



編者的話

培基像一株大樹般日漸茁壯，根基每天更穩固粗壯，枝葉嫩芽每天更茂密修長，終有一天要觸及蔚藍的天空。

新的學生、新的年級、新的同工，都見證著天父不斷賜下的恩典。在基督的愛裡，無論是家長還是教學同工們，都在教養孩童的同時，不斷地在自我完善與成長。希望這份通訊能夠更好地擔當橋樑的角色，繼續使我們成為一個彼此溝通無間的「家」。

更希望今年的年題「自我管理，積極欣賞」能幫助我們正面地建立學生，以至使培基一家，能夠自我克制，彼此包容。

Principal's Sharing 校長的話

SPKC is committed to nurturing students to become leaders of tomorrow.

Apart from acquiring knowledge, students in SPKC are expected to develop certain qualities that are

essential for future leaders.

In the past two years, we went through two themes each year: "Perseverance and Compassion" in 2004-05, and "Self-Respect and Respect Others" in 2005-06. This year, we have chosen "Self-Management and Appreciation" as our annual themes. Our Character Building Team, led by Miss Kaling Sit, will carry out a wide range of educational activities for students to explore the two concepts. Meanwhile, the teaching team will also be involved in other award scheme and organized projects so as to form an atmosphere in promoting these two qualities.

Self-Management is always considered as a very important element for success. Harvard Business Review has devoted an entire issue of January 2005 to reminding professional managers the importance of self-management. Scholars have identified that business leaders in the 21st century must manage their work habits, personal emotions, and relationships with others proficiently. Similarly, self-management is an equally essential quality for successful students. First, we must manage our heart: our willingness to set goals, our patience to keep focused, and our willpower to resist distractions and temptations. Second, we must manage our time well. A student must understand that time is always limited and must be kept in control. Finally, we must manage our work habits. The student handbook has included many tools for students to learn manage things systematically, such as writing down work tasks in the dairy, recording grades in the summary table, and reflecting performance in the monthly reviews.

In the second half of the academic year, we will then focus on how to develop a culture of appreciation in school. Appreciation is the key attitude to positive thinking. It involves the reframing of thoughts, an exploration of positive elements, and motivating and lifting up the spirit of others. Under this theme, the school will organize activities in which students learn to identify and appreciate their own strengths. Also, we will explore the good qualities in the world we live in and the people around us so that we can enjoy our lives to the full. Finally, appreciation should also involve taking concrete action so that we can develop better connections with our family, teachers, and our Creator.

In order to let our students internalise these two qualities, we would also like to invite the involvement of parents in sharing and practising these ideas at home and in other possible situations within the family. Hope that all members of the SPKC community share the same mission and learn these important concepts together!

培基的辦學使命，是要培育學生成為基督的精兵，使他們擁有作為明日領袖的抱負。我們期望培基的學生，除了要為未來升學或工作積極汲取知識，也要發展一些個人素質，以裝備自己成為將來的領導人才。在過去，我們分別在2004/05及2005/06學年以「堅毅與憐憫」和「尊重自己，尊重別人」作為年題，去探討領袖的素質，而今年我們則選擇了「自我管理、積極欣賞」作主題。學校的學生品格建立小組（組長：薛家玲老師），將會透過一連串教育活動，幫助學生探索這兩個理念。同時，小組亦會透過其他獎勵計劃和各種專題，在校內營造一種校園氣氛，去推動同學認識這兩個主題。

自我管理的能力一向被認為是邁向成功的一個重要元素。著名的國際雜誌《哈佛商業評論》在05年1月號曾以整整一期的內容，向專業管理人員指出自我管理的重要性。專家和學者均指出，廿一世紀的商業領袖必須管理好其工作習慣、個人情緒和人際關係。同樣地，自我管理也是一位成功的學生不可或缺的素質。我們首先要好好管理自己的心：願意訂立明確目標、堅忍不拔、抗拒誘惑；其次，我們要小心管理時間：學生必須明白光陰寶貴，應好好運用時間的道理；最後，我們也必須養成管理工作學業的習慣——學生手冊內有不少能幫助學生學習如何有系統地管理事情的工具有，例如：記錄家課及活動的日誌、記錄分數的摘要和反映個人表現的每月回顧。

在下學期，我們將會集中在校內建立積極欣賞的文化。欣賞是一種引導我們正面思考的態度。這是一種包括改變負面思想、發掘正面因素和激勵他人士氣的素質和行動。為回應此主題，學校將會組織活動，幫助學生學習怎樣認清自己的長處，從而懂得自我欣賞；嘗試探索大自然和身邊美好的人事物，從而享受生命。積極欣賞也是一種實際行動，對象包括我們的朋友、家人、老師和造物者，使我們能與周圍的人建立更好的連繫。

為了幫助學生內化此兩項品格，我們希望邀請家長的參與：在家庭裡

與子女分享這些理念

，以及在

不同的情況

下發揮其精

神。衷心希

望所有培基

的成員都一起

肩負這個共同

的使命，並且

一同學習。



Library @ SPKC



During the first two weeks of September, while every one was enjoying the summer timetable, 25 student librarians underwent an intensive training programme every afternoon. Mr. Ether Ho helped coordinate the programme. Yet the training was not done by teachers, but students! Each day, about 12 senior librarians gave an one-hour training session to 13 new librarians, which included book processing, cataloging and library maintenance. Without them, we would not be able to enjoy the library today!

Self-Management Book Fair

12-13 October witnessed SPKC's first Book Fair in this academic year! Hundreds of books on Self-management and other related subjects were put on display. The library was certainly overwhelmed by the crowds of students in these two days!



DID YOU KNOW...
that SPKC Library has more than **300** visits each day?

Congratulations to Our Swimmers!

This autumn, our swimming team under the coaching of Mr. Lam has had a very successful season! On the 12-13 October, they went on to Shatin and Sai Kung District Inter-school Swimming Championships 2006-07 to compete with 56 other schools. Our team won a total of 2 gold, 1 silver and 3 bronze medals in individual events. Both Boys C Grade and Girls B Grade teams came 3rd in the relay matches as well! Congratulations to all!



Heritage Comes to Life!

You'll never know how much heritage we have in Hong Kong until you actually see it yourself! This was why on 13th October, 2006, as an Integrated Humanities (I.H.) field trip, our S.1 students and a group of teachers went to visit the Ping Shan Heritage Trail, Yuen Long, and the Lung Yeuk Tau Heritage Trail, Fanling. This turned out to be a very rewarding experience. History can come alive when you are willing to set foot on it!



C.C.A.

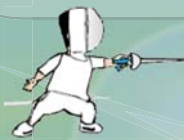
C.C.A. stands for “Co-Curricular Activities”, which include all non-teaching activities outside the classroom. SPKC believes that after-lesson time should be devoted to students’ balanced, ‘whole-person’ development. Thus C.C.A. plays an essential role in carrying out the school’s objectives of helping students develop physically, spiritually, morally, intellectually, socially and artistically. The CCA Committee ensures that all activities are solely for the benefits of the students. Students may enrich their school life, as well as to enhance their skills in communication, cooperation with others and leadership. As SPKC enters her third year, there is a more varied range of activities to choose from, including 10 sports clubs, 3 music clubs, and 17 others!



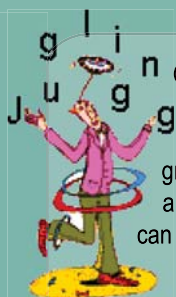
To develop students’ skills in multimedia design, the Computer Game Design Club provides game design training courses to students by introducing a design platform – the Games Factory. Through various projects, experienced tutors will help students master skills in communication and programming.

- Badminton
- Basketball
- Boys' Brigade
- Chess
- Chinese Debate
- Chinese Society
- Choir - Junior
- Computer Games Design
- Current Affairs Society

The Current Affairs Club aims at training students – as a mentorship programme – to equip them with skills to explore and think critically about issues in our society and the world beyond from different perspectives. A wide range of activities, such as visitations of LegCo members and outings to government departments, will be organized.



Did you know Fencing is also called "chess with muscles"? The Fencing Club will show you why! It aims to stimulate student’s interest, as well as to nurture their patience, discipline and competitiveness through fencing. There will be training by H.K. Fencing Association coaches and competitions. Members can also be awarded according to the “Badges Award Scheme” of the LCSD!



On the surface, juggling may look like a simple circus activity, but behind the intricate motion of balls is a great training ground for developing patience, perseverance and discipline. In the Juggling Club, students can boost their confidence through learning a new skill and teaching it to others!

- Dance
- Drama
- English Club
- Environmental Protection
- Football
- Fencing
- Handball
- Hockey
- I.S. Society
- Japanese Club
- Juggling
- Martial Arts
- Public Speaking Club
- Putonghua Club
- Reading Club
- Red Cross
- String Ensemble
- Student Fellowship
- Swimming
- Symphonic Band
- Table Tennis
- Visual Arts Club
- Volunteer Group
- Wonderland



Having a heart for our community has always been one of SPKC’s mottos. And the V-Power provides such training! This volunteer group is hosting workshops and camp in which students learn to initiate and organize community activities. Social service activities such as visiting the elderly homes and flag selling will also be arranged throughout the year.

金剛腿

張鵬程老師

很慶幸能參與今次的福音雙週。在預備的過程中，回想起以往練習跆拳道日子，真的很艱苦，卻真的鍛鍊到自己的體格和紀律。所以，看來我們只要有意志、恒心，經過鍛鍊，我們總會有所收穫！我更想起聖經中說：「操練身體，益處還少；惟獨敬虔，凡事都有益處，因有今生和來生的應許。」看來我們內心的操練比身體的操練來的更重要呢！



石林音樂會

林偉雄老師

參與音樂會的同學很熱情，與老師一起載歌載舞，所唱的是一首首熟悉的詩歌，我相信我們可以以歌聲讚美創造主，詩歌也能令他們更加親近上帝，預備同學們的心靈去明白上帝的話。我相信同學們享受今次的音樂會，也回味石老師分享的生命見證。希望將來有機會再與同學們一起唱詩歌、祈禱和分享。



Juggling for Jesus

Mr. Rickie Hung

How can you be a good person in God's eyes? Through a juggling show, students learnt that to be truly good, you have to believe in Jesus and accept Him as your personal savior by confessing with your mouth, "Jesus is Lord", and believing in your heart that God raised him from the dead (Romans 10:9-10).

福音雙週新發現

文見歡傳道

第七、第八天的聚會分別邀請了籃球及足球體育事工的教練帶領聚會，透過球賽及見證，與培基同學分享福音。我與學生們都看得很投入，並有以下感人的新發現：

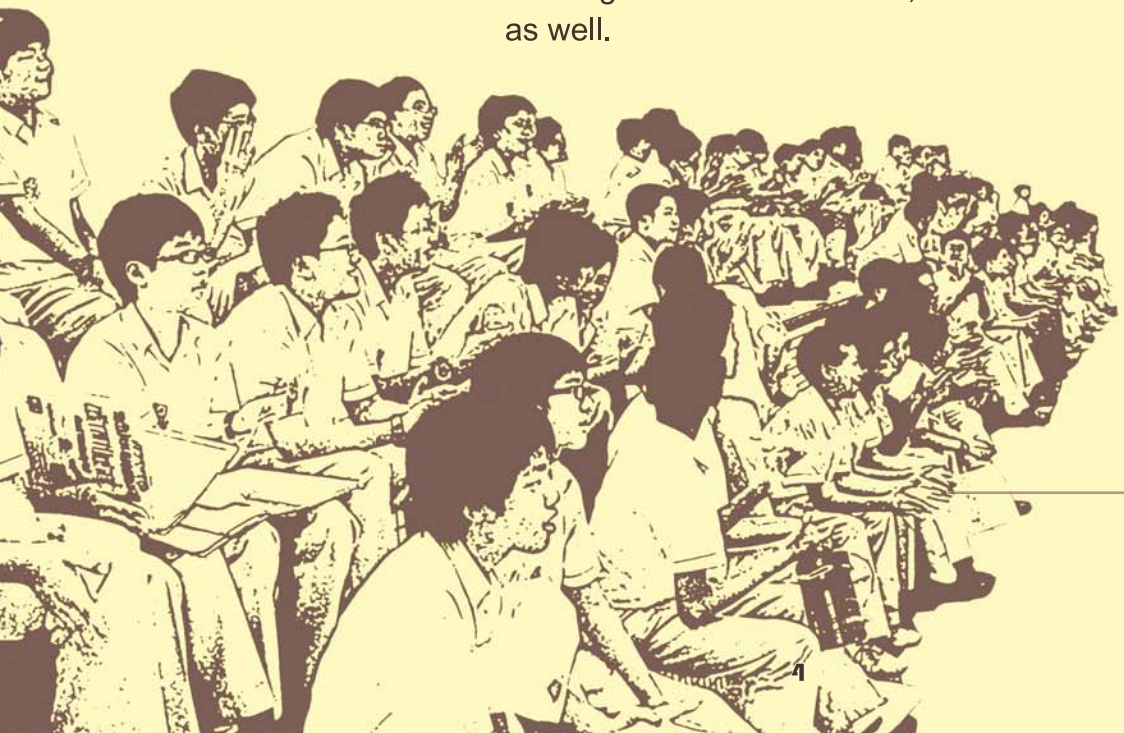
1. 兩機構除了派出熱心的教練外，其總幹事也親自出馬上場比賽，提攜後輩，他們真的很重視培基同學呢！
2. 觀賽者以好動的男同學居多，以往的福音聚會難見他們出席，這次他們對福音有了新的欣賞！
3. 曾參賽的同學都形容比賽緊張難忘，也覺得有機會聽巴西籍球員分享很珍貴！



Teacher's Kitchen

Mr. Timothy Lee

I was struck by Ms. Joanna Leung's imagination when she invited me to join this workshop. Her idea of cooking as a way to spread the gospel is a pretty innovative and fun idea. Yet, the question of "how" was left to the three teachers. It took me a while to ponder what kind of message is appropriate in this sharing, and I decided to compare cooking and the purpose of the Creation in this workshop. I felt the message was delivered well, and the students liked my potato salad as well.



福音雙週節目表

25/9/2006	金剛腿
26/9/2006	石林音樂會
27/9/2006	估你唔到死亡筆記
28/9/2006	神賦奇技
29/9/2006	搵鬼同你Halloween
3/10/2006	老師廚房
4/10/2006	籃球精神
5/10/2006	巴西球員傳好消息
6/10/2006	神燈之謎

學生分享

1Peace 蕭哲晞

這個福音週給了我很多東西。每當我看完一次之後都有不少反思。那些「金剛腿」、「老師廚房」甚麼的，可能只是包裝，可是其中的見證、分享卻使我深深的體會到神的愛。多謝學校和宣道會廣恩堂給我們一次認識上帝的機會。我希望學校可以再舉行這類活動，令未信生的人相信上帝！



Teachers' Sharings

老師分享

張翡翠老師

你有夢想嗎？

少年人要見異象，老年人要作異夢。徒2:17

我從小便想當老師，這是我的夢想，我最愛教導，特意去學新知識。長大了，了解現實社會中，為人師表甚艱難，不會賺大錢，更不會有即時回報，可以說是一項吃力不討好的工作。

大學攻讀工程系的我，畢業後當然是當工程師，我想見見世面，作為女工程師面對的挑戰比男的多，我發現只要盡力做，別人會看到的，神也會喜悅，因為我的大老闆是天父上帝。

在社會工作面對的人、事十分繁多，患難也

多了，我靠著我的好老師——耶穌——一一跨越，他讓我明白人生在世不是單單為了賺錢，他改變了我的想法，讓我可以由一位工程師轉為一位教師。

神給我們生命是要我們管理世界，他更給我愛少年人的心，他更藉我改變了一群少年人，為他們祈禱，與他們一起成長、尋夢！

我不是完全人，不要以我為榜樣，看著耶穌這位最好的老師，他會一生一世成為你的良師益友，令你生命更豐盛。找出你的夢想吧！



鄧敏思老師

時光飛逝，我教學至今已經四個年頭了。雖然這段日子有喜亦有悲，但我無悔轉投教育工作。

當教師不是我讀書時的志願，那時我常思想做教師有什麼好？只要找一份有意義的工作便是了。畢業後我做過幾份不同的工作，幾經輾轉，我還是當

了教師。第一年教書時接觸的學

生已經歷了會考、找工作等人生重要的階段；轉瞬間，一張張稚氣的俏臉都變得成熟了。這時我體會到教學的尊貴，領略到做教師的「好」。為師者能夠與一群青年人一起學習、一起成長——「有福同享、有淚同灑」，在昏擾混亂的世代同尋真、善、美，這不是很寶貴、很有意義嗎？

我盼望與培基書院的每一個學生一起尋找生命的真、善、美，同建愉快的校園生活！



余國富老師

在培基教學「開玩笑」

我從小就幻想，常常想著未來會幹甚麼—前鋒足球員、職業舞蹈員、廣告創作人……這些影象都曾「佔領」過腦海不少日子。然而，幻想從未成真，我只嘆與它們有緣無份。

我常說，上帝是一位常跟我開玩笑的上帝，每個玩笑，都總叫我驚喜萬分。不是嗎？畢業後，記者、青少年工作、性教育導師……我從未想過從事這些工作。這些「玩笑」，

起初充滿迷茫，最後却變成無限祝福，叫我不禁驚嘆神的遠見。

今次，這個「玩笑」到了培基！迷茫？有；壓力？不少；情緒？說沒有是騙你的！然而，雖只有個多月，我却已感到神的祝福如瀑傾瀉！由授課到放學打球、由班裡一起唸聖經到在課後「傾偈飲野」、由信仰辯論到與同學談前路，這一切都讓我看見，今次的「玩笑」開得真好！這「玩笑」叫我明白神與培基、與老師、與學生的同在是何等真實！

莊景婷老師

各位培基的同學，你們好！相信大家對我也有一點兒認識吧！但其實，早在今年九月開學之前，我已經在培基出沒，你們又知道嗎？

二零零四年九月，我的身分是自學中心的導師；那時我還在大學唸書，只是每個星期兼職兩、三天。二零零六年二月，我仍然是學生，但也是培基的實習老師。畢業後，我順利的加入了培基。我喜歡與人分享我的愛好和經歷，我的學生必定知道我喜愛甚麼吧！別的同學也一起來發掘，多了解我吧！

Mr. Ivan So

Something moving:

Here's a song from the graduation ceremony of one of the S1 students.

Reach out and take my hand,
Let's make them understand.
For good times and bad,
for happy and sad.
Our love it will expand.

Love is like a mustard seed planted in our heart. We water it with tears, put it under laughter and cover it with the warmth of others. It grows up gradually and bears the fruit of "friendship" out of nowhere. Isn't it amazing?

以美育通德育，締造優質教育與人生

中文科及視覺藝術科科主任 殷倩儀老師Veronica Yan

美育培訓對個人美育、德育成長以至邁向美好人生非常重要，因此作為藝術教育工作者的筆者在任教時，旨在提供學生美育訓練的機會、讓他們有不同的美感經歷、抒發個人對美的感受、掌握表達美的技術，透過「欣賞」、「表現」、「評鑑」讓其建立個人對藝術形式選取的方向；並藉著藝術看自己、看人生，最終希望學生們找尋到屬於他們自己的方式去展現其負責任的生命並造福人類社會。究竟如何貫通德育與美育，締造優質的教育與人生？下文會分三部份探討。

1. 藝術教育(Arts Education)與通識教育本質的比較：一般人以為藝術來自天賦，創作來自靈感，在〈美術教育的本質與新趨勢〉提及美術教育其中一個重要本質是讓學生在開放的學習環境中學會重整所學，發掘值得探討的專題，以及「看見世界上新穎的事物，能洞悉不平凡的可能性，能挑戰理所當然的事」(利啟蒙、許明輝, 1999)，筆者認為這確實突出了藝術教育的觀察、思考和發問三個重要本質。再看鄭漢文談通識教育的本質，認為其精神在於「ASK (好問) 模式的取向」，並從中「體現在學生學會議題探究方法，成為自主的學習者」(鄭漢文, 2004)，筆者非常同意這個看法，原因是要通必須會問。若比較藝術教育與通識教育的本質，明顯看到二者均著重一個「問」字；雖然前者一般被認為較重感性；後者重知性，但不問，如何見新事物？如何洞悉其不平凡？如何能挑戰理所當然的事而達到創作、思考自主？事實上，藝術教育一樣講求知識「通博」、能力「通用」以及態度「通心」(鄭漢文, 2004)，培訓學生對萬事萬物有所感的同時，亦要會思考會通達。

2. 藝術教育的通識特性為美育、德育奠基：藝術教育與美育 (Aesthetics) 的不同在於「藝術教育是通過藝術活動而進行的教育」，而「美育是人作為審美主體在審美方面有所進益的教育」(鄭漢文, 2004)；而同的方面在於二者均與審美有關；只是前者集中形而下的視覺元素、美術作品等；而後者則以形而上的人生為對象；但無論如何，審視人生的藝術須以廣闊領域的人生感悟為基礎；而作為藝術教育核心的藝術作品正是「感受的作品，公開展示以引起其他人的感受」，至於藝術教育的價值在於藝術象徵感受的生活，是一種能夠傳遞感受的模式」(筆者譯)(Cooper, David E, 1992)，這正說明了本質上二者的密切關係；再加上藝術教育所特有的通識特性以及四種審美標準——「感覺性的品質sensible qualities」、「技術性的品質technical qualities」、「表現性的品質sensible qualities」和「判準性的品質critical qualities」(鄭漢文, 2004)——提供了美育發展的良好基礎。至於德育所強調的基礎是「自覺公心」(陳特, 1998)的培養，要能養心，必須具有非個人主義的條件，陳特指出其特徵是人應有同感，能感人之幸與不幸，不封閉，「在自我提升或擴大的過程中，人超越了個人的欲望，不再受個人自然生命的束縛。」(陳特, 1998)。要做到自覺、同感，認識所在世界的人與事十分重要，而這點必須從個人內省做起；至於藝術這種感受模式是生命的感受，透過生活經驗或經常反省，以明白生活關係及其中重要的元素(筆者譯)(Reid, L.A.

1969)。在反省的過程中，藝術教育的通識特性——由廣泛接觸不同創作模式，了解物質世界所獲得的反思經驗以及好問，正可發揮其作用。

3. 美育與德育培養的終極關懷試說：藝術教育既為美育及德育開設了一個對話平台——好問、通識。前者冀從藝術不同感受模式為基礎，「掃除品盲」「培養質覺」(鄭漢文, 2005)，目標是「存養品質」(鄭漢文, 1998)，學會品味人生，並自主地選擇一種適合自己才性的模式活出美好的人生，達到「如願盡性」(鄭漢文, 2003)呈獻自己的生命。至於後者則透過不同的問與答以及對萬事萬物的省視，達到品質提高，修養內心，發展「自我控制主宰」的「真我」「不受外在條件或命運控制主宰」(陳特, 1998)從而建立道德心，造福社會。可見它們的終極關懷是人類福祉及美好的人生。究竟在什麼條件下可以自主？真我可以出現？美與德以什麼關係呈現？John White (1993) 認為參與藝術有關活動能達至個人和社會發展，另經常參與藝術能解決心理衝突，和重新加強社會上接受的價值，促進道德觀念，甚至有認為今日藝術扮演救贖人類心靈的角色。(筆者譯)(Patricia White, 1993)

結語

今日社會道德日走下坡，如盜用知識產權，非法在互聯網下載；對錯不分，是非不辨。另一方面，香港道德課欠奉，有各種藝術課程而少有美育課程；換言之，提升個人品質及修養內心仍有一段很長的路要走；然而委身教育的工作者，若能善用資源，高瞻遠矚，自不難發現以美通德，可以締造優質教育與人生，正如品育觀口訣：「開源成全，存養品質，育成人才，造福人群；認識自我，轉化心力，擔當生命，活出真我」(鄭漢文, 1997)，而下一代的優美人生必指日可待。

