣樣都有就是。」她們說，其他老師都有極大的自由度來安排教學活動，當然，每一級別的老師也會開會商討、提出建議。當老師的同業可以想像，要安排這樣的教學會議並不容易，幸而學校早已為老師安排了空課節開會；這是學校對英文科老師教學工作的一種實際支持。

特色活動 新奇有趣

德望中學發展英語科的特色說夠了麼？噢！別忘了學校舉辦與英文科有關的活動要從英文字母“a”至“s”開始計算，即是說，至少有 19 項。其中項目具備創意之餘，亦甚有看頭，能真正協助學生鞏固英語能力，例如：學校老師會為中七學生舉辦「聯校英語會話日」，邀請其他友好學校學生在學校禮堂以小組形式對話，場面相當壯觀，共 400 多名校內外學生參加；又例如班際辯論比賽，以及學校自行舉辦的「校際朗誦節」，設有不同組別，參加的同學相當踴躍。

由五位英文科科主任帶領下的英文科教學特色到底怎樣？還是由她們親自形容一下吧！就是「創新」、「冒險」、「樂趣」、「多元」、「繽紛」。

Mini-United Nations Provides Multi-Cultural Variety

Awardees: Petunia Gnanadorai/Law Chan Yuen Lan Ann, Grace Pow, Law Yim Ling, Mabel Lee
School: Good Hope School

Teaching Experience: 16 years/30 years/11 years/9 years/6 years
Teaching Targets: F.1–F.7 (English Language)

New ideas from a united team

The English teachers of Good Hope School are an international team from countries like England, Canada, Australia, India and New Zealand. This mini-United Nations has provided a multi-cultural dimension and a rich variety of approaches to teaching English at the school.

A rich source of teaching materials

For example, under the teachers' supervision, the English Society launched a cultural activity called "A Taste of Australia", a new activity for the whole school. Different forms prepared Australian dishes while some Form 4 and Form 7 students were responsible for a singing performance portraying the special features of Australia. There was even a Bush dance performance! As English panel head, Ms. Petunia Gnanadorai, is from India, the teachers also organised an Indian show called "Indian Diwali Festival" as well. Both the teachers and students wore traditional Indian costumes and danced and sang on stage.

The special cultural combination of the school's English teachers has been utilized by other teachers in curriculum design. For instance, the history teachers will ask for assistance from the English teachers regarding the idea of asking students to finish a project related to the history of selected foreign places. Meanwhile, the English teachers will design interview activities so students can have the chance to listen, speak, read and write.

Launching small-class teaching

The five awardees are all English panel heads of different Forms. They told us that the school's English teachers are not only pluralistic in terms of their background, but, all together, make up a group of 24 teachers! Such a large group of teachers has allowed the school to address students' diversified abilities by launching small-class teaching. For Form 1 alone, students are divided into 14 groups for their English lessons!

Asked about the other characteristics of their teaching method, these five English panel heads of different Forms answered with a smile, "We don't have a definite model of teaching. In fact we use lots of different models." They said all the teachers have great autonomy in drawing up their teaching plans. Of course, teachers from the same Form still have meetings to discuss and offer suggestions. These meetings are supported by the school and are arranged to take place during teachers' free lessons.

Fun and games

At present, there are at least 19 distinct English Language activities available to teachers, some of them having been tried and tested while others are still waiting for their launch. Most of them are innovative and help students consolidate their English Language skills. For instance, the teachers have organised activities such as a

"Form 7 Inter-School Oral Practice", an "Inter-Class Debate Competition" and a "School Speech Festival." The response from students is excellent. At the "Form 7 Inter-School Oral Practice", students from other schools took part in small group discussions in the school hall. More than 400 students shared the fun.

Pressed to spell out the characteristics of the school's English teaching method, the words "Innovative", "Adventurous", "Fun" and "Pluralistic" are offered by teachers.



Students participate in different activities in and outside school.



Our teaching beliefs

"We hope students can develop an interest in English through participating in all kinds of activities. They should take English as a learning tool to enrich themselves and to build up the confidence needed to widen their horizons." ~ Awardees from Good Hope School



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互動 IT 延展學習英語空間

得獎人：陳珮儀老師
所屬學校：九龍真光中學

教學年資：17 年
教學對象：中一至中六(英語)



公開平台 內容精彩

「現在她們很棒的呢！不單懂得用 PowerPoint 交報告，部分同學還會製作精美網頁，將文稿內容設計得相當吸引，足見她們的心思，很多同學都很滿意這方面的成就。」四年前，在進修 IT 教學課程期間，因發覺當中好處，在徵得校長同意下，又得到校內資訊科技人員的協助，陳佩儀老師便開始在中六班實施英文教學的電腦平台，並嘗試以電腦輔助教學。

這個英語教學平台，不單上載了中六文、理科同學的英文習作，還設有討論區、資源分享區、補充練習、常見錯誤句式、考試題目……，同學們不但可按興趣隨意瀏覽，豐富自己的學識，還可以將個人檔案存放在內，增加使用的樂趣。透過平台，同學們訓練了英語讀、寫方面的能力，而陳老師亦不斷加入新的組合元素，例如要求同學匯報習作內容，增加說話表達的機會。

多元渠道 吸引學生

陳老師說，雖然不是所有同學都對運用 IT 學習有興趣，例如文科生就不及理科生反應熱烈，但是她認為，中文中學的英文課節畢竟有限，所以她很希望同學們在課堂以外仍有機會接觸英語，擴闊學習英語的空間。事實上，只要活動內容夠吸引，或規定同學必須參與，同學們還是樂於使用電腦的，例如學校於兩、三年前獲教育統籌局校本課程設計資助舉辦的「節日 e-card 設計活動」，就得到全校學生響應。



我的教學信念

「教學多年，自己已不是一個『餵』學生的老師。作為一個教學的促進者，我希望能協助同學有一種自我醒覺的態度，願意自發地投放多些時間去改善英語。畢竟學習英語需要時間浸淫，我會盡量構想多些有趣的活動，引發她們的興趣，即使成績未能立竿見影，至少她們不會害怕英語。她們畢業後，只要願意慢慢改善，總有進步的一天。」~ 陳珮儀

Extending English Learning Horizons Through IT

Awardee: Chan Pui Yee, Pearl
School: Kowloon True Light Middle School

Years of Teaching: 17 years
Teaching Targets: Form 1 to 6 (English Language)



Hi ! We are in the RTHK's studio.

The IT Gateway

"Students not only know how to use PowerPoint to create reports, they also put a great deal of effort in creating beautiful websites to make their content more attractive. They derive great satisfaction from their achievements," said Ms. Pearl Chan who attended an IT teaching course four years ago and discovered the advantages of using IT in her teaching. With approval from the principal and support of her IT colleagues, Ms. Chan launched an English teaching computer platform as an aid to classroom instruction.

A platform for learning

This English teaching platform not only contains the English assignments of her students from arts and science classes, but also offers a discussion forum, information sharing zone, supplementary exercises, alertness to common grammatical mistakes, examination questions and many more. Students can browse the platform according to their interest and enrich their knowledge. They can even upload their personal profiles to the platform. While using the IT platform, students are practising their English reading and writing skills.

Diversified channels attract students

Ms. Chan believes that although some students may not have an interest in learning IT, (traditionally arts students are less enthusiastic than science students in this aspect), she really hopes that all her students will keep using English when they are out of school. Therefore, she continues to extend the scope of topics that students can access and learn from in English. By developing interesting activities, students enjoy using the platform. For example, the school organised a "Festival E-Card Design Programme" with a subsidy from the Education and Manpower Bureau. It attracted an overwhelming response from the students.

In order to train the listening abilities of students, Ms. Chan requests students to submit a listening report every week. Students are free to choose their topics which include TV shows, films, news reports, etc. and are asked to write a summary report with personal comments.

English activities in school

There is a wide range of English activities available on campus including drama, musicals and an English camp. However, Ms. Chan still puts in great effort to come up with new ideas for extra-curricula activities. For example, she suggested the setting up of an English Corner during lunch time. Form 6 students take on supervisory roles to ensure that all students speak in English. Moreover, before the start of a new academic year, Form 6 students act as "big sisters" to introduce the school in English to Form 1 students.

Ms. Chan acknowledges that the principal has given her a great deal of autonomy in teaching and is willing to allocate the required resources to allow teaching activities to be carried out smoothly and successfully. Importantly, her colleagues are friendly and work as a team to implement the teaching programme. For instance, when one teacher mentioned that the standard of students' English newspaper reading reports was unsatisfactory, other teachers volunteered to work with the students. Whenever there are teaching problems, the whole panel works together and offers suggestions for improvement.

Ms. Chan added that when planning or organising teaching activities, whether related to English teaching, IT or other extra-curricula activities, the goal should not be set too high. Instead, teachers, students and other colleagues should have enough time to prepare and not to be pushed too hard. Indeed, Ms. Chan commented that up till now, she has not fully mastered all the features of the existing teaching platform, but she has already achieved satisfactory teaching progress!



My teaching beliefs

"With so many years of teaching experience, I am no longer a teacher who will spoon feed students. As an educational facilitator, I hope students will take the initiative to invest more time to improve their English because it takes a long time to nurture good English skills. I am happy to create many interesting activities for students and hope that they develop an interest in learning English on their own. Even if their progress cannot be instantly recognized, they must not be afraid of English. If students are willing to improve progressively, their English will become better and better." ~ Ms. Chan Pui Yee

與時並進 締造教學新模式

得獎人：劉少芬 / 譚桂蘭 / 余慧群 / 文蘭英老師
所屬學校：保良局朱正賢小學上午校

教學年資：9 年 / 9 年 / 6 年 / 26 年
教學對象：小一至小六(英語)

創意活動 學習添趣味

這種活潑的教學方式，引發學生的學習動力，更令老師欣慰的是，平日不守規矩、說話多多的學生，也會因為希望參與課堂活動，而乖乖與老師合作。因此，新的教學模式除了是有效的學習方法外，亦是有效的課堂管理方法。

在新的教學模式下，教師配合活動，以主題教學，並綜合課文的教學重點，以連貫、有系統的方式來處理，避免出現內容割裂的學習情況，令學生更易於掌握。開展大型活動前，教師會先以活動和遊戲方式來協助學生掌握詞彙、句式，而在活動過後，他們需要提交簡單的活動報告，例如一幅畫配以一段短文，強化學習內容。

功課不單調 同學顯心思

事實上，現在學生提交功課的形式亦不再像以前那般單調。每年他們都會提交一份大型專題報告，老師事前會詳列計分方法，學生就以多種方式搜集資料、準備材料。於是教師收到的功課都是設計用心、見解獨到的作品。此外，學生還要匯報報告內容。在掌握讀和寫的技巧之餘，現時教學界強調的九大共通能力——協作、資訊科技運用、解決問題等，亦得以充分體現；其中專題報告題目包括「三天泰國團行程建議」、香港遊踪等。

老師們說，學生初期或會不習慣公開講話，害怕被同學取笑。因此，在學期初，老師都會清楚讓學生明白上課時進行活動的情況，提醒學生要互相尊重等態度。在教學期間，老師會以身作則，對同學多加讚賞。嘗試多了，學生信心自然大增。



聖誕佳節，學生參與角色扮演活動。

我們的教學信念

「在教學的過程中，樂於嘗試是非常重要的。我們會盡量去構想學生有興趣的課題，設計活動，以學生主導學習。學生學得開心，教師亦教得愉快。」
~ 保良局朱正賢小學上午校得獎老師



A New Model That's Ahead of its Time

Awardees: Lau Siu Fan / Tam Kwai Lan / Yu Wai Kwan, Silvia / Man Lan Ying, Nancy
School: PLK Chee Jing Yin Primary School (AM)

Years of Teaching: 9 years / 9 years / 6 years / 26 years
Teaching Targets: Primary 1 to 6 (English Language)



A visit to the Hong Kong Museum.

New teaching beliefs supported

"In the past, teaching was textbook-oriented, the teacher was just a person who performed teaching duties alone in the classroom. Nowadays, teachers collaborate among one another to design activities based on the teaching topics and make teaching contents more coherent. This helps students learn, while teachers achieve a greater sense of satisfaction." This, according to Ms. Man Lan Ying, is a major change under the new school teaching model.

The school pays close attention to the latest teaching elements to ensure they are up to date. In 2000, the school participated in the "Primary Schools English Development Pilot Project", organised by the then Education Department to introduce the new teaching model including co-teaching, lesson co-planning, modular teaching strategies and experiential learning. Moreover, teachers at the school devote themselves to continuous learning so as to be familiar with new teaching approaches. This helps strengthen the contents of the teaching programme.

Learning through daily life experience

Nowadays, with emphasis on learning through daily life experiences, teachers will introduce daily life elements when designing activities. For example, students learn vocabulary about tastes through tasting different flavours of ice-cream, and they learn to express the sequences of things through making sandwiches and other kinds of food during lessons.

Once, teachers used the topic of "Thank Our Teachers" as a teaching module. Students read out short messages to express their thanks to their teachers. The messages were videotaped and then broadcast on the school TV channel. Students were excited to see themselves on TV and were motivated to learn English.

Creative activities leading the way

Teachers enjoy adopting a creative teaching approach which arouses their students' interest in learning. Even naughty and

talkative students are eager to participate in the lesson and cooperate with their teachers. In short, this new teaching approach is not only an effective learning method, but also an effective classroom management tool.

Under the new teaching model, teachers integrate their major teaching materials in a coherent and systematic way which makes them easier for students to understand. Before students join large-scale activities, teachers help them master the relevant vocabulary and sentence structures through various activities and games. Afterwards, students are requested to submit a simple activity report like a picture with a short paragraph or message.

Meticulously completed assignments

Every year, students submit a large-scale, project-based report and make an oral presentation. Students are informed of the marking scheme prior to the project. They then collect information and prepare their materials. All the reports submitted are meticulously designed and prepared. Through the project, students enhance not only their reading and writing competencies, but also generic skills like collaboration, information technology and problem solving. Topics like a 3-day Thailand itinerary and a Hong Kong tour are some of the project themes.

The teachers said that at the start, students feel uneasy about public speaking and are afraid of being laughed at by classmates. Therefore, when the school term begins, teachers explain to students the classroom activities and remind them to respect each other. During lessons, teachers act as role models to help students build their confidence and ability.



"May I have the butter please?"



Our teaching beliefs

"It is very important to be willing to try in the teaching and learning process. We try our best to think of interesting topics when designing learning activities. A student-oriented learning approach makes students learn more happily while making teaching more pleasant for the teachers"
~ Awardees from PLK Chee Jing Yin Primary School (AM)

走出課室 30 年

得獎人：Mrs. Rosita Gatchalian Chow
所屬學校：聖嘉勒女書院

教學年資：30 年
教學對象：中一、中七(英語)



學校英語話劇組表演 Peter Pan 劇目其中一幕。

活動教學 充滿樂趣

「走出課室」、「愉快學習」是近年教學界的流行用語，但是教授英文逾 30 年的 Mrs. Rosita Gatchalian Chow，卻於早年已帶領學生到海灘講授英國文學、與學生在家裏分享文學作品、在學校天台邊曬太陽邊講課……。到了現在，好玩、多變的 Mrs. Chow，仍然精力無窮，主意多多，經常與其他老師分享；她似乎天生就是一個好老師，要感染身邊的人。

她自動請纓教授中一英語輔導班，以此為樂，與她們玩「煮飯仔」、模擬到超級市場購物、學習餐桌禮儀，學生從中學習了以英語表達事物的次序、說明指示，如 do this、do that，學習同意／不同意句式、說明提議等，教學過程一點也不沉悶。



我的教學信念

「雖然我們經常聽到這樣的批評，認為現在學生的英語水平愈來愈低，很難教。但是，我覺得愈難教愈具挑戰性，問題是要多花點時間和心思，切合他們的需要來教學。這 30 年來，我對教學的熱情不減，因為我很喜歡與年輕人共處。知道他們畢業後有好的發展，我會很高興，足引以為傲；一位好老師對學生的影響是一生一世的。」 ~Mrs. Rosita Gatchalian Chow

自信老師 令學生添信心

對一群原本對英語缺乏信心的學生，真的這麼容易帶動她們說英語嗎？Mrs. Chow 認為，香港的學生由幼稚園開始到小學，先後已學到不少英語詞彙、句式，只是她們向來少運用，才缺乏信心，所以她要設法鼓勵她們。布偶道具是其中一項秘密武器；同學們手拿布偶，就會自自然然跟他聊天、說心事。當然她會想出不同的活動方式，令布偶遊戲更好玩。

另外，Mrs. Chow 不管學生的英語程度高低，都會替她們報名參加校際朗誦節比賽項目。「其實只要替她們訂下目標，挑起她們的奮鬥心，例如要怎樣將其他名校擊敗，她們真的能做得好。這聽起來很神奇。」Mrs. Chow 笑着說：「我敢保證，我教過的學生，一年後必大有改善，能力都會增進。」

生活情境 學習英語

難以想像的教學情景還多的是，她會邀請其他英文科老師幫忙，每五、六個小朋友一組到餐廳用膳，要求侍應用英語與學生對話之餘，整頓飯亦以英語交談。要學習食物名稱嗎？就索性走到超級市場抄寫各種食物名稱，然後再在課室模擬設計自己的超級市場；又齊齊坐電車遊香港，沿途拍照、記錄，之後再做報告、分享。Mrs. Chow 認為，學習必須生活化，同學們才有機會運用英語。

Mrs. Chow 還將學校半廢置的雜物房改裝成為英語遊戲室，同學們在午膳時間可以在那裏觀賞影片、看書、玩遊戲；又開設小型咖啡閣，由中一、二學生負責當侍應，全場規定以英語對話；英語學會每年舉辦情人節鮮花速遞服務，同學們互相送花，用英文寫上祝福語句；筆友通訊計劃，學生用英語訴心事；另外，還有每兩個月舉行一次的大型英語活動：時裝表演、萬聖節、聖誕市集等，都以英語進行活動，平日多說英語，獲發貼紙的學生，才有機會出席這些活動呢。

教學經驗豐富的 Mrs. Chow 提出，很多看似不經意的學習情景，同學們投入其中，學習愉快，其實都是老師刻意的安排。當老師的要很清楚掌握每一教學活動的變化，學生的反應，要有很強的感知能力。作為副校長的 Mrs. Chow，近年較着力培訓校內老師，亦會出席英語教學工作坊，與多些老師分享英語教學活動的樂趣。

Thirty Years Beyond the Classroom

Awardee: Rosita Gatchalian Chow
School: St. Clare's Girls' School

Years of Teaching: 30 years
Teaching Targets: Form 1 and 7 (English Language)

Thinking outside the box



A musical play, "Rats" created by the students.

Mrs. Chow volunteered to teach Form 1 remedial classes and she enjoys it very much. She uses toys and different props like cooking sets with the students and decorates the classroom based on various learning themes. Students learn to express themselves in different authentic contexts and practise English -- "do this", "do that", composing phrases such as "I agree" or "I disagree", making suggestions, and much more. Her creative approach ensures that these classes are filled with fun all the time.

Enhancing student confidence

How do you motivate a group of relatively weak students who have no confidence in speaking English? Mrs. Chow knows that all Hong Kong students are already equipped with a rich repertoire of English vocabulary and phrases as they have been learning English since kindergarten. However, students seldom have the chance to use these words, and the lack of opportunity dampens their confidence in speaking English. Mrs. Chow has developed her own strategies to encourage students. Funny puppets are one of her magical teaching partners. When students have puppets in their hands, they naturally talk to them. Of course, for Mrs. Chow, devising interesting games and activities is a continuous process. She always encourages students to participate in the Inter-school English Speech Festival disregard of their individual English abilities. "It sounds miraculous, but I set targets for the students and motivate them to compete with other famous schools. They will make it at the end," said Mrs. Chow, "I guarantee after one year, students can make fantastic progress in English with their abilities significantly enhanced."

Learning English through daily life

Daily life provides a rich resource for language learning and practice. With the help of other English teachers, Mrs. Chow often invites students to dine out in small groups of five or six to practise reading English menu, ordering food in English and chatting with lunch partners. Sometimes she goes with students to the supermarket to write down all the food and brand names in English. Then, they set up a supermarket of their own in the classroom. On other occasions they may take a tram journey, take photos and then give a report and share opinions. Mrs. Chow strongly believes that students, when placed in daily-life situations, will practise their vocabulary and sentences and acquire greater confidence and linguistic dexterity.

Games, clubs and events

Mrs. Chow even converted her school's storeroom into an English Room. Students can now watch films, read books and play games during lunch – all in English, of course. She has also set up a small English cafe on the school verandah where all the waitresses are Form 1 and 2 students. The English Club also organises a Valentine's Day flower delivery service. Students send flowers to each other with an English message attached. Moreover, a popular pen-pal programme allows students to share their thoughts in English. Large-scale English events are held every two months and are very popular among students. To date, events have included Fashion Shows, Halloween Festivals, Christmas Fairs and others. All these events are conducted in English. Only those who are identified as frequent English-speaking students receive the coveted invitation.

"The learning process is so spontaneous. The students just enjoy themselves in the activities. They are not conscious that they are learning." Mrs. Chow added that the teachers themselves have to be empathetic and conscious of the dynamic changes in the activities and the students' response. As a vice-principal, Mrs. Chow has devoted herself to training teachers and conducting English teaching workshops for other practitioners to demonstrate how English teaching can be fun. Over the years, her message has been spread by her colleagues and students.



My teaching beliefs

"We often hear that it is more difficult to teach students nowadays and that their English standard is getting lower. But for me - the greater the difficulty, the greater the challenge. However, one must make more effort and spend time to meet students' needs. After 30 years, I still have great enthusiasm for teaching because I love being with young people. I would be so proud of my students when I know they have good prospects. A good teacher influences students for a lifetime."

~ Mrs. Rosita Gatchalian Chow

統合人文課程 教學與生活結合

得獎人：吳潔薇老師 /Mr. Kevin Brunton/ 歐陽祐慧
所屬學校：聖保祿學校

跨學科課程 學會學習

對於以英語授課的學校的學生來說，平日上課，除了中文科以外，便有大量接觸英語的機會。聖保祿學校一群充滿創意的英語教師便想到在中一、二年級，以跨學科的形式來教授英語，將歷史、經濟、地理、公共事務及英國文學的教學重點重新整理，令教學內容與生活結合。

三位老師均認為，透過跨學科研習，學生能有效地提升英語聽、講、讀、寫四方面的能力。此外，課程旨在提升學生自我研習、學會學習的能力，故此，特別重視培養學生創意、分析和思維能力。

創意與分析並重

翻閱部分專題研習報告的內容，均分量十足，一點也不兒戲。學生除了為每份報告設題外，他們還會詳列研習方法、報告分析、項目建議、很多大大小小的圖示，以及數據分析，可說是相當深入的研究。

論及創意層面，你細聽一、二例子，也覺欣喜。例如建議在香港設置麥兜樂園(Mcdull Land)來振興旅遊業；因應水質污染嚴重問題建議沿河道範圍設置紅外線監察設施，但凡想亂拋垃圾、棄置工業廢料者，皆會被發現。上述意念十分精彩。

協作備課 有利學習

要進行這種統合式的教學方法，老師的工作量必然大增，因為他們要開會訂定教學的範圍和內容，然後再因應每班學



上課時候以小組形式進行活動。

教學年資：25 年 /5 年 /5 年
教學對象：中一至中七(英語)



學生熱中討論活動。

生的學習能力作出調適。此外，在新的教學安排下，雖然老師不需要當每一學科的專家，亦可邀請學生一起搜尋答案，但是作為老師，須不斷吸收新知識，以應付教學、備課方面的工作。現在的統合課程，涉獵的範圍相當廣泛；幸而每位老師剛好各有所長，互相配合，發揮完美協作精神。

在校任教 25 年的吳潔薇老師認為，隨着全球一體化，跨學科的研究、追求統合的能力，是學生所需要的。這種融匯貫通的能力，有利學生學習。

多元訓練 成效日見

平日上課，老師會就某一課題要求學生搜尋資料、小組匯報，又教授學生問卷調查、研究方法等技巧，打破傳統單向式授課模式。歐陽祐慧老師表示，這種統合式教學安排已推行兩年，最初試行這種教學模式的學生亦已升讀中三、四。據學校其他老師反映，這一批學生的學習主動性強，熱衷回答老師問題，亦嘗試表達自己的意見；這跟接受了這種新的教學模式來學習不無關係。

好學老師 令人佩服

三位老師均深深感激校長的信任和支持，令他們可以安心地推行新課程，而學校在資訊科技方面的投資亦有助促進教學工作進行。另外，三位老師都是孜孜不倦的好老師。以吳老師為例，她在繁重的教務工作下完成輔導心理學的碩士課程，而來自新西蘭的 Mr. Brunton 更是多方面的能手，既是英國文學學士，又完成了法律及應用語言學的課程，學識廣博，令人佩服。他們皆自我豐富了教學養分。

我們的教學信念

「我們希望發展學生的潛能，使他們在未來的學習新紀元中，每人都能夠掌握學習的技巧，學會學習，成為一個愉快、負責任的個體，正如學校的校訓一樣，掌握 7 個 C——慈愛(Charity)、良知(Conscience)、信心(Confidence)、委身(Commitment)、勇氣(Courage)、能力(Competency)和創意(Creativity)。」
~ 聖保祿學校得獎老師

Humanities Curriculum Integrates with Teaching and Daily Life

Awardees: Ng Kit May, Angela May / Kevin Brunton /
Au Yeung Yau Wai, Janet
School: St. Paul's Convent School

Flexible curriculum facilitates learning

Students in schools with English as the medium of instruction have a lot of opportunities to keep in touch with English. However, the creative English Language teachers at St. Paul's Convent School still introduced an interdisciplinary curriculum to teach English for Form 1 and 2 students. Using the theme of daily-life experiences, their new curriculum combines key topics within Integrated Humanities which includes History, Economics, Geography, Public Affairs and English Literature.

The teachers believe that through this interdisciplinary learning, students will have the chance to use English more effectively in listening, speaking, reading and writing. Moreover, the curriculum aims to enhance students' self-learning abilities, thereby placing greater emphasis on nurturing students' creativity as well as their analytical and thinking abilities.

Focusing on creativity and analysis

The project-based learning reports done by the students are rich in content and meticulously prepared. Students work together in groups to set report topics, describe the learning methods in detail, conduct analysis, and set out project recommendations, supported by a wide array of charts, graphs and data.

In addition, some of the report topics are very creative. One report recommended the establishment of a McDull Land in Hong Kong to help boost the tourist industry. In order to address serious local water pollution problems, some students recommended infrared camera facilities along the river bank so that littering offenders and those who dispose industrial waste could be detected. These are just some of the excellent ideas that are demonstrated by students in their yearly mini or full-scale projects.

Collaboration and Preparation

Implementation of this kind of integrated teaching significantly increases teachers' workload as much preparation work is required across students' different levels. Although teachers are not required to become experts in all four humanities subjects and English Language, they have to absorb multi-disciplinary knowledge. Fortunately, teachers specialised in different fields are happy to help each other.

With 25 years of teaching experience, Ms. Ng believes that with globalisation, it is necessary for students to master multi-disciplinary research to facilitate learning.

Diversified training makes perfection

The three teachers now conduct lessons adopting the diversified approach. They collect information and brief students on how to conduct questionnaire surveys and research on special topics.

Ms. Au Yeung said, "This kind of integrated teaching approach has

Years of Teaching: 25 years / 5 years / 5 years
Teaching Targets: Form 1 to 7 (English Language)



Teachers brainstorm together all the time.

been implemented for 2 years. The first group of students placed under this system are now in Form 3 and 4. According to feedback from other teachers, these students are more proactive and enthusiastic in answering questions and expressing their own opinions. This has a great deal to do with this new teaching approach."

Resourceful and knowledgeable teachers

The teachers express their appreciation of the principal's trust and support in allowing them to design this new curriculum. Moreover, the school's investment in IT has also contributed to the success of their teaching methods.

The teachers have a deep love of learning. Ms. Ng has completed a Master programme in counselling and psychology despite her hectic teaching schedule while Mr. Brunton, from New Zealand, is a versatile and talented graduate of English Literature who has subsequently studied law and applied linguistics as well.



Our teaching beliefs

"We hope to develop students' potentials, enabling them to master learning skills in today's new era of learning. We hope every one of them will become happy and responsible members of the society who can master the 7Cs of the motto of the school. They are: Charity, Conscience, Confidence, Commitment, Courage, Competency and Creativity."
~ Awardees from St. Paul's Convent School

戲劇教育 建構自然的學習情景

得獎人：劉小佩老師
所屬學校：鄧肇堅維多利亞官立中學
教學年資：10 年
教學對象：中一至中六(英語)



戲劇活動 引發興趣

戲劇教育並不只是角色扮演，亦不一定涉及舞台上的戲劇表現。鄧肇堅維多利亞官立中學的劉小佩老師以她豐富的戲劇教育經驗，分享了好幾個有趣的教學例子。從活動過程中，學生有機會自然地掌握文法、批判思考、資料搜集等能力，令學習充滿趣味。

例如她會邀請中一學生畫動物面譜，然後將面譜收集起來，由同學猜。同學們要用英文詢問有關動物特徵的問題，例如 "Where do you live?"、"Are you big?"，誰人猜對了就可以把動物面譜帶回家。學生在準備期間會認真地翻查字典，掌握更多有關該動物的詞彙，過程中亦說了大量 "what"、"where" 或 "which" 的提問句式。

定鏡遊戲 變化多端

「定鏡」(tableaux)模式同樣有趣，亦變化多端。例如劉老師會邀請同學分組討論，將組員裝扮成差不多的模樣來玩「找不同」遊戲。劉老師說他們的意念很豐富，亦很特別，例如兩個服式一樣的學生會拿着兩份分數不一的測驗卷，拿 100 分的表現高興，拿 0 分的卻十分不開心。透過活動同學們自然地運用了一些比較式形容詞 (comparative adjective)，例如 "She has a higher score than Mary."、"She is more hardworking than Mary."。劉老師說，這個「定鏡」遊戲可以不斷延展，例如引發同學就眼見的情景作故事，產生不同的聯想。



我的教學信念

「我想做一支火柴，將學生燃亮，那我就心滿意足。只要投入，即使不可能也能成為可能，甚至創造奇蹟。我覺得教育就是這麼一回事。作為老師，學生對我來說很重要。老師永遠不可以放棄學生，亦不要將他們互相比較，即使學生得到零分也不要緊，最重要的是，下次有進步，跟自己較量。」

~ 劉小佩

課堂內外 發揮專長

劉老師於 2001 年重新整理戲劇教育元素，有系統地結合中一正規英語課程，設計每單元兩節課的戲劇教育課。劉老師說，經過一年時間，同學們的英文成績不但有顯著進步，個人自信亦明顯提高，敢於在人前說英語，亦踴躍回答老師問題。

劉老師慶幸自己早年有機會在英國修讀戲劇與傳播藝術，後來因鍾愛教育而擔任教師。多年來，她不但在課堂運用她的戲劇專長來教學，在課外活動方面亦致力推廣。至今，她已組織一班熱愛話劇的同學，參與本港戲劇教育發展工作。

廣泛應用 情景教學

劉老師說，話劇活動配合跟進工作，可以有效地帶出品德情意的主題，達至全人發展。例如，一齣講及家人互相在困境中渡過難關的話劇，一幕講及小朋友買東西的故事，都能灌輸互相關懷、個人理財等價值觀念。

雖然戲劇教育或戲劇本身的準備功夫甚多，以致星期六、日也要經常在學校度過，但劉老師沒有半句怨言。今年暑假她更開始修讀戲劇與教育碩士課程，深化自己對戲劇教育的認識，以便進一步應用於教學活動之中。

她認為，過去戲劇教育在香港未能普遍受到老師重視，這與老師對戲劇教育認識不足有關。她希望以教師身分學習戲劇教學的應用，能夠更容易掌握當中要項，為學生帶來更豐碩的教學成果，並與更多教師分享箇中樂趣。

Creating a Natural Learning Environment through Drama

Awardee: Lau Siu Pei
School: Tang Shiu Kin Victoria Government Secondary School
Years of Teaching: 10 years
Teaching Targets: Form 1 to 6 (English Language)



Applying her teaching strengths

Ms. Lau reorganised the school's drama education elements in 2001. She systematically integrated them into the formal curricula, designing two drama education lessons for each teaching module. Ms. Lau said that after one year, students showed obvious progress in their English learning and it enhanced their confidence in speaking English in public and answering questions.

Ms. Lau believes she was lucky to have the chance to study drama and the art of communication in England. Later, she discovered her interest in education and began her teaching career. For many years, she has not only made use of her strengths in drama to teach formal classes, but was also dedicated to promoting drama through extra-curricula activities. Nowadays, she has lined up a group of students who love drama to participate in the development of drama education in Hong Kong.

Applying situational teaching

Ms. Lau added that moral education and even a person's holistic development, can be achieved through drama. For example, a drama about how family members go through tough times, or stories of children making purchases can also teach students about mutual care as well as the value and concept of personal financial management.

More time is needed to prepare for drama education. Ms. Lau never complains even if she has to stay at school during weekends. Starting from this summer, she began to further her studies with a Master course in drama and education to enrich her drama teaching knowledge.

She believes that drama education has not gained sufficient attention amongst Hong Kong teachers in the past because they lacked the relevant knowledge. She now wants to learn drama from a teacher's perspective and master the key elements in order to teach better and share the fun of drama teaching with other teachers.

Stimulating learning with drama

Drama education is not just a role-play game and it does not have to involve a performance on stage. Ms. Lau Siu Pei from the Tang Shiu Kin Victoria Government Secondary School has made use of her vast drama teaching experience to arouse students' interest in learning English grammar, critical thinking and research. As a result, she has made learning English fun.

Ms. Lau invited Form 1 students to draw facemasks of animals and then collected them to play a guessing game. Students had to ask about the characteristics of the animals in English, e.g. "Where do you live?", "Are you big?". Those who could successfully guess the right animals could take that animal facemask home. During the preparation period, the class studiously looked up words in their dictionaries to master more vocabulary about some animals. When asking questions, they made use of many "what", "where" or "which" sentence structures.

Tableaux games enhances fun

The teaching of the "tableaux model" has also been a great success. Ms. Lau arranged for students to hold group discussions in such a way that they had to dress-up for a "Find The Difference" game. For example, two students in similar costumes held different test papers. The one with a 100 score had a happy face while the one with a 0 score had an unhappy face. Through this activity, students naturally made use of some comparative adjectives like "She has a higher score than Mary.", "She is more hardworking than Mary." Ms. Lau said that this "tableaux" game could be further extended to stimulate students' associations according to the situations they encounter.

My teaching beliefs



"I want to be the light that brightens my students' lives. Dedication can make the impossible possible and even create miracles. I believe education is a matter of heart. As a teacher, students are important to me. Teachers should never give up their students and should not make comparisons between them. It doesn't matter, even if they get a zero mark. The most important thing is that they make progress next time, so they can compete with themselves, not others."

~ Ms. Lau Siu Pei

突破學校傳統 推行主題教學

得獎人：黃雪明 / 李靜瑩 / 鄧美群 / 甘寶珊老師
所屬學校：元朗公立中學



英語專題活動作品展。

老師也從做中學

因見同學學習英語的興趣日降，校內四位教授中四級英文科老師希望為同學帶來新的突破。於是他們在去年暑假將近結束之際，決定放棄傳統以書本授課的教學模式，改以主題教學，引入自行編製的教學材料，設計活動，為學生提供活用英語的機會，從而鞏固他們聽、講、讀、寫的英語根基，豐富英語的詞彙。

正所謂萬事起頭難，由於決定時間倉卒，再加上老師們缺乏推行主題教學的經驗，故此，在準備第一個主題教學課程時，相當費勁。他們既要搜集與主題有關的資料，又要設計與英語文法、應用有關的練習。老師們說，現在回想起來，仍覺有很多不足之處。

多元嘗試 多方訓練

老師們雖然謙說自己經驗不足，其實已掌握最基本的教學重點——設計中學生感興趣的主題項目，包括：年輕人偶像、大眾傳媒、人際關係、健康生活，由興趣入手，引發他們的學習動機，投入參與。黃雪明老師補充，她們同時希望在教學的過程中，訓練學生思考方法、建立個人的價值觀。

不過，要落實帶動中四級學生嘗試新的教學模式並不容易，每次老師都要跟學生解釋活動的目的，希望他們合作。

教學年資：25 年 / 5 年 / 6 年 / 6 年
教學對象：中四(英語)

甘寶珊老師說，最初同學們繳交的功課明顯是由網頁下載，然後複製過來，於是她苦口婆心地鼓勵他們要加入多些個人意見。當他們逐漸掌握老師的要求，願意多嘗試一點時，這種慢慢的改變，亦會成為老師教學上的一種支持。

融匯貫通 反思教學

為了增加學生的學習興趣，在每一次專題研習活動結束後，老師們都會在學校禮堂舉行學生作品展覽活動。其中較有趣的代表作如由學生設計電影宣傳海報，口述特色電影以作推介。老師會將整個匯報過程，以錄像方式拍攝下來，公開廣播。另外，同學以抽籤方式，取得代表某個國家的英文字母，然後介紹該地的特色運動。

老師們說，她們希望同學們明白，英語是一種語言，是一種工具，藉以認識世界，學習新知，而富有創意和多角度的思維訓練，對學生亦有幫助。黃老師說，這種活動形式的教學方法其實可以進一步在其他學科推廣運用，例如在進行「年輕人偶像」這一教學主題時，老師們就教導了學生不少形容人物的形容詞，其中化學科老師正打算以科學家為題材，邀請同學們撰寫有關心儀科學家的報告。

好幾位老師均認為，雖然這種教學模式尚有不足之處，但是她們仍會在下學年中四級推行。她們說，根據學生意見調查所得，他們大部分都贊同這種主題教學的學習方式，並希望得到更多有關英語文法方面的練習。她們將不斷反思，作出改善。對於學生的正面回應，他們感到欣慰。



同學們設計小巧心意卡，並用英語寫上祝福語句，傳情達意。

我們的教學信念

「一紙成績並不代表英語的能力，我們深信唯有多讀多寫、多聽多說，從生活角度去認識英語，同學們才學會應用，並終身受用。看到他們現在有勇氣向外國遊客說話，老師的苦心就沒有白費。」～元朗公立中學得獎老師

Breakthrough : Thematic Approach to Language Learning

Awardees: Wong Suet Ming / Lee Ching Ying /
Tang Mei Kwan / Kam Po Shan
School: Yuen Long Public Secondary School

Teachers learn by doing

Realising that students' interest in learning English had been decreasing, four Form 4 English Language teachers tried to make a breakthrough in the learning process. At the end of the last summer holiday, they decided to adopt a thematic approach instead of the traditional textbook-focused model by preparing teaching materials and activities to provide more opportunities for students to practise English in daily life situations. This was aimed to strengthen students' listening, speaking, reading and writing skills in English, as well as to enrich their English vocabulary.

The most difficult point is always the start. As time was short, and being aware of their lack of thematic teaching experience, they exerted a lot of effort in preparing the first curriculum. This included collecting relevant information and designing exercises related to English grammar and usage. Looking back, they said there were still many deficiencies.

Diversified trials and training

These teachers are humble and said that they were inexperienced. In reality, they had already mastered key teaching areas like designing teaching themes for students in order to arouse their learning interest. These themes included youth idols, mass media, interpersonal relationships and healthy living. Ms. Wong Suet Ming added that they also wanted to influence their students' ways of thinking and help them develop their personal values during the teaching process.

However, it was not easy to get Form 4 students to accept this new teaching model. The teachers had to constantly explain to students the objective of each activity and hoped that they would work according to the instructions. Ms. Kam Po Shan said that at the beginning, the assignment submitted by the students were obviously downloaded and duplicated from the internet. She explained and patiently coached the students to include more of their own opinions. Later, students got to know the teachers' requirements and were willing to make greater effort. This gradual, positive change has supported the teachers a great deal.

Continuous revisions and improvements

In order to enhance students' interest in learning, the teachers organised an exhibition of students' assignments in the school hall after students completed each project-based learning activity. Some of the most creative pieces included movie recommendations via posters and oral accounts, were videotaped and broadcast at school.

The teachers hope that students would understand that English is a tool to understand the world and acquire new knowledge. Moreover, creative and multi-faceted training in ways of thinking are also helpful for students. Ms. Wong said, "This thematic approach can be further extended to other subjects. For example, under the teaching theme of "Youth Idols", students have learnt

Years of Teaching: 25 years / 5 years / 6 years / 6 years
Teaching Targets: Form 4 (English Language)

many vocabularies to describe a person. Our Chemistry teachers are now planning to take "scientists" as a theme and ask students to write a report on their favourite scientists."

Although the teachers say that there are still some deficiencies, they will continue to adopt the approach in Form 4 classes in the next school term. This is because a recent survey revealed that most of the students supported the thematic approach. Students have also suggested additional exercises, especially those related to English grammar. With reference to the survey results, the teachers will make continuous revisions and improvements and they are gratified with the positive response from the students.



Students' projects are displayed in the school hall.

Our teaching beliefs

"Academic results don't represent English proficiency. We deeply believe that only when students have more practice in listening, speaking, reading, and writing, and using English in daily life can they get to know how to use English properly, which will benefit them for a lifetime. When seeing students gain the courage to speak with foreigners, we feel that the great efforts we put in have been rewarded."

～Awardees from Yuen Long Public Secondary School

引入文學作品 全方位學習語文

得獎人：吳慧珊 / 梁英 / 張光耘老師
所屬學校：佛教普光學校



特殊學童亦能享受學習的樂趣。

詩歌韻律 啟發學習

佛教普光學校的學生，每天都有大量接觸語文，甚至是文學的機會——午間詩歌欣賞、校車成語故事、普光之歌等。學校因應時事和節日主題，或學校活動，為學生揀選合適的題材，每天反覆播放。同學們都甚為喜愛，笑着聆聽、和唱，甚或手舞足蹈。最令老師欣喜的是，一些自閉症學童，經過一些時日，竟懂得背誦起來。

「有次某個學生家長告訴我，她們一家趁重陽登高，兒子竟在山上唸起詩來。『獨在異鄉為異客，每逢佳節倍思親；遙知兄弟登高處，遍插茱萸少一人』。兒子唸得相當有意境，現在家人也很支持唸詩活動。」梁英老師說，雖然很多人，包括自己在內，初時都會懷疑弱智人士學習這麼多文學的東西有什麼作用，但原來那些小朋友是懂得的，令人感到很鼓舞。

文學教材 豐富養分

該校認為，語文教育的目的，除了讓學生應付實際生活需要，如認路牌、填寫表格外，還應讓他們享有學習語文、欣賞語文的愉快經驗。故此，學校近年大力推動以文學作品為教學內容，讓學生有大量接觸文學作品的機會。事實上，詩歌配合音韻，學童容易朗朗上口，背誦既感興趣，亦取得成功感，間接促進學童在課堂誦讀文章的流暢程度。

其實，過往由於坊間缺乏特殊教育教材，老師已需要自行編製課程、教材及工作紙，而教師的教學工作亦因為特殊學童的差異懸殊而特別艱巨。不過，為了令教材更完善、更有系統，讓學生接觸更正統的語文教材，他們於是自去年開

教學年資：14 年 / 9 年 / 9 年
教學對象：特殊需要學童(輕度 / 中度)

始，在輕度與中度弱智班別選用「我會動手做」叢書、「彩虹系列」和《童歌字趣》等讀物，另自製家長學習手冊，以便學童在家中學習。

比賽獎勵 倡導積極

學校着重建立學生主動學習的能力，締造自發性學習的機會。閱讀方面，當學校仍屬村校的舊校舍期間，已設置簡陋的「圖書館」。張光耘老師還在公餘進修圖書館學，使它更為完備。學校原本規定學童每星期需要閱讀課外圖書，但近年卻改以獎勵方式策動同學自發地閱讀課外書籍，效果良好。此外，學校特設「校園信箱」，為同學們製造寫作練習的機會，同樣大受歡迎。

學校還積極舉辦不同性質的比賽活動，藉此加強學生學習的積極性。別以為朗誦、急口令遊戲、書法項目會把同學們難倒，原來他們很有鬥心，亦喜歡得到別人的讚賞，故此會加倍努力練習。



老師跟小朋友閱讀有聲圖書。

啟動學習 終身受惠

作為校內中文科主任，吳慧珊老師說，一直以來，在校長的帶動下，學校已不斷注入新的學習內容和構思。近一、兩年，因為老師的經驗豐富了，學校人手亦有所增加，同事們能集中於空課節時間來整理教材資料，發展中文科教學內容，使它更豐富、完備。

總的來說，她們希望為學童營造豐富的語文學習環境，讓學生在耳濡目染下發展自學能力，即使畢業後也能終身受用。

我們的教學信念

「所有嘗試都不是石破天驚的創舉，而是踏實的工作。我們設法去突破學生先天和後天的障礙，提升學生的語文能力。雖然弱智學生的潛能始終有所限制，但我們不會知道什麼時候他們會突然間有所感悟或受到啟發，這就是我們期待的一天。」~ 佛教普光學校得獎老師

Literature Helping Special Needs

Awardees: Ng Wai Shan / Leung Ying / Chang Kuang Yun, Vivien
School: Buddhist Po Kwong School

Years of Teaching: 14 years / 9 years / 9 years
Teaching Targets: Students with special needs
(mild / medium level)

Learning through the rhyme and rhythm of poems

Students of the Buddhist Po Kwong School have vast opportunities to learn language and literature including poem appreciation sessions during lunch time, reading Chinese fables and parables on the school bus and the school's broadcasting activity: "Light of Po Kwong". Teachers choose songs that relate to social issues, festivals and school activities. The students love singing very much. Some autistic students can even repeat song lyrics after just listening a few times, bringing great happiness to teachers.

Ms. Leung said, "Once a parent told me that when their family went hiking on the Double Ninth Festival, their son read aloud the following Chinese poem. 'A Lonely Stranger in a Foreign Land. I doubly long for my family and friends during the Festival and I know my brothers would, with dogwood spray in hand, climb up the mountain and miss me so far away.' He read in a way that fully expressed the mood of this literary piece. Now, his parents also



Special needs children enjoy their lessons.

appreciate the poem reading activities. Many people, including myself, have wondered what's the need for mentally disabled people to learn literary works. But, the truth is they really understand a great deal about literature, and this is encouraging. "

Literary nourishment

The teachers and the principal of the school believe that the objective of language education is not only enabling students to handle practical daily needs, like reading road signs and filling out forms, but also to fully enjoy the experience of language learning. That is why in recent years, the school has put so much effort into promoting literary works as teaching content. Poems, with their rhyme and rhythm, are easy for students to read aloud, which arouse students' interest in learning. It also reinforces students' sense of success and helps them read aloud other articles in class.

Up till now there were inadequate teaching materials for students with special needs in the market. Teachers had to compile teaching materials for themselves. Moreover, the great differences in ability

among students made it even more difficult and that increased the workload on teachers. However, starting from last year, teachers selected some literary series as the reading materials for the class. In addition, teachers also edited a self-learning guidebook for parents to help their children learn at home.

Recognition facilitates proactive learning

The school emphasises helping students develop their interest in proactive learning and creating an environment for students' self-learning. There had been a basic 'library' when the school was previously housed in an old building. Ms. Chang furthered her studies in library science after school to learn how to make the library collection more comprehensive. Moreover, the school adopts a recognition approach to get the students motivated to read their favourite books, which has proven very effective. In addition, a popular "campus mailbox" has been set up to create more writing opportunities for students. These activities are welcomed by students.

Apart from the above measures, the school also organises competitions to strengthen students' proactive learning. Do not assume that reading aloud, saying tongue-twisters and writing calligraphy baffle the students. They are very active and they like to get compliment from others, which enhances their confidence in studies.

Stimulate learning to benefit students for life

As the panel head of Chinese Language, Ms. Ng said that the school, with support of the principal, had been introducing innovative teaching practices and ideas. As the teachers have become more experienced and mature in using these materials and ideas, and as there are more human resources available, teachers are able to make use of their free lessons in school to consolidate the teaching content and information to develop and prepare better teaching materials for the school's Chinese Language programme.

In large the teachers want to create a more vibrant language learning environment for students that will enhance their self-learning abilities for their lifelong benefit.



Our teaching beliefs

"What we do are not earth-shaking, pioneering events. We just work steadily and surely, trying ways to break down students' innate and acquired obstacles, and enhance their overall language ability. Although there are limitations to mentally disabled students' potential, we don't know when they will be suddenly inspired or stimulated. That is the day we are longing for."

~Awardees from Buddhist Po Kwong School



「言語發展階梯」設計師

得獎人：林小玲校長 / 吳綺玲 / 葉綺花老師
所屬學校：保良局余李慕芬紀念學校

教學年資：30 年 / 6 年 / 6 年
教學對象：特殊需要學童(中度)



老師設計不同活動加強特殊學童的學習能力。

為教學從事研究

作為老師，設計教材是平常不過的事，但從事特殊教育工作的逾 30 年的林小玲校長，本身既是特殊學校老師、校長，亦曾在教育學院任教，深感老師協助有特殊需要兒童發展語言的難處，亦認為學習最基本的元素就是溝通。故此，在繁忙的教務、行政工作以外，林校長仍然積極從事語言教學的研究工作。

在學校支持下，再加上由香港大學的言語治療學系講師當顧問，林校長自 1998 年開始着手製訂 1 至 5 歲半語言能力發展階梯，詳細列出口語理解及表達能力所劃分的 4 個不同階段，並就每一階段中有關單詞、雙詞、三詞或三詞以上所出現的不同特徵，細緻分類。「語文教育套件」為老師提供精確的語言評估機制，讓他們充分掌握學生語言發展情況。



我的教學信念

「跟主流學校教育不一樣，特殊教育是從人的角度出發，協助學生解決生活上的實際問題。我是去幫一個人，去教一個人，而不是去教書，故此，發展的空間較大。這麼多年來，我的學生帶給我很多歡樂。他們很真；從他們的反應，我知道還有很多事情可以做，30 年來從不覺倦。」～林小玲（圖中）

語言發展 有序有次

「例如小朋友懂得說『坐喺梳化』，卻不懂得說『去公園』，原來都與語言的發展進程有關。驟眼看來，兩種句式差不多，同屬雙詞發展階段 2 的句式。前者組合為『姿勢』+『地方』（屬階段 2.4）；後者組合卻為『動作』+『地方』（屬階段 2.6）。按照『語文教育套件』的分類，原來兩個階段有前後之別，須完成前者，方能達至另一階段。另外，兩種句式之間還有另一句式（『性質』+『人物 / 物件 / 地方』，屬階段 2.5），如紅色蘋果、黃色香蕉，小朋友須學會掌握，才能延續發展。

「原來小朋友對形容詞的掌握與運用能力較薄弱。知道問題癥結後，我們就可以加強有關形容詞的訓練，令同學們可以順利跨過這一關卡，語言表達能力就得以逐漸提升。」在學校任教 6 年的吳綺玲老師清晰地解說。

全面輔助 老師教學

由於分類仔細，另一前線老師葉綺花同意，起初老師們要花一段時間研習，才能弄個明白。不過，因為她曾經歷未有這個評估機制以前的教學情況，所以她覺得這個評估學生語言能力的工具十分受用。兩位老師因運用新的教學工具表現出色，期間又曾協助製作教材，因此亦獲提名參加這計劃。

除語言發展階梯和評估工具外，林校長運用兩年時間研製的「語文教育套件」工具，還包括含有 54 個主題的目標為本課程、活動建議及套件指南，為老師提供大量可供應用的教學元素和豐富的教學內容。

努力不懈 致力推廣

林校長的魄力並不止於此。為了給予有特殊教育需要的學童最直接的支援，她於 2004 年 1 月完成一套親子溝通訓練課程(特殊教育)，因應學童的表達能力，分三個組別，包括學習者懂得運用非口語、口語和文字的類別。該課程為家長提供全面的學習教材和對話建議，以便在日常生活中協助子女改善溝通技巧。

為使更多學童受惠，林校長更開始為國內特殊學童製作教材套及評估工具，又出席不同性質的研討活動，與同儕分享成果。

"Language Development Milestone" Designers

Awardees: Lam Siu Ling / Ng Yee Ling / Yip Yee Fa
School: PLK Yu Lee Mo Fan Memorial School

Years of Teaching: 30 years / 6 years / 6 years
Teaching Targets: Students with special needs (medium level)



Research for Better teaching

Teachers often design new teaching materials. However, with 30-year experience in special education, Ms. Lam Siu Ling, the principal and a teacher at a special school, and who previously taught at the Institute of Education, has deep feelings regarding the difficulties teachers face when assisting children with special needs in language development. Therefore, Ms. Lam devotes herself to the research and development of language teaching for students with special needs, despite her hectic teaching schedule.

In 1998, with consultancy support from lecturers of the Speech Therapy Department at the University of Hong Kong, and the backing of her school, Ms. Lam started to develop the "Language Development Milestone" for children of linguistic age 1 to 5 1/2. The "Language Development Milestone" lists in detail four different stages of oral comprehension and expression ability. It also classifies the characteristics of single word, double words, triple words and over at each development stage, and provides teachers with a precise and accurate language assessment mechanism, part of the Language Teaching Kit, allowing teachers to thoroughly understand the language development of their students.

Step-by-step language development

Children with special needs may know how to say "sit on the couch", but do not know how to say "go to the park". These two sentence seem alike and both belong to sentence patterns in the second stage of double-word development in Chinese. The former is a combination of "posture" and "place" (classified as stage 2.4) and the latter is a combination of "action" and "place" (classified as stage 2.6). According to the classification of the Language Teaching Kit, children should reach the former stage before arriving at the latter. In fact, between these two stages, there is still stage 2.5, a combination of "characteristics" and "people/thing/place", e.g. red apple, yellow banana, and so on. Children have to learn how to master this stage before they can proceed.

Ms. Ng Yee Ling puts it more succinctly, "Children are weak in mastering and using adjectives. Knowing what the problem is, we can enhance the relevant training and help children pass this stage more easily, strengthening their language ability to express themselves."

Total support for teaching

Having experienced teaching situations without the help of an assessment mechanism, Ms. Yip Yee Fa has found the "Language Development Milestone" a very helpful tool for teachers to assess the language abilities of students. Although it takes teachers a while to understand the mechanism due to its detailed classifications, with practice it is easily mastered. As Ms. Ng and Ms. Yip have had outstanding results using the teaching kit and helped prepare the teaching materials, they were recommended to receive the award.

In addition to the "Language Development Milestone" assessment tool, Ms. Lam has developed a "Parental Communication Training Curriculum". It covers 54 topics including a target-oriented curricula, a language learning activity guide and a user manual, providing teachers with a vast amount of hands-on teaching resources.

Devoted to improvement

In January 2004, Ms. Lam also wrote the "Let's Talk With Our Children – A Language Intervention Guide for Parents (Special Education)". It divides children's expression abilities into three groups: "non-oral", "oral" and "words" and provides a full set of teaching materials and recommended oral exercises to help parents improve their children's communication skills in daily life.

In order to benefit more children, Ms. Lam has started to create teaching kits and assessment tools for special education students in China. She also actively participates in various seminars and discussion sessions to share her experience with other practitioners.



My teaching beliefs

"Unlike mainstream schools, special education is particularly student-oriented. It assists students to solve practical problems in their daily lives. I look on my role as that of a helping person teaching another person. This generates the greatest potential for the development of my students. For many years, my students have given me great happiness, yet, when I listen to their innocent voices, I know that I can do more... I have never felt tired for the past 30 years."

~ Ms. Lam Siu Ling (photo, centre)

以語言作媒 建立人的價值

得獎人：黎燕琮老師
所屬學校：甘迺迪中心

教學年資：28 年
教學對象：特殊需要學生（中一至中六）

分享作品 鼓勵寫作

語言如果不能將生命相連，那將是淡然無味，甚至是一種浪費。熱愛中國文學的黎燕琮老師，過去 23 個寒暑在甘迺迪中心與學生一起生活，學習欣賞文學作品，體會作者高潔的情懷，感受生命的禮讚。

黎老師自言與文字有緣，很自然地她會鼓勵學生寫作，每星期寫一篇生活隨筆，表達對生活的感受，領略生活中的人與事。不少同學都用心去寫，因而產生出興趣來。久而久之，亦習慣用文字表達自己。老師欣見同學作品進步，甚至興致勃勃地將作品結集成書，《甘苑》、《甘心》、《甘苗》，都輯錄了同學們優秀的作品，當中展現了樸實無華、敏銳而跳脫的心靈。

「文字彷彿就是我的花瓣。藉着一字一語，表達我對生命的一份感謝，表達我對一切美好事物的一份感謝，表達我對愛的感謝。」～葉凱雯(節錄自《生也何幸》)

「原來生命的成長並不受制於身體，使我們淪落的是我們意念上的自我放棄，原來心靈的健全才是生命最重要的部分。可以想像，如果沒有這間學校，沒有那麼多老師教我們、鼓勵我們、支持我們，我們便不會發現自己本身就是一份祝福；假若我們得不到衆多師長們的熱忱關懷，沒有經過當中那『愛的洗禮』，我們就不會對生命發出讚歎，『生也何幸』也不能成為我們共同的體會。」～李啓亮(節錄自《生也何幸》)

協助同學 展現能力

同學們喜歡上黎老師的課，認為大家並不只是在上課，而是與一個他們喜歡的人在一起。在她的慈愛裏，他們發現自己生命的面相，接納自己獨特的一面，縱使身體殘缺，仍然不願放棄，那種生而為人的驕傲、自信和自愛就這樣建立起來。

以教授語文課為起點，卻不光以語文知識為學習的終點，黎老師要他們看得見自己，感知自己。對於能力較弱、自信不足的同學，只要同學願意，黎老師會設法輔助。同學們口語表達能力弱麼，就加插「清談」、「科研」的教學活動，甚至訓練他們參加朗誦比賽，好歹磨練自己的能力，一試跨



黎燕琮老師（後排左一）與她一班鍾愛的學生。

越自己的局限。不過，黎老師絕不會降低要求，不願意拿掉他們的尊嚴。

以人為本 學生樂意親近

這種重視人的情操，協助學生展現能力，令學生感受到自我的價值，這一切並非成績、分數所能取代的。不過，遇上頑劣的學生，不願「乖乖上課」的學生，黎老師坦言自己也會束手無策。

真性情的人，真心喜歡學校的清明、學生的純真。試想像，在偌大班房內，約九、十位同學圍坐一起，時而聽到幽默、雋永的語句，時而對話交流，或四目相視，或哄堂大笑，在這樣自由學習的空間下，大家都真誠相對，珍惜一份難得的情誼。這種學習氣氛，教人忘掉身上的殘缺，只管珍惜生活。



甘迺迪中心學生中文作品文集。

我的教學信念

「弱能人士先是人，然後才是弱能的人。他們(學生)是一個人，要珍視一種人與人彼此相待的關係，令他們在短暫的人生中，懂得感知自己，展現自己，同時學習感知生命，體會成長的快樂。」～黎燕琮

Creating Value with Language

Awardee: Lai Yin King
School: The John F. Kennedy Centre

Years of Teaching: 28 years
Teaching Targets: Form 1 to 6 (Special Education)

Helping students to improve their abilities

Students love to attend Ms. Lai's class. They do not think they are in a class, but rather they are with a person they like. In her kindness, they discover aspects of their own life and accept their uniqueness. Despite their physical disabilities, they do not give up. Their sense of pride, self-confidence and self-respect are all firmly established.

Using language study as a starting point instead of the ultimate goal, Ms. Lai lets students recognize their value. For those who are weaker and lacking confidence, as long as they are willing to learn, Ms. Lai will try her best to assist them. If students are weak in oral expression, Ms. Lai uses conversation and "scientific research" as teaching activities, and even trains them to participate in speech festivals to strengthen their abilities and breakthrough their limitations. Nevertheless, Ms. Lai never lowers her standards because she does not want to take away their self-esteem.

Student-oriented approach wins students' trust

Ms. Lai's student-oriented approach helps students perform and enables them to experience their own values. It cannot be replaced by academic results or scores. Despite that, Ms. Lai admits that like all teachers she still has her hands full when dealing with naughty students in class!

Being a direct and honest person, Ms. Lai really likes the purity of her school and the innocence of her students. In a big classroom with 9 to 10 students sitting together, listening to humorous and meaningful teaching, sharing conversations and laughter, in such a free learning environment students progress together and treasure their friendship. Such a free-learning environment makes them forget their physical disabilities as they focus on treasuring the wonder of life.



Ms. Lai loves her students and shares her ideas with the class all the time.

Encouraging writing through sharing

If words could not unite one with another, then language would be deemed tasteless, boring, and even a waste of time. Ms. Lai Yin King has a passion for Chinese literature. She has been working with students at the John F. Kennedy Centre for 23 years, learning how to appreciate literature and the noble sentiments of the great writers, as well as the blessing of life.

Ms. Lai feels a close affinity to language, and naturally she encourages her students to write. Students write to express their feelings towards people and things in their daily lives. Many students write from the heart and gradually develop an interest in writing. As time goes by, they become used to expressing themselves in writing. Ms. Lai is so happy with their work that she has arranged for publication of their articles. These books demonstrate the simple yet sensitive thoughts of the students.

"Words for me are my flower petals. With words, I can express my heartfelt thanks to life, to all beautiful things and to love." ~ Yip Hoi Man (excerpted from the book "It is lucky to be alive")

"The growth of life is not restricted to the physical body. What makes us fall is the giving up of ourselves in our minds. The wholeness and healthy state of mind is the most important part of our lives. Imagine if this school had not existed, there were no teachers to teach, to encourage and to support us, we would have never discovered that we ourselves are already a kind of blessing. If we had not received the care from so many teachers and had not been baptized with love, we wouldn't admire life and the fact that we are lucky to be alive wouldn't have become our common experience." ~ Lee Kai Leung (excerpted from the book "It is lucky to be alive")



My teaching beliefs

"Disabled people are firstly human beings, then disabled. These students are part of mankind. Man should treasure the passion and relationships with each other so that during our short life span we learn to

recognize, develop and demonstrate our potentials as we experience the happiness of growing and developing." ~ Ms. Lai Yin King



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認字我最叻

「行政長官卓越教學獎」嘉許狀（幼稚園學生語文發展）

得獎人：黃少君園長 / 林秀芳主任 / 李劍儀老師

所屬學校：九龍禮賢學校暨幼稚園

教學年資：24 年 / 20 年 / 21 年

教學對象：幼稚園學生(低班 / 中班 / 高班)

朗讀圖書

學前教育的目標，在於提高幼童的學習興趣，打穩語文基礎，培養人際相處技巧和良好德育品格，建立一套正確的價值觀。九龍禮賢學校暨幼稚園的學生不但喜歡學習，而且表現出對文字的濃厚興趣，甚至主動翻查字典，不禁令人好奇，究竟老師如何教出這樣熱愛文字的小朋友呢？

原來，學習的秘密就在於學校推行的「圖書朗讀」計劃。老師揀選特別的圖書，每星期跟學童朗讀圖書的書面語，部分學生起初不太習慣，但在老師刻意安排的發問、綜合、澄清及預測下，學童就讀出趣味來，對認讀的能力、詞彙的掌握、閱讀的興趣，有增無減。

七年來，三位率先參與培訓的老師循序漸進地與全校老師和家長分享這項語文提升計劃，讓學童受惠。誰說現今的小孩子都不愛閱讀？

幼稚園老師跟小朋友朗讀大圖書。



我們的教學信念

「愛和尊重的態度是跟孩子建立關係的基礎。面掛親切笑容，多點身體接觸，甚至蹲下來分享他們的感受。孩子體會到我們的誠意，自然願意開放心胸，讓我們進入他們的小世界。」

~ 九龍禮賢學校暨幼稚園獲嘉許老師

Kindergarten Students Who Love Dictionaries

Chief Executive's Award for Teaching Excellence(Certificate of Merit)
Language Development for Students in Kindergartens

Awardees: Wong Siu Kwan/ Lam Sau Fong/ Lee Kim Yee
School: Kowloon Rhenish School (Kindergarten Section)

Years of Teaching: 24 years / 20 years / 21 years

Teaching Targets: Kindergarten students
(lower / middle / upper classes)

Reading aloud

The objectives of pre-school education lie in enhancing children's interest in learning, setting a solid language foundation, nurturing inter-personal skills, a good personality, and establishing a set of positive values. In Kowloon Rhenish School (Kindergarten Section), however, students love not only learning, but show so much interest in Chinese vocabulary that they proactively check their dictionaries for new words. How do the teachers do it?

The secret to the students' enthusiasm is the "Reading Aloud" programme. Teachers select special books and read aloud with the students, word by word. At first students may not be used to this kind of reading exercise, which is different from traditional storytelling. However, with specially designed questions, integrations, illustrations and predictions, students soon discover the fun of reading which heightens their interest in vocabulary recognition and reading.

Over the past seven years, the three teachers have taken the lead to participate in the programme and share their skills with other teachers and parents. Who said children nowadays don't like reading and writing anymore?



Children enjoy reading books.

Our teaching beliefs

"Love and respect are the foundation for developing relationship with children. With smiles, physical contact and empathy, children can feel our sincerity. This, in turn, opens up their hearts and

lets us enter their little world." ~ Recipients of the Certificate of Merit:
Kowloon Rhenish School (Kindergarten Section)

鳴謝

Acknowledgement

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