



## **“Just Connect” – the Sequel**

(E. M. Foster, Howard’s End)

Mr Yung Wing Hon, Principal

I wrote in the foreword for the tour’s handbook, “Our project bears several points of significance of effective staff development in that it is self-directed; we define our objectives, bring our own experiences to share and hopefully can capitalize on them. Our supervisor and school managers also model their commitment to perpetual learning. Personally, however, connection is perhaps the number one objective that I hope our project would accomplish. I am hoping that it would help to connect us with our quality education practitioners in Singapore. And at the same time, it would give us all a chance to connect with each other. Connection is the key to shared vision and genuine learning. It engenders comradeship, teamwork, purposefulness, enthusiasm and warmth..” So far, the responses all strike a very positive note.

It’s time for reflection and I take the liberty of enjoying the reminiscence of the experience as well. We spent just half a day in each school and the impression was snapshot-like. And so I just allow my feeling and thought to ramble a bit and present them likewise in a snapshot form..

I can still feel the pressure of the last few days’ liaison with the Singaporean schools, the last-minute rush to prepare the handbook and the souvenir for Serangoon Secondary School. Thanks to the patience and dedication of Mrs Yung, Isa, Connie, Mike and my vice-principal, Mr Lam. I can vividly see all the members discussing enthusiastically late in the night in the conference room of the hotel. I can see the eagerness of everyone busily engaged with the Singaporean teachers, trying to find out more and more still about their experience. Indeed the smile on the face of Mr Wong, who was the last one to come to the coach when we left Dunman, was extremely vivid to me. He was very happy to have got some material on civic and moral education from the generous teachers of that school. Our photographers never missed the chance to capture the scenes. Our ‘honorary guides’, Kitty and Connie, never failed us; they took very good care of us throughout the journey. The teachers despite coming from different schools mixed and collaborated with each other very well. The four-day visit was really very exhausting. I hope that the members can forgive me for drawing up such a tight schedule. Who would say that the teachers in Hong Kong are reluctant to improve themselves or to face change? As a principal, I can just remind myself of my accountability to my colleagues for leading them to success.

I have come to know many educational leaders, Madam Neo, Mr Noh, Madam Quek, Madam Heng, Mr Singh and many of their colleagues. Within a very short notice, they all tried their best to satisfy our needs. They gave us a very comprehensive and enlightening presentation, showed us how their mission and philosophy was achieved or fulfilled. All of them had clear visions and strategic plans and they were extremely articulate in pronouncing them. What impressed us most is that they shared their views with us with no reservation whatsoever. To us, it was a really good lesson on leadership and management.

They were all so warm, enthusiastic and hospitable. The reception awed us a bit—the lion dance, the native welcome group, the drum-roll, and the luncheons. They spent the whole morning, sometimes the whole afternoon showing us around the campus to have the first-hand

experience of the atmosphere, the environment and the activities. When they talked about their schools, the students and the colleagues, I could feel their pride and passion in their voice and expression. Can one be a leader without pride in his team and mission as well as passion for them? Can one be a teacher without pride in his students and work as well as passion for them?

A tour around the campus revealed the distinctive characteristics of each school under the leadership of the principal and his management team. The students at the Anglican High School behaved in a composed way and seemed to know exactly what they wanted. They were to be nurtured to make future political leaders, and indeed, they impressed us as having all the potential and teaching to do so. At Dunman, the five D's and the sixth one—'Daring' constitute the fundamental values of the school. We could see the orderliness of the campus and the cooperative learning in the classroom. Manjusri advocates that 'students matter most'. We had the honour of enjoying the brilliant performance of the choir, the band, the orchestra, and the dance. They involved many, many students. The Champion Corner catered for the students who need greater care. The school certainly strives to provide every student the chance to achieve in his own way. Serangoon has just moved to her new campus for just nine months and the development was strategically planned and implemented. Emphasis on learning was obvious. The morning reading session, the IT-enabled campus, the library media resource centre with its cyber café all indicated the school's direction. There happened to be a charity sale organized by the Student Union. One student I talked to said his family helped to bake the cookies for the day. The activities really befitted the school motto, 'Seek, Strive, Serve.'

All the four schools emphasize the importance of inculcating a sense of responsibility in their students. Dunman's philosophy is to teach students to accept responsibilities; Serangoon stresses the importance of serving, and striving for the best; Anglican High emphasizes student autonomy; and Manjusri aims at developing every individual to be a responsible life-long learner. While we allow our students to enjoy their rights or demand them to obey us, perhaps we can purposefully help them become informed choice-makers and shoulder their responsibility towards themselves, their family, their school, the community, the country and the humankind.

The Singapore Ministry of Education has a system of monitoring and awards, which is linked with the performance of individual schools and teachers. This is a mode of transactional leadership. We were able to observe another type of leadership—transformational at our visits. While Serangoon offered her teachers the training of the seven habits of highly effective people, Dunman organized a workshop on personal mastery for her staff, and Anglican High encourages her staff to have 100-hour self-directed professional development on a yearly basis. Learning schools emphasize not only the how-to skills but more importantly, the will to learn, the paradigm shift. Senge's 'personal mastery' is the 'spiritual foundation' of collective commitment that gives purpose and passion to the work of the school. It is the quality that gives individuals a sense of belonging and ownership to an organization. Professional development is a form of empowerment and self-empowerment. This should shed light to the direction of our effort.

During our visit, we learnt that the teaching of grammar would return, though in a new light. We also understand more about the implementation of project work and the teaching of thinking skills in Singapore. The experience led to think thus. In Hong Kong, we have been troubled to decide whether we should teach grammar or not, whether we should teach thinking skills as a separate subject or not, whether we should teach moral education and civic education as a

separate subject or not. This dichotomous mode of thinking is really dangerous and futile. Such thinking appears in many other educational issues, e.g. EMI vs CMI, dictation vs no memory work, absolute obedience/punishment vs total tolerance / laissez-faire, top-down mode vs bottom-up mode, and many others. In Singapore, there is explicit teaching of project work as well as across-curriculum project work. I think that this might be one of the choices. Should we be more alert to the potential danger of the dichotomous tendency in problem-solving and critical thinking?

Our colleagues were usually very excited to find that there were materials on the topics related to the education reform in Hong Kong. This shows that teachers in Hong Kong are willing to learn but at the same time frustrated at not having more concrete help. Fullan observes that teachers need concrete curriculum material in new projects. Leithwood *et al* in their study of the change programmes implemented at Central Ontario Secondary School also note that an important reason for success at COSS appeared to be the clarity of the content of each change; clarity in terms of purposes, procedures, materials and the like. It is a lesson that we should learn.

Reflection is in itself a learning process. It is indeed an important process of life-long learning. Day *et al* outlines a five-stage model of reflective practice from reflection-in-action through reflection-on-action to reflection-about-action. I hope that our reunion gathering can be a sharing session for reflection-on-action or reflection-about-action. In sum, it is an opportunity for shared reflection.

We have been impressed and moved by what we saw in Singapore and our colleagues' enthusiasm. It's time for us to move forward. Can our schools and colleagues create opportunities for joint-effort or collaboration in our educational endeavours? 'Just Connect' in E.M.Forster's sense is to connect the heart and the head.



## 寫在新加坡教育觀摩團之後

林廣輝副校長

四天的新加坡旅程，是一次嶄新的經歷和體驗。

第一次踏足獅城的校舍，不禁被其優美的環境所吸引。真的，校園偌大寬廣，設施齊備完善，教我們心生羨慕；不過，仔細一想，在可見的未來，香港的校舍相信也不會有太大的擴展；因此，與其羨慕一些不能達成的幻想，徒增無奈，不如切實取經，在我們可以控制的範圍下作出改變。

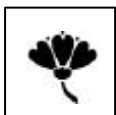
專題研習的系統化教授是我深刻的地方。香港的課程改革倡議能力導向，主張通過專題研習培訓學生學會學習的能力，但各項能力的具體內容卻語焉不詳。新加坡實仁中學推行專題研習，有清晰及完整的課程，確保學生具備進行有關研習的能力。由構思研習計劃、訂定研究題目到檢討評估，當中涉及的能力和 method，都有清楚的解說。要發揮專題研習這種學習模式的效能，實仁中學的做法提供了可作參考的路向。

四間中學的介紹都詳細有序，系統分明，不同部門的主責老師，對其工作範疇的講述，從信念目標、施行策略到成效評估，無不娓娓道來。在解說的過程中，教師流露出是一份引以自豪的滿足感。在欣賞他們獨當一面的同時，我深刻體會到專業精神的可貴。我不禁反思：要香港教育改革真正成功，我們需要一群具有高度專業精神和能力的老師，否則一切只是空談，因此，我們要自我學習、提升、突破和完善。

文殊中學的幹勁和朝氣，來自每張學生的笑臉，也來自學校每個角落。學生接待、殷勤熱誠；歌唱表演、投入真摯文殊中學的學生質素不是最好，但整間學校卻流露最濃厚的人情和活力。從中可見，收生質素並非主宰一切，只要有心辦好教育，同樣可以有所成就。

反思體會，前瞻未來，新加坡的教育實在有不少值得我們借鏡的地方；然而，我們也毋須過份自我菲薄，香港的教育工作者，同樣具備能力，同樣懷抱熱誠，為我們下一代的教育奮力工作。

前路還是充滿希望的！



## 星空漫談

李志雄老師

新加坡比想像中更小，但她的成就，卻比我想像更大。

新加坡一向以來給我的印象是，欠缺自由，事事須守規。但經過這個觀摩團後，欲發現新加坡政府的遠見及能力，是香港政府難以相比。

香港人效率極高，看過新加坡的 IT Master Plan (1997-2002)，便立即在香港推行五年資訊科技計劃 (1998-2003)，計劃只比新加坡遲了一年開始，跟得何等快！亦難怪在學校負責資訊科技的同事，疲於奔命。「Learning Nation, Think School」無疑是十分漂亮的口號，但是否能不考慮時空的分野，直接將之由 1997 年的新加坡精英教育體系，複製至 1998 年香港普及教育的體系。當前香港教育的問題是什麼？我們現時的有利條件及不利條件是什麼？除非香港如新加坡一樣採用行政指令方式辦事（事實上亦不可能），未有前線工作者的共識，教育改革又如何能成功？

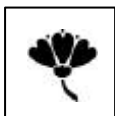
香港現時資訊科技教育的發展，除了在設備及技術支援方面，香港絕不遜色！香港政府設立的優質教育基金，令各學校有資源推行一些有創意的計劃，令本港學校的發展，百花齊放。可惜，現時優質教育基金傾向為學校提供「套餐式」的撥款，多於鼓勵有創意的計劃。

要知道一間學校為何成功，一定要了解其所在地的政治、經濟、文化及民生的背景。在新加坡多留了兩天，對這個城市，有了更多的認識，只可惜未有機會進入公共圖書館及民居。

亦因多留兩天，與平日甚少交談的同事，增加了溝通的機會，從而加深相互的了解。

獅城四間中學的熱情招待，校長及部門主管的使命感、領導才華及投入，令人感動。但如此美好的事物，亦可於本港的某些中學看到，未必要千里迢迢到新加坡看。所以，這個觀摩團最大的意義，是為團員提供了共同的體驗、共同的談題。溝通本身已有其價值，不會受到溝通內容的局限。只要大家有溝通的誠意，自會建立共識及提升意識。

獅地四間中學的老師雖然未必能於我們有深入的交談。但觀摩團本身已是一個大寶庫，友校老師的幹勁實令人敬佩，只可惜匆匆四天的旅程，未能有太多傾談的機會。雖然如此，亦有幸能與本校的同事，有較多傾談的機會。盼學校日後多安排與友校一同外訪的活動，令各同工有更多溝通的機會及空間。



## 新加坡交流之旅

梁子豪老師

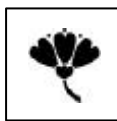
四月廿日，懷著興奮的心情及抱有很大的期望，踏上新加坡教育之旅。此行之目的是希望多了解英文及資訊教學在彼邦推行的情況，以便能將之應用於自己之課堂上。但參觀了四所學校後，雖然得益不少，但與原先的期望，卻有很大的差異，正所謂「希望愈大，失望愈大」。

在教學上，只能透過與每所學校老師的交流，得知一鱗半爪；而觀課方面，亦只如蜻蜓點水般，未能了解整堂進行的情況，更遑論了解如何應用「IT」於教學上，以提高學生學習的興趣。

整體而言，這次參觀之旅是有所得著的。第一，此行提供了一個難得的機會與屬會及自己學校老師，一起合作探討及交流一些教育問題的心得。第二，雖然未窺全貌，但透過參觀及與當地的老師接觸和交流後，對彼邦之教育情況，英文教學和資訊教學等，多了一些認識和了解。第三，對於彼邦學校之熱情款待，及接待我們的學生，那些充滿自信及大方得體的應對和表現，均留下了深刻的印象；亦啟發了我該如何訓練我校的學生，使他們能有如此的表現。

後記：

很感謝校方安排這次旅程，因為是我「第一次」往外地觀摩交流，使我大開眼界，獲益不少；其次，在此次旅程中，很高興我這「新丁」能有機會與各同事，在校園以外，一起學習、一起遊玩，加深了彼此的認識和了解。



## 新加坡之旅後感

梁寶嬋老師

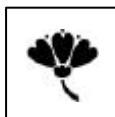
今次到新加坡交流，印象最深刻的就是在一間佛教學校裡的參觀。校長對學生的熱誠和執著，使我深受感動。

這所學校的學生成績雖然只是一般；但他們的禮貌和對學校的歸屬感，實在令人欣賞。沿途招待我們的學生，都非常熱誠和盡忠職守。為著我們參觀得到清楚的指引，不斷由一個守崗點跑到另一個守崗點，完全沒有一點怨言、怠慢。作為一位老師，見到自己的學生有這樣的表現，箇中的喜樂比什麼也大！

另外，就是學校為著一群缺乏家庭照顧的學生，在校園建立了一間小房舍。舍內更有一位社工長駐，照顧這群學生的問題和功課；更為他們安排一些課後的團體活動。今次我們的到訪，他們就為我們跳了一隻歡迎舞。校方對學生的重視，由此可見一斑。

整個參觀，我可以用「熱誠教學，真誠待人」來形容這間學校。

我盼望在這間學校的所見所聞，能切實地應用在自己學生的身上。



## 新加坡教育觀摩之旅 --- 點滴感言

莫秀霞老師

舞獅迎迓、鑼鼓喧天、儀仗兩旁，真使我受寵若驚，被重視的感覺隨之而生。德明中學及文殊中學的歡迎儀式，留給我深刻的印象。最令我欣賞的要算是文殊中學接待的同學。他們在氣溫三十度之下，身穿整潔的長袖西裝禮制服（有別於一般學生短袖校服）列隊兩旁，在我們參觀的路線沿途歡迎。雖然額上掛上一串串的汗珠，仍不減他們的笑容。友善親切、靈活調動，八位接待的同學總能在我們到達之前趕上，站在最前迎接我們。可見他們訓練有素，老師教導有方。

四間學校的校長都予人幹勁衝天、十分進取的感覺。他們的態度真摯熱誠，關懷老師學生溢於言表。每位校長講解學校概況，都不斷讚揚老師的努力及成就。尤以文殊中學校長最觸動人心。她要求每位嘉賓離去時，給予接待的同學言語上嘉許，充分流露她對學生的關愛；不放過任何讚揚學生的機會。學校不但對熱心服務、品學兼優的同學不斷加以肯定和讚揚，就是行為偏差的學生，仍給予他們一片自己的「天地」，一個溫暖的「家」。新加坡學校一般的課室和活動場所都沒有空調，而 Champion House 就能享有這種「優待」。這些同學在導師的帶領下學習互相關懷，發揮他們的創意與天份；在活動中，體會合作、團結和友愛。雖然天氣炎熱，烈日當空，他們依然十分投入跳舞。從臉上的表情和表演完畢那份燦爛興奮的笑容中，便知他們非常喜愛這些活動。學校給予空間這類學生尋找自我，

為他們製造成功機會，用實際行動表達了對他們的接納與關懷。

常言道：

在讚美中成長的孩子，將來必能心存感恩；  
在嘉許中成長的孩子，將來必能愛人愛己；  
在接納中成長的孩子，將來必能心胸廣大；  
在認同中成長的孩子，將來必能掌握目標；  
在分享中成長的孩子，將來必能慷慨大方。

作為教育工作者的我們，必有同感。



## 新加坡教育觀摩團

陳翠儀老師

廿一世紀已進入一個資訊爆炸的時代。時代瞬息萬變，教學理念、教學策略、教學方法、教師角色等亦必須順應時代之需求而作出改變，以求創新和突破。面對一連串教育改革，教師需要不斷自我充實，好讓自己有足夠的能力應付前所未有挑戰。新加坡之四日考察使我獲益良多，同事之間的感情亦跨進一步呢。

我們先後探訪了德文中學、聖公會高中、文殊中學及 Serangoon Secondary School。他們辦學團體背景縱使各有不同，但教學信念、對教學的熱誠態度是一致的。教學的目標是為學童提供全人教育，發展學生潛能，在學術、德育、公民、體育、藝術等各方面因應不同學生的特長，予以最恰當的培育，使新加坡新一代能成為具終身學習能力、具獨立思考、欣賞、接受不同種族、關心社會、熱愛國家、學於承擔、積極樂觀的一群。透過這次的交流及觀摩，擴闊了我的視野，使我更有信心迎戰教育改革的挑戰。最使我們難忘的是當地學校無論校長、老師、學生對我們親切的款待；詳盡、懇切的與我們分享他們對教學改革的經驗。他們對追求卓越(Strive for excellence) 的熱誠；對教學工作的投入；同儕間的鼓勵及支持；不斷求進步、不斷學習的精神，確實值得我們學習及值得的。教師專業必須與時並進，不能再墨守成規，面對教育改革的非單是我們香港的教師，同一天空下的角落，即如新加坡亦與我們一起踏上改革教育的不歸路，所不同的或許他們政府統籌、支援較香港為多及有系統，走得比我們快。這次交流畢竟為我們面對新挑戰打了一口強心針，教育改革之路縱然崎嶇，但只要我們能不斷反思，不斷求進，前路是光明的。

無疑教育改革令教師們百上加斤，增添了不少壓力及工作量，教育改革何去何從？如何能追求教育卓越效能實在是教師工作者值得思索之重要課題。交流觀摩、擴闊眼界是我們這次到新加坡走訪四間具不同特色學校之原因。在校監陳國超先生、校董湯偉俠先生、蔡小勇先生的帶領下，香港道聯合會圓玄學院第一中學尤漢基校長、第二中學翁永漢校長、第三中學李世基校長分別擔任團長，帶領各校共三十三位老師浩浩蕩蕩踏足新加坡的土地，進行四日三夜走訪四間當地中學的旅程。本會很榮幸同時邀請到教育署課程發展高級主任梁雪梅女士一起同行，與我們共同為教育理想而奮鬥！



## 空間

曾彩芬老師

剛進校門，舞獅鑼鼓響叮噹！這隆重的歡迎儀式令我們很感動！同時令人驚訝的是新加坡的學校竟然如此重視中國傳統文化！

踏進校園，廣闊的空間，令人心胸廣闊。瞧！美術室一張張書法，一幅幅西洋畫，令人進入藝術的世界。舞蹈室學生翩翩起舞，美好的體態與靈活的羽扇交織成青春的樂章。校園的另一角，學生在跳勁舞，熱情澎湃，對呀！這才是學生的天地呢！這間學校是屬於學生的！學生能在學校發揮所長，取得成就，不只是學業成績！想起香港給學生的空間太少了！學生做些甚麼，都困在課室，給人拘束的感覺，要有空間伸展筋骨也不太容易，心胸也容易變得狹窄。而且只顧著學業成績，沒有太多空間發展其他潛能，真令人嘆息！

「貓為甚麼喜歡追老鼠？」(英文科)「我設計這時鐘是表妹問我時針為什麼會移動的呢？」(工藝科)「2010年我班裏的同學是怎樣的？為什麼？」(思考訓練科)

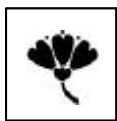
新加坡很著重給予學生思想的空間，故有思考能力的訓練，香港用潛移默化的方式，他們卻有一套明確的教學目標、教案設計、教學資源以及師資培訓。他們在初中一、二年級專設思考訓練科訓練學生基本能力，然後滲入各科，高年級時就著重實踐。學生懂得思考方法，就可以自學，就可達到終身學習的目標！香港應該著重學生的思考訓練，不能只有記憶的空間，沒有思考空間，眼見一隻隻填鴨在我們面前，令人難受！我們一定要讓學生認識標準答案以外的天空呀！近年來香港也很著重思考訓練，就是沒有一套完整和有系統的具體方針，更忽視了師資的培訓呀！故我們還需努力。

踏入教員室，偌大的空間，令人羨慕，學生需要空間，教師同樣需要空間。本校已經盡力為我們增加空間，算幸福了！但在香港，普遍的教員室裏，練習簿堆積如山，壓得人喘不過氣。香港寸金尺土，我們不能期望未來有太多的空間。不過當看見幾位老師在教研時，多麼渴望香港多創造空間給教師教研呀！若能做到，教學效果一定事半功倍。最近教育署提出為教師創造空間，很難得，可是具體措施似乎成效不大！教師不太覺得能騰出更多空間！也許教署要下功夫知道老師的真正需要呢！就如今次觀摩團，本校為我們創造了空間給教育同工互相交流教學心得，使大家有互相鼓勵、互相支持的機會，教學熱情更高漲！埋頭苦幹很重要，有空間交流、反思更需要。對嗎？

離開校園時，看見新加坡教師以及不同民族的學生跟我們揮手告別，令人感動！他們能融洽相處，互相尊重，這胸襟真值得香港年輕的一輩學習！而教師擁有的教學熱情也令人肅然起敬！當然我們不能妄自菲薄，我們也跟他們一樣為教育理想努力奮鬥著！而香港有些學校辦得很好，香港部分學生也很棒！所謂各自各精彩，在異國的天空中互相輝映！

只是我們還可做得更好！對嗎？





## 新加坡觀摩感言

黃潔儀老師

新加坡，一個我頗喜歡的國家，喜歡她清潔，喜歡她整齊，喜歡她禁止咀嚼香口膠，喜歡她的地道美食，喜歡她的天氣……而最有興趣的卻是新加坡學生的高度性主動學習！

難得有機會到新加坡觀摩，正好讓自己瞭解一下新加坡學生的主動、積極及投入學習的原動力！此行更發覺他們有著極強的團隊精神、合作性及自律精神，也同時感受到香港學生是多麼的被寵壞，亦是時間讓身為老師的我好好去反省一下！



## 回味

葉國華老師

聖淘沙島、漁人碼頭、街頭美食和清潔的街道，這都是去年遊覽新加坡的印象。

今年學期初，聽聞校長有意組團到新加坡進行教學觀摩，已期望能夠成行，好讓自己從另一個角度再看看這個國家。

是次活動特別之處是參加的團體由本校擴展至另外三所會屬學校，人數由原來的 16 人增至接近 40 人。為使觀摩活動更有成效，更有效率，出發前的準備必須是一絲不苟的，故此，負責安排酒店，機票及參觀活動的同事真是忙得不可開交。幸而在各方面的努力及協調下，終於可以順利成行。

國家對新一代教育資源的重視及擁有讓師生實踐教育理念的校園是新加坡的一大特色。觀摩期間各學校熱情的接待、專業及充實的講座、明確的教學方針及充滿信心的管理，令人深深感受到他們對教育的熱誠。但，更令我感到自豪的是團員投入求知的態度及團隊精神，這使各人均能滿載而歸。

行程最後一天亦是最疲憊的一天，在回程機上我翻看四天的錄影片段，回味著今次行程的得著。或許，因為此行我的主要任務是拍下整個觀摩過程，未能盡情參予，故此總覺得自己好像不太投入，惟希望其他團員能成功取經，對日後的教學工作會有所啟發，亦令到預備及策劃是次觀摩活動同事的心血不會白費。



## 新加坡之行

鄭志昌老師

我們經常都把香港跟新加坡比較，這次新加坡之行正好給我一個機會親身體會。

在四天的行程中，我並沒有看到新加坡資訊科技教學有特別先進的地方。反之，在參觀 Dunman Secondary School 時，看到他們對中五程度學生，只是教授簡單的文書處理軟件操作，給我的感覺是較為落後。這樣的課程是本校在中一教授的。

但話需說回來，當地教師使用資訊技術授課也很恰當。如在化學堂老師示範時使用實物投影器，把過程投射到大銀幕，使所有同學都看清楚。地理堂要求同學在互聯網上找答案。

當詢問他們對資訊科技教學的方向及目標時，他們會明確地告訴我，是使用電腦增加教學效果及使學生懂得應用電腦。而在香港，教署給我們的方向是，要在教學上使用一定程度的電腦，每位老師資訊科技能力要達致一定水準。這樣好像有點本末倒置。因為，電腦不是萬靈丹，把它放在每一處都有好處。但署方把目標這樣定下，這便造成部份老師為達致目標，硬把資訊科技加進課程。

另外，新加坡最大的特色是中央統籌，大部分計畫都是由官方定下推行。學校只是跟隨執行。而香港學校則有很大的彈性。我們的優質教育基金，供全港學校申請。只要理據合理，都可能獲得額外資源，這樣的安排好處是百家爭鳴，集思廣益。壞處是沒有方向，比較混亂，資源濫用，這可能是香港還是在找尋的階段。我想香港應找出適合自己的方向。

我認為香港在資訊科技教育，在中學基礎教育，是使學生能應付資訊爆炸的年代。課程應教學生如何把電腦應用在日常生活為主。而有關如程序編寫，電腦內部的運作等的課程，可以放輕一點。畢竟我們需要懂得使用電腦，並不表示要懂製作程式以供人使用及懂維修電腦，這些技術性的工作還是留給工程人員吧。

但是，有關這些電腦應用內容，學生要到中六高級程度會考 (AS Level Exam) 電腦應用科 (Computer Application)，才有比較完整的課程。然而，在我們商討把中六編程中的迴路 (Looping, e.g. while loop in database) 指令扔掉的同時，初中仍舊有深奧如重覆程序 (recursive procedure) 的編寫學習。這便是香港資訊科技教育混亂和缺乏方向。

還好的是香港容許各校自定初中課程。這樣比較有彈性，本校更把初中的課程修改至更著重應用。相信這對同學有更大的好處。新加坡則因政策上的問題，是較難做到有這樣的自由度。

總的來說，我認為兩地資訊科技的先進程度，可能不相伯仲，香港可能有些地方行得較快。但資訊科技教育的成熟程度、對教育的方向，新加坡是比較好。



## **The Four-day School Visit in Singapore**

Ms Cheng Man Ying

Singapore is very much analogous to Hong Kong in various aspects, but to me, it is always more enticing to travel and to live in the latter than in the former. Nevertheless, the small country, with only half the population size as that of Hong Kong excels in many spheres, which triggers off my curiosity to learn more about the country.

The trip to Singapore lasted for four days, highlighting school visits and experience sharing. We visited four secondary schools, each having her own strength and specialties. All these schools impressed me in the following aspects. Firstly, the hospitality of the senior school managers was very impressive. Their presentation skills, use of language and the manners were very professional, bringing comfort to listeners. In this regard, I think I really should take a leaf out of their book. Secondly, the Ministry of Education in Singapore is very supportive and resourceful. In these few years, similar to what has been happening in Hong Kong, a series of educational reforms has been launched and promoted in secondary schools. Yet the authority concerned is able to devise a well-structured curriculum, carefully planned activities and guidelines for teachers to follow. In addition, professional training is provided for teachers before enforcing programmes. Their work sets a clear direction and concrete requirements for both teachers and students. Finally, every school campus we visited is spacious and beautiful, creating a desirable learning environment for all people in the school.

Actually, the trip also acquainted myself with friends from other sister schools. Their dedication to and enthusiasm for pursuing useful information and reference materials greatly impressed me.



## **The Singapore Visit is quite a Fruitful Experience**

Ms Leung Siu Wah

The Singapore Visit is quite a fruitful experience. Singapore is a very technologically advanced country. I always believed that the students in those schools (especially the Autonomous Schools ) must have been provided with lots of resources and the best facilities.

To my surprise, the schools we visited were not so well equipped or furnished as those in Hong Kong. Most classrooms are not air-conditioned. The classrooms were all crowded with at least forty students and one classroom even has fifty-two students ( Those students were having their enrichment course in English while I was touring around.)Under such an oppressive weather, the classroom seemed very stuffy with only four or five fans hung down from the ceiling. The students immersed themselves so much in the discussion of their projects that the heat caused no hindrance to their progress.

In all schools we visited, I was quite impressed by students' politeness, their eager responses to teachers, their teachers' effort in tailoring the materials from different sources, the training and the respect by schools for developing students' potentials on different aspects.

From this visit, I strongly feel that the resources and the facilities are never the crucial factors which make education a success. It is rather the perseverance in the pursuit of knowledge, the dedicated teachers, the caring and understanding principals and the ever holding onto the school mottoes that make schools prosperous.



## **It is Not Only an Educational Visit**

Ms Marie Leung Wai Mee

Going on the educational visit to Singapore, I do not only learn from the way in which English is taught and students' English learning interest and standard are enhanced, but also gain something more.

The way in which the schools in Singapore arranged their reading programmes brightens my thoughts. Surely the visit enables me to evaluate the strategies we are applying so as to pave the way for a better development of our students.

Actually the most enjoyable part of the visit is in fact the cooperation within the English group and the leisure time I had with my colleagues. Though it was the first time that most of the group members met, we seemed to share the same thoughts. We struggled hard to get all the materials and ideas to be shared among ourselves. We were so willing and eager to participate in discussions and work. I would say being the group leader of the English group is really a happy experience to me.

I think no participant in that tour would deny that our colleagues were the most playful ones. We went out to enjoy ourselves whenever we could. Even though meetings ended at midnight, we still got changed and went out to enjoy ourselves. We played till late at night and talked a lot. And I think that was the time when our relationship and friendship developed and we could know more about one another.

All the days were gone, but the memories are still here. I think this is time that I put into thought all the ideas gained from the visit in order to develop a better curriculum for our students.