

# 香港躍進學校

## 對本計劃的中期意見

### (中學)

二零零零年三月二十日

(學校意見正在收集中，截止日期為二零零零年三月三十一日)

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17 March 2000  
Sch Ref : HKF/815/00

Mr Irving Koo  
Quality Education Fund  
17/F Murray Building  
Garden Road, Hong Kong

Dear Mr Koo

Re : Accelerated Schools for Quality Education Project (ASQE)

I take great pleasure in providing you with our experiences in joining the abovenamed project initiated by the Chinese University of Hong Kong since September 1998.

To me and to our teachers, the ASQE is worthy of our support. During the first year when we joined the project, ASQE staff collaborated with us on conducting school evaluation and building school vision. They provided resources of many kinds to facilitate our planning and development. In the current academic year, they work with us closely to improve some identified areas and continue to help organize staff development programmes. All we have achieved are very useful and practical for our future development and are in line with the SAR Government's policy on the school-based management.

I would like to convey our heartfelt thanks to you for your generous support to the ASQE. Also, I must express my appreciation of all the ASQE staff have done for us. Without the help of the ASQE, our school would not have started the school-based management so smoothly.

The product of the ASQE is promising. I am pleased to recommend it without reservation.

K.F. Ho  
Principal

HKF/wt

## 學校躍進與香港躍進學校

### 小齒輪完成

我們的歷程：

中齒輪啟動

大齒輪伺機出擊

聖公會白約翰會督中學參與中文大學的躍進學校計劃進入第二年，經歷是充實而令人欣喜的。為了建立同工間合作的文化，去年開始了小齒輪計劃，十六位教師與中大三位同工為中一級四十名學生設計了為期三個多月的「攀星計劃」，目的使學生在學業及行為兩方面同時並進。該計劃得以順利的完成，參與的同學大部分在價值觀、自我了解及學習態度三方面均有長進，而教師的團隊合作文化也得到啟迪。

去年學校的躍進經驗，是比較全面性的，從校情的檢討、小齒輪工作的推動，學校目標、遠景的建立，透過不同形式的活動達到目標。總結第一年的經驗，躍進的歷程甚為珍貴，教師與中大的同工在合作的過程中，不經不覺建立了一定的情誼。情意的感染對推動學校的躍進產生了催化的作用。配合攀星計劃，本校的數學科脫穎而出，在全港的數學奧林匹克競賽中，勇奪冠軍。其後數學科再獲得連串的獎項，激發起校內一股「奧林匹克」熱潮。數學精英培訓計劃，結合了歷年的經驗，靈巧地採用了「攀星計劃」的理念與技巧，迅速成為推動學校躍進的另一個「小齒輪」。

中文科、英文科受到良性的「同儕效應」，也開始構思前所未有的「躍進工程」。中文科組織校內五、六個學科，以「中國民族文化」為主題，設計一項全年性的跨科活動，還成功獲得校外撥款資助。英文科也構思了幾項大型的校內活動，「英文嘉年華週」是其中表表者。

校內全面加強了教師培訓活動，擴大了與其他專上院校的協作關係，教師對優質教育的素求、趨勢及方向也加深了解。踏入第二年的合作，校內的行政作出了適切的配合，將「骨幹小組」有機地融入「教師發展委員會」。全校目標鮮明地強化教與學的素質，「拔尖補底」的政策正式落實到各科的計劃當中。

中大躍進學校的同工不獨為本校引進了新的教與學的模式，同時促進了學校與學校之間的專業交流系統，使教學活動充滿生機。不同的學習模式包括「全方位學習」、「專題研習」、「創意思維」、「合作學習」等，交錯應用於各科的教學過程中，教與學雙方面多元發展，百花齊放。「教與學」這個重點範疇的更新活動，啟動了學校躍進的「中齒輪」。

校內產生了新的氣象，學生層面，一般比以前活潑、主動。高年班的學生領袖開始發揮不同的領導功能，成為學習活動的「小導師」。各類的學習交流活動，深受同學歡迎，為學生延展了學習的天地。教師層面，積極學習的風氣比以前加強，各類進修活動參與者不乏其人。個別教師應邀參與校外專責教學研習以及課程設計小組，例如資優課程專責設計小組。學校層面，隨著教學成效的逐漸提升，學校建立起一點特色來，對外的網絡逐漸擴大，合作交流的契機協助學校向著躍進、開放、優質三個目標邁進。

## 北角協同中學

楊玉華校長  
2000年3月16日

本校參加「香港躍進學校計劃」的情況及感受。

本校自1998年9月開始參加為期三年的香港中文大學教育學院及香港教育研究所主辦的「香港躍進學校計劃」。

98-99年的活動有：

1. 中大教育學院幫助本校檢討情勢(Taking Stock)——用工作坊的方式。
2. 中大教育學院躍進學校小組向家長、校長、行政人員、教師、學生、學校職員發出問卷調查。
3. 中大教育學院協助本校訂立發展遠景(Developing Vision)——亦以工作坊形式。是次研討會幫助本校訂立本校教育目標：  
“我們致力實踐  
基督教全人教育，  
在互愛互勵的環境中一起成長，  
開展學生的思考，  
創造和自學等能力，  
貢獻社會。  
協同人協力同心。”
4. 配合本校「家長睇真D」活動  
中大教育學院「香港躍進學校計劃」學校發展主任杜文江博士及數位同事來校與家長一起觀看本校老師上課情況。
5. 杜博士為本校教師作出教學示範。
6. 學年尾，香港躍進學校計劃小組完成本校的「初步情勢檢討報告」，作出建議：加強學校成員的溝通，訂定目標及優先次序，提升教師教學技巧等，香港躍進學校計劃願意提供交流網絡的協助。

99-2000年的活動

1. 躍進學校小組再一次發出問卷調查，準備第二次情勢報告。
2. 躍進學校小組學校發展主任劉晚成先生及同事來校商討推動合作

事工。

3. 本校陳穎波主任及曾綺年主任於 1999 年聖誕節期間參加香港躍進學校計劃主辦的北京教育交流團。
4. 本校全體行政人員及學科主任參加躍進學校計劃於 2000 年 1 月 22 日在九龍馬利諾神父學校舉辦的教育研討會。
5. 2000 年 1 月 27 日香港中文大學教育學院 躍進學校計劃主任李子建教授及學校發展主任劉晚成先生等來校與本校同工商討觀課技巧。
6. 本校數位同工先後得到躍進學校計劃資助，聘請代課老師，以便有機會出外參加教育研討會。
7. 本校將計劃於 2000 至 01 學年舉辦中一家長親子關係課程，躍進學校計劃小組將提供協助。

鑑於香港的經濟轉型及社會文化急劇轉變，教育改革勢在必行。學校面臨各種挑戰，必須開放自己，接受裝備。本校參加「香港躍進學校計劃」正是要與具專業知識的教育機構結為伙伴，同步新里程。

在過去一年多裡面，「躍進學校計劃」在多方面對本校的發展有具體的幫助。

首先，躍進學校計劃以其專業身份，選用各種搜集資料的方法，為本校撰寫情勢報告。又在此報告的基礎上與本校教職員共同訂立遠景及教育目標，各項事工的優先次序。整個過程對學校檢視自己的方向及發展都極為寶貴。

此外，躍進學校計劃對老師的教學有不少支援。特別是學校發展主任示範「強效學習」(Powerful Learning)，協助同工引入互相觀課文化及舉辦各種研討會。凡此種種皆能激發老師研究教學方法的心志。

參加躍進學校計劃也令本校的同工有機會多接觸其他教育工作者。學校與學校之間也多了許多溝通，互相學習的機會。同工視野擴闊了，對校務的發展也有許多新的看法，本校確實得益良多。



CARMEL ALISON LAM FOUNDATION SECONDARY SCHOOL

迦密愛禮信中學

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Tel: 744-5117 Fax: 785-4153

敬啓者：

承蒙優質教育基金委員會撥款，予「香港躍進學校計劃」，本校有幸獲得參與；受益良多，不勝銘感。

在過往一年多的合作中，我們在教學上獲得專業性的支援，可說多不勝數。當中尤以「情勢檢討的調查報告」，極具深入的分析、研究和參考的價值，提出本校各強弱項的成因，從而釐定學校的方向和長、短期目標；使我們能更有效地幫助學生成長，實屬難能可貴。

基於上述的成效，故今誠意推薦香港中文大學教育學院，向優質教育基金委員會申請第二期「香港躍進學校計劃」之撥款；俾能造福更多學生，藉以提升香港之教育質素。

此 致

優質教育基金委員會

迦密愛禮信中學

校長：  謹啓

二零零零年三月十五日



Ref#6010asp-1-1

It is fortunate for us to have joined the Accelerated Schools Programme. To work with a group of 'dreamers' is both thrilling and stimulating. We enjoyed our first year in the programme during which a series of staff development activities unveiled hidden treasures in teachers' hearts. The workshop on Information Technology, Team-building, School Mission and Goals, Powerful Learning contributed immensely to our improvement endeavour. These workshop were of superb quality, being enjoyable and enriching. Most teachers looked forward to ASP workshop every time and were never disappointed afterwards.

With a year of good and solid foundation to prepare teachers, we are moving onto some of our priorities after the stock-taking exercise. Subject-based projects in one of our areas of concern. Teachers' responses in this area are most encouraging.

Besides, the school do appreciate the extra provisions such as funding for teachers' reference materials, supply teachers and educational tours. Expertise from the ASP gives the school fresh impetus which in turn generates a series of internal initiatives.

The programme is helpful to schools. With Academics and experts in the University working with teachers hand in hand, the dreams of quality educators can be fully realized. Besides, what matters most is that the education process becomes more enjoyable and meaningful to both teachers and students.

Mrs. Ruth Lee Shek Yuk-yu  
CCC Chuen Yuen College

To: Mrs Sheryll Leung, ASP, CU  
From: Anthony Lai, OLR

**Our Lady Of The Rosary College**  
**Feedback on the Programmes of Accelerated Schools Project**

17.3.2000

**Survey**

Teachers were interviewed. Their opinions about school administration, delegation of power and their commitment to their work were collected. Students were also interviewed and asked about their learning experiences at school, their self-esteem, physical prowess, emotional stability and moral values. Results were tabulated and graphically presented during a meeting with the staff. Feedback and analyses were offered. The survey helped teachers to understand the school's current situation better.

**First Staff Development Day**

The one-day session aimed at setting the educational vision, mission and goals. Teachers learned and set goals together through activities, and they found the activities interesting and impressive. Teachers agreed that intellectual and emotional development should be the main targets of the school. There was not enough time to go deeply into each issue as the school also wanted to collect teachers' opinions on using English as the medium of instruction.

**Second Staff Development Day**

The one-day session was for setting priorities and building team spirit. The games were interesting and helpful. Though most teachers agreed that they were overloaded in their work, they did not have consensus on what should be given first priority and what could be cut out from their workload.

**Leadership Training**

The executive committee members of the Students Association were given two-day leadership training in a residential camp. Students learned a lot of skills and gained a lot of insight through activities. All participated enthusiastically, and at the end were totally exhausted. Too much seemed to have been packed in too short a time.

Another one-day training session was conducted in the school for House executive committee members. About 40 students participated and there seemed to be a shortage of instructors. Some students were not closely guided and they did not participate fully. The day was too long and exhausting. The programme needed to be condensed.

**Study Skills Training**

Before this one-day study skill training session for Form Four students, a teacher was sent to a two-

day workshop to learn powerful teaching skills. ASP also helped to draft a survey on Form Four students' study habits and the programme was set with reference to survey results. About 18 teacher-facilitators and 16 Form Six student-helpers were also trained the skills of powerful learning.

The training session was well received by most students, though a small number of them did not participate enthusiastically. Teachers found the activities inspiring, interesting and useful. However, the programme again seemed to be too compact and exhausting. Some skills are not thoroughly practised. Also because of time constraint, some mind maps and memory tricks prepared by teachers were not used, and this might have dampened these teachers' enthusiasm. Preparation was adequate but somewhat hurried, with certain last-minute requests for the provision of equipment and changes in schedule. However, on the whole it was a successful programme with everything running quite smoothly and students benefiting from it

### **Trip to Beijing**

The principal and a vice-principal joined the trip. It increased their understanding of effective teaching methods, administration systems and drew their attention to the importance of educational research. It also facilitated their exchanges with teachers of other schools. Some useful teaching aids and materials were brought back. They report their experiences briefly to the staff.

### **Student helpers**

CU students who used English as their mother language were invited to help different classes to prepare their English performance. In addition, a student from Chinese International School was invited to talk with and conduct activities for a Form Six group in English. The participants responded favourably and welcomed the chance to practise their English. However, the helpers could not come regularly and sometimes a session was cancelled at very short notice.

### **Overall feedback**

The programmes conducted were helpful. However, these had not brought about significant improvements in teachers' sense of duty, unity and devotion. The school had yet to find out ways to rekindle teachers' enthusiasm to participate in policy-making, administration and execution of duties. On the whole teachers still lacked initiative to take up responsibilities and bring about changes.

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PENTECOSTAL SCHOOL

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Reflecting on Our Experience with the ASP

The major tenets of the Accelerated Schools Project (ASP) are unity of purpose, empowerment coupled with responsibility, and building on strengths. These are precisely what our school is pursuing. They are also compatible with the philosophy of school-based management. Hence, we take part in the project.

Over the last one and a half years, we have, in collaboration with the projects School Development Officer completed some major steps:

1. taking stock
2. developing vision
3. setting priorities

We are also improving our government structure and introducing the necessary inquiry process.

To me, one of the fruitful outcomes of participating in the project is our realizing the strength and weakness of the school as a whole. The awareness is useful in our vision building. Subsequently, members of the school achieve a stronger unity of purpose.

Then, we can enlist a greater variety of expertise through the project team's extensive network with academics and knowledgeable practitioners.

The project has enabled the member schools to take a major step towards their developing into effective schools and provision of quality and relevant educational experiences for our youngsters.

(YEUNG Kwok-piu)  
Principal

## 躍進學校計劃與本校發展報告

中文大學躍進學校計劃在本校已進行近兩年，該計劃分別在校本管理，教學素質提升及支援等各方面對本校均有良性作用。現就有關情況簡述如下：

### 甲) 校本管理

教育署近年大力推動校本管理的念理，然而有關如何推展，學校方面實在難以掌握。在中文大學躍進學校計劃的幫助下，本校卻可順利推動校本管理，該計劃為本校提供以下的協助：

- 1) 為本校清晰說明及引進校本管理、賦權承責的理念，疏解本校同工對校本管理的困惑。
- 2) 幫助學校作全面情勢檢討，以便策劃學校將來發展路向。利用該計劃的資源，為本校作多方面詳細的現況探討，有關研究，決非缺乏資源的學校能進行的。
- 3) 提供校本訓練支援。根據學校發展需要，按部就班為學校提供訓練。計劃所提供的訓練亦按學校需要分兩類：
  - i) 全校同工；
  - ii) 中層管理同工。
- 4) 提供資源及建議，購置書籍及教材，以利校本管理的推展。

### 乙) 教學素質

為提升本校教與學的素質，該計劃先後為本校提供多方面的服務：

- 1) 為本校老師及學生提供『強效學習』訓練，改善教與學的效能。
- 2) 安排與內地學校交流，幫助本校同工擴闊視野，吸取經驗，改善教學素質。

總括來說，躍進學校計劃在本校已進行近兩年，為本校提供專業意見及培訓，使本校獲益良多。

### 建議

由於教育現正急速進行改革，學校實需強而有力的支援。躍進學校計劃只為學校提供三年的服務，這是十分不足夠，如能將計劃擴展至六年，或編成定制，成長遠合作伙伴，這對教育素質必能有所改善。

香港紅卍字會大埔卍慈中學  
二〇〇〇年三月十六日

本校於1998年加入由香港中文大學教育學院主持的「香港躍進學校計劃」。此計劃讓本港的中小學與大學教育學院結為夥伴，由教育學者及專家協助中小學推行持續改進的工程，甚具意義及推廣的價值。

年多以來，「躍進計劃」有系統地為本校檢視現況，舉辦講座及工作坊，幫助本校教師建立共同的願景，加強團隊合作的精神，並進行學生領袖及學習思維的訓練，本校獲益良多。此外，「躍進計劃」提供了機會，讓本校教師遠赴北京考察當地教育改革及學校教學的狀況，與參與本計劃的其他學校交流教學心得，尋覓合作的可能。

本校參與「躍進計劃」的合約為期三年，但學校改進的工作一般都需要持續五年以上才能產生較明顯的成效。故此，本人深切希望「躍進計劃」能延續三年，以致參與學校的改進工程能繼續得到教育學者及專家的協助，以竟全功。

聖公會林護紀念中學  
行政主任 吳聲展

本校於一九九八年開始加入計劃，由加入至今進行了下列的工作：

1. 向老師進一步介紹躍進學校計劃的理念
2. 在九八學年和九九學年分別在學校進行檢討情勢的工作，向校長、老師及全校中一至中三的學生和家長進行一個大型問卷調查。此外又向校長、部份老師、職員及工友進行訪談調查。兩次調查之後，都有跟進的報告會議向校長和全體老師公佈調查的結果。
3. 多次的研討會和工作坊，建立團隊精神和為迎接變革建立心理準備。
4. 一系列的會議，讓校長和老師為學校建構遠景，建立目標和工作的優先次序，並為學校的常務工作作了一次全面的檢討，決定哪些工作應予保留 (Keep)、改進 (Improve)、停止 (Stop) 或開展 (Start) (整個過程稱為 K.I.S.S 計劃)。
5. 一次的研討會和工作坊，探討強效學習和課程統整。
6. 除了上述的全體老師參與的活動外，躍進學校計劃又協助本校進行了一些推廣學校和社區關係及一些發展專題為本學習 (Project based learning) 的活動。

此外，本校利用了躍進學校計劃提供的代課老師資源開辦了五組暑期英語課程，又利用了所提供的金額資助購置了一些教材、教具和參考書籍，供老師和學生使用。

至今為止，躍進學校計劃在學校的執行大約進行了一半，已為學校帶來了很多的新體驗和新視野，並為學校帶來了共識和建立了新方向，為學校進一步的自我完善奠下了基礎。相信在進一步的合作底下，按著躍進學校計劃的理念繼續進行下一步的工作，必為學校帶來更進一步的美好明天。

中華基督教會基新中學

副校長 黃偉賢

16/3/2000

**香港躍進學校**  
**對本計劃的中期意見**  
**(中學續篇)**

二零零零年三月二十日

(學校意見正在收集中，截止日期為二零零零年三月三十一日)

香港躍進學校計劃由優質教育基金撥款資助



# 對本計劃的中期意見

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聖伯多祿中學  
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Feedback on ASP work by St. Peter's Secondary School

1. St. Peter's Secondary School joined the Accelerated Schools Project of the CUHK in 1998 and has benefited much by it. Currently the school is planning for a number of development programmes with the ASP staff.
2. Since the inception of the ASP, school consultants of the ASP have taken charge of all of our staff development activities by:
  - (i) conducting workshops and seminars for the entire staff on the days set aside for such purposes;
  - (ii) participating in discussion/sharing sessions held in some of our staff meetings;
  - (iii) conducting extensive questionnaire surveys, monitoring student progress, and interviewing selected staff and pupils to diagnose school needs and plan for school development.
3. We have found all of the workshops very useful and impactful, as they often include simulation games and group activities, which our staff consider most interesting and inspiring.
4. The findings of the stock-taking exercise are most valuable since they are based on objective measurement of data collected and field observation by a team of school consultants. They have shed new light on our strengths and weaknesses and provided a drive for further development of our school.
5. Both the workshops and the stock-taking exercise cannot be effectively carried out without the ASP teams serving as facilitators and external evaluators.
6. The provision of 30 days per year of supply teachers has proven most valuable, too. Our teachers overwork persistently, and lack the opportunity and incentive to work collaboratively to develop their professional skills and plan for innovative improvement measures, which the ASP has now given them.

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(Peter C. Y. Lau)  
Principal



循道衛理聯合教會

李惠利中學

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敬啟者：

聞香港中文大學教育學院「香港躍進學校計劃」正擬向貴組申請優質育基金。本校深受其惠，而優質教育亦關乎莘莘學子及社會之福祉，故特擬函支持「香港躍進學校計劃」之申請。

本校於一九九八年九月一日參加「香港躍進學校計劃」。在此計劃下，本校透過問卷，訪問檢視學校情勢，並在「香港躍進學校計劃」學校主任之安排下，透過多次行政會議之討論及教師培訓日之公開諮詢下，與全體教職員共同釐訂學校方向，設立遠景，共同製訂學校所關注之事項。今年，本校朝著學校方向，實施多個小型之校本計劃，成效令人滿意。（詳見本校之「香港躍進學校計劃」簡報）

承蒙中文大學教育學院「香港躍進學校計劃」之協助，本校正建立優質之學校文化，給予學生優質之教育服務。此目標正與貴組所提倡優質教育之目標相吻合。本人期望貴組能再次批准中文大學教育學院「香港躍進學校計劃」之申請，致使更多學校受惠，俾能共同攜手培育優質下一代，為瞬息萬變之香港社會培育良才。此致  
教育署優質教育基金小組負責人

循道衛理聯合教會  
李惠利中學校長

啟

二〇〇〇年三月十七日

# 躍進學校計劃簡報

## (一)引言：

邁向二十一世紀的香港教育，正面臨變革。教統會第七號報告書指出香港教育必須培養人才推動社會、經濟及文化的發展。「香港躍進學校計劃」便是一項全面性的學校完善計劃，透過行政、課程與教學、家長和社區等環節的結合，在學校推行的一套改革信念。

循道衛理聯合教會李惠利中學(以下簡稱為我校)，於一九九八年九月一日開始參與香港中文大學教育學院之「香港躍進學校計劃」。此計劃雙方是在平等、互信、互利及互相尊重下結為夥伴，共同探討發展優質學校教育的途徑和方法，並以提高我校的教育質素為最終目標。

## (二)實施「躍進計劃」的第一年：檢討情勢、發展遠境及設定優先次序

在實施「香港躍進學校計劃」的第一年，學校主任在我校作了兩日的訪問及問卷調查，以檢視我校的情勢，使我校可清晰將來的路向。「躍進學校計劃」學校主任安排了兩次教師培訓日及多次參與我校的行政會，終於為我校在學生品德、學生學習及學校行政三方面，訂下方向及關注事項進行改革。

### (三)實施「躍進計劃」的第二年：進行多個小齒輪計劃

今年，我校朝著這三個方向努力，在學生品德方面，我校提倡尊師重道，讓學生認識自己潛能，學習自我負責。我校今年推行了「敬師愛生運動」及「中一、二勵進計劃」，這都是校本計劃，參與教師達二十多人，我們期望藉著這些計劃，改善學生德育質素、學校文化及培養教師對學校的歸屬感及對教育的投入，這些計劃成效令人滿意，深受家長歡迎。

我校透過「躍進學校計劃」學校主任的協助，推行「強效學習計劃」，以活潑、生活化及優質的教案，引起學生對學習的興趣，參與科目由地理科擴展至數學科、英文科及科學科。此外，我校更藉著資源的調配，在改善學習環境方面努力，除了全校加設電視機、錄影機、銀幕等設備外，部份課室增設高映機、電腦及冷氣機。這些計劃目的是進行課程改革，改善學生學習的動機及學習環境，令他們能夠積極愉快學習。而這個計劃亦深受學生歡迎。

在學校行政方面，我校除了召開行政協調會議外，校長經常會見個別教師以加強溝通。今年更製訂精簡行政架構及重新資源調配方案，使來年我校可達致更有效之行政效率。由於訂定管理架構是透過溝通及討論共同製訂出來，所以我校深信所設立的管理架構可達致令每位教師發揮所長，賦權承責之目標。

#### (四)結語

我校在參與「躍進學校計劃」中得益良多，除了在學生品德、學生學習方面推行不同計劃，以改善教育質素外，更在行政管理架構上，透過討論、公開諮詢，製訂一套善用資源的方案，而這些方案和計劃，都是校本計劃，希望可以提高學校透明度，加強溝通。正如「躍進學校計劃」的策略一般，是以小齒輪推動學校這個大齒輪向前，最終達致優質教育之目標。

循道衛理聯合教會  
李惠利中學校長



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20 March 2000

Comments on Accelerated Schools for Quality Education Project (CUHK)

1. We have jointed the ASP for one and a half-year, and have ascertained the positive impacts brought forth by the programme on our school. During this two years, the staff of ASP have introduced to us the rationales of running an effective school and the ways that schools can move towards that direction. In addition, the ASP have held several staff development activities for our school. They have introduced to us the concepts of ASP and powerful learning, and the ways to implement project-based learning successfully in the school curriculum. They have given much support to our school through discussing with the core members of the management team of the school and providing the useful resources for the school. In particular, their advice on writing proposals for Quality Education Fund was found to be very fruitful. We appreciate very much the efforts made by the ASP staff.
2. The ASP also brought forth chances of enhancing the communications among ASP schools. These communications help schools generate new ideas and gain experience in facing the difficulties involved in school development. We hope that the ASP can arrange more experience sharing sessions for the schools in this programme in the near future. Furthermore, ASP should also facilitate and provide grounds for collaborations among the schools involved. We believe this should be one of the most effective ways to help schools move towards the self-perfecting stage.
3. We also appreciate that the ASP provided chances for the senior staff to widen their exposure in education, such as arranging a study tour to Beijing and the seminar on Super-Teaching. We believe that powerful learning should be a whole-brain, whole-school and whole-person approach, and more teachers in ASP schools should be exposed to this type of teaching approach so as to initiate the change of teaching paradigm in schools of Hong Kong. We suggest the QEF to grant more resources to ASP to run various types related programmes for teachers of ASP schools.



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4. We believe that the implementation of ASP in Hong Kong can help schools reform according to the rationales of school based management. We believe that helping schools to reform is not an easy task, much effort has to make so that the reform can become persuasive to the teachers in a school. We agree to the rationales of ASP that providing successful learning experiences to students is the key for turning a school into an effective school, as every teacher will be glad to see their students show improvement and become more self-confident. Though it takes time for the school to internalize the new concepts brought forth, implementing ASP in Hong Kong is worthwhile in helping schools to reform to meet the needs of Hong Kong in the future. This programme also helps Hong Kong to nurture more educational professionals who are equipped to help schools to reform under various situations, and these professionals may become an essential element for the development of quality education in the territory. All in all, if one expects the ASP to have more significant impacts on school reforms of Hong Kong, more resources must be input, including manpower and other facilities, so that schools can have more professional advice and support on their ways towards a better school.

Mak Chi Keung