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正向訓育 Positive Discipline 豐盛人生-全校模式參與正向教育

本校訓育的目標是培養每位學生(Disciple)成為有遠大目標、正直不阿和敢於面對挑戰的僕人領袖(Servant Leader)。

我們的方法：

1. 培養正向情緒 (Positive Emotion)
2. 全心投入 (Engagement)
3. 建立健康的人際關係 (Relationship)
4. 目標意義為本 (meaning)
5. 成就回饋 (Accomplishment)

聖公會林護紀念中學



學校背景

- 隸屬香港聖公會西九龍教區
 - 1970年創校
 - 男女文法中學
 - 以英語為主要教學語言
 - 校訓：「真理使爾得以自由」
- （約翰福音8:32）

School Mission 學校使命

- 秉承**基督精神**，提供**全人教育**
- 靈、德、智、體、群、美**均衡發展**
- 培養良好品格、正確價值觀
- 培養獨立思考、多元智能
- 追求卓越、服務社會

班級結構

	中一	中二	中三	中四	中五	中六
班數	4	4	4	5 *	5 *	5 *

為配合學科分組及因材施教，
中四、中五級和中六級由原本4班分為5班
授課。

英語教學：語言政策

英文授課	中一至中三	英文、數學、通識教育、世界歷史、地理、綜合科學（中一二）、物理（中三）、化學（中三）、生物（中三）、商業（中三）、電腦、音樂、視覺藝術、家政、設計與科技、跨學科英語學習（中一）
	中四至中六	英文、數學、通識教育、經濟、企業會計與財務概論、物理、化學、生物、資訊及通訊科技、地理、世界歷史
中文授課	中一至中三	中文、中國歷史、普通話、宗教、體育
	中四至中六	中文、中國歷史、中國文學、倫理與宗教、宗教、體育

- 教科書、教師的講解與同學的討論都以英語進行
- 學校的週會、宣佈、運動會都以英語或普通話進行

1. 學校發展

- 以全人教育為宗旨，讓同學於德、智、體、羣、美、靈六育中健康地成長。
- 本校為**2015至2018**的學校發展計劃定下二個關注事項。
- **關注事項一為終身學習 (良好學習態度和技巧)**
- **關注事項二為豐盛人生計劃 (PERMA)**

推行正向教育及學校三年計劃背景

- 配合社會、學界現況及學生需要
- 正向教育的重要性

全校模式推行

- [堂、校、社服]
- 校本優化
- 學校自我完善的工作循環

Sharing in City University (Nov, 2016)

Happy to share with you

Happy to learn from all of you

聖公會林護紀念中學
張豐 副校長

聖雅各福群會 RACHEL CLUB
陳艷雯 中心經理

➤ 全校模式推行 [堂、校、社服]

- ✓ 人力
- ✓ 財政
- ✓ 空間

2015-2018的關注事項二－豐盛人生計劃

推行模式



- 豐盛人生計劃源自馬汀·塞利格曼(Martin Seligman) 的幸福理論的五個元素模式。

- 正向情緒(Positive Emotion)

- 全心投入(Engagement)

- 人際關係(Relationships)

- 目標意義(Meaning)

- 成就回饋(Accomplishment)

- 縮寫為PERMA

班際壁報設計比賽

學校自我完善的工作循環 & 校本優化



- 1) Program Plans (Timing)
- 2) Activities (Collaboration)
Discipline & Guidance
Careers & Life Planning
ECA
Religious
Moral & Civic Ed
- 3) Form Teacher Period &
Assembly (good partners)
- 4) Academic / Subjects
(Infuse & collaborate)
Eng, Chi, LS, Bio, Science,
Ethics, Hist, Geog, Econ,
BAFS, Religious, Computer,
HE, PE

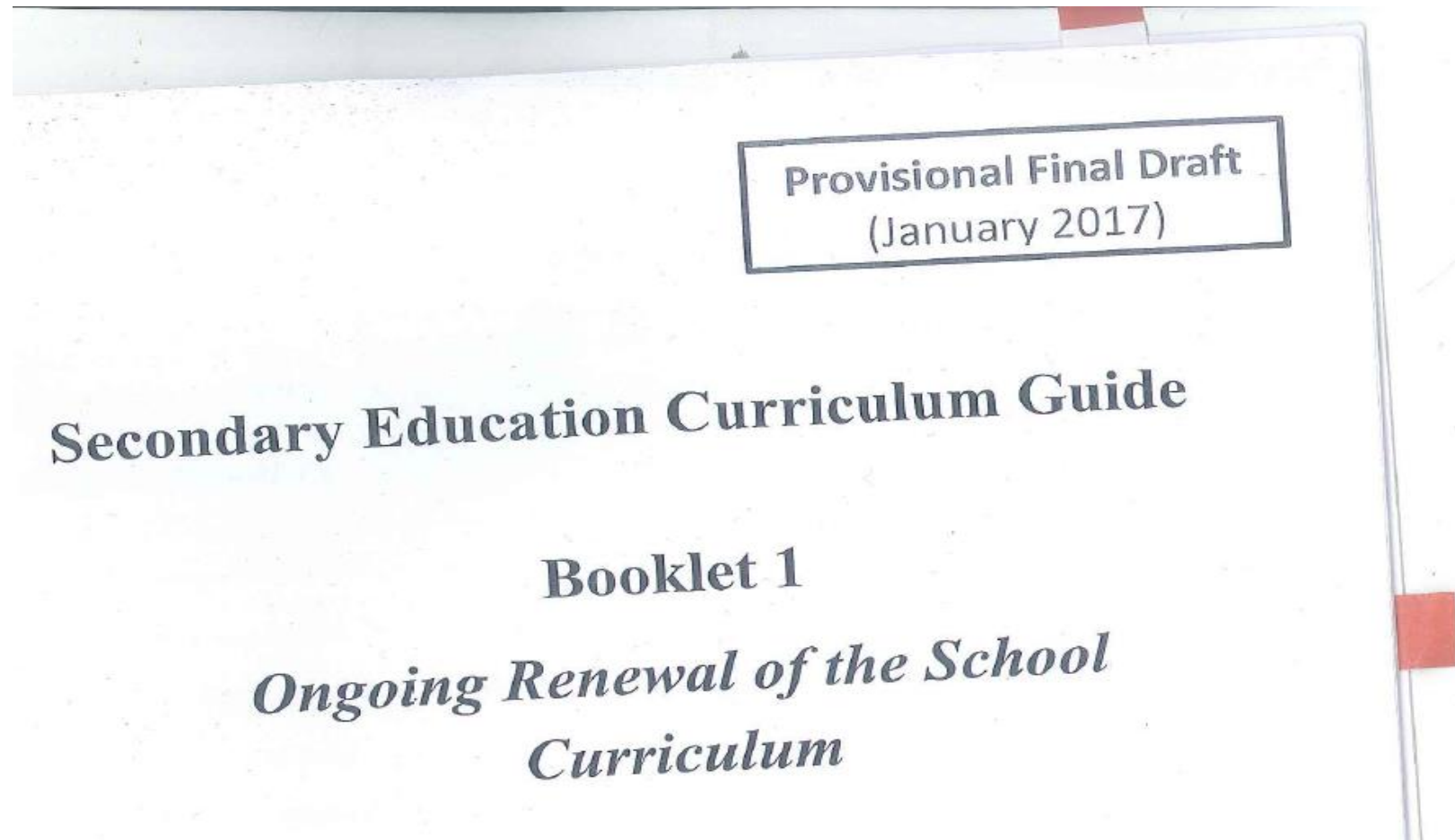
Curriculum Planning

- 1) Program Plans (Timing)
- 2) Activities (Collaboration)
Discipline & Guidance
Careers & Life Planning
ECA
Religious
Moral & Civic Ed
- 3) Form Teacher Period &
Assembly (good partners)
- 4) Academic / Subjects
(Infuse & collaborate)
Eng, Chi, LS, Bio, Science,
Ethics, Hist, Geog, Econ,
BAFS, Religious, Computer,
HE, PE

PERMA

- 平衡 PERMA ?
- 班主任課 (堂、校、社)
- 課後program (堂、校、社)

Curriculum Development Council, 2017



Reflective Questions

- ✧ As a school head, which aspect(s) in the contextual changes is/are most challenging? How could you deploy your staff to cope with the challenges?
- ✧ As a prefect of studies, how could you design a school curriculum to prepare all your students for their whole-person development and the dynamic workplace?
- ✧ As a KLA co-ordinator, how far could the requirements of the future workplace be met through aligned/synergised efforts of different school subjects?
- ✧ As a subject teacher, how could you attach due weight to knowledge, skills, values and attitudes in your classroom teaching?

1.5.2 Recent Global Education Trends

Curriculum reform started in 2001 is in alignment

Role
curriculum
workspace
knowledge
values
attitude

Values education is an essential and integral part of the school curriculum

students to apply their literacy skills ...
as well as to facilitate their development into lifelong learners.

1.7.5 Values Education

- Values education is an essential and integral part of the school curriculum, and is implemented through different components in KLAs, moral and civic education, cross-curricular learning opportunities and life-wide learning experiences. Values education should also be included as elements of other key emphases listed above such as STEM education, ITE and LaC.
- According to the revised Moral and Civic Education Curriculum Framework (2008), seven priority values and attitudes are identified to reflect the ... as an international city frequently described as a

Curriculum Planning

- Lesson time over 90%
- Activities counted, over 80%,

如何支援科目老師？

- 教師培訓
- 課堂內的增潤
- 課堂設計
- 教學法

共通能力主要是幫助學生學會掌握知識、建構知識和應用所學知識解決新問題。

- 香港學校課程訂出九種共通能力，包括：
- 協作能力、溝通能力、創造力、批判性思考能力、運用資訊科技能力、運算能力、解決問題能力、自我管理能力和研習能力。

共通能力 + 正向教育的討論環境

F.1 Form Teacher Period (Sample)

香港聖公會基督顯現堂

聖公會林護紀念中學

聖雅各福群會

Rachel Club

豐盛人生計劃 FLOURISHING LIFE

中一級主題：好奇心

主題：培養好奇心之品格內涵

時間：80 分鐘

對象：中一學生

目的：

1. 讓學生在遊戲裡運用自己的好奇心，感受好奇帶來求知的動力。
2. 讓學生從成功人物故事明白好奇在社會上的重要性。
3. 從香港實例讓學生探討好奇是如何實踐的。

時間	主題	內容	物資
5 分鐘	簡介	簡介今天流程	
10 分鐘	猜猜看	<p>透過遊戲，讓學生運用好奇的品格。</p> <ol style="list-style-type: none"> 1. 教師展示相片，讓學生猜測相片中的東西是甚麼，並鼓勵同學發問。 2. 教師詢問同學發問背後的觀察，肯定對的地方，避免只用對錯回答。 3. 最後播放短片揭曉答案。 	PPT、短片
30 分鐘	主題探討	<p>教師回饋學生剛才的表現，反映及鞏固學生的品格。</p> <ul style="list-style-type: none"> • 求知精神 • 積極 • 勇於嘗試 • 主動觀察和總結資料 • 有樂趣 <p>小結：以上帶給學生在學習上的樂趣。</p> <p>帶入今天主題：好奇的品格 好奇的定義</p> <p>帶入好奇與八卦的分別 透過兩則新聞，讓學生分辨善用好奇和八卦的不同。並由教師總結。</p> <p>好奇的代表人物：愛因斯坦的成功五課</p> <p>好奇的實例 教師把全班每 4-5 位學生分成一組，從影片</p>	<p>PPT</p> <p>播放短片</p> <p>播放短片</p>

		<p>展示題目：香港學生發明「自潔門柄」</p> <p>學生留意片中故事，回答問題：</p> <ol style="list-style-type: none"> 1. 當時人如何發揮好奇心？ 2. 身邊的人又如何協助當時人實現好奇心和追求發明回饋社會的產品？ 	
10 分鐘	教師分享	<p>教師分享</p> <ol style="list-style-type: none"> 1. 甚麼時候對身邊的事物曾好奇心？ 2. 那個時候自己的感受是怎樣的？ 3. 自己要保持好奇心是容易的嗎？ 4. 在生活裡有沒有有一些限制容易讓我們失去好奇心？ 	
15 分鐘	反思	<p>填寫反思工作紙</p> <p>播放歌曲：Upside Down Jack Johnson</p> <p>以歌曲來勸勉同學</p> <p>鼓勵學生保留和善用自己的好奇心。</p>	<p>播放短片</p> <p>反思工作紙</p>

F.5 English (Sample)

English ↵

MC2 – Flourishing Life (PERMA)↵

Students would be asked to collaborate with their classmates to work on the Life-Wide Learning (LWL) project on a chosen topic related to showing gratitude and thankfulness to their friends, family and teachers by re-writing the lyrics of a song. The themes would include friendship, love, virtues, kindness, humanity, family, empathy, memory, freedom and nature. By working together as a team, students would be able to cultivate different virtues and personalities. By engaging in such a meaningful activity, students would be able to develop positive emotions and kindness towards others and this would match well with the PERMA model of flourishing life with a strong sense of accomplishment.↵

↵

↵

Marking Criteria:..

Each student will be marked individually according to the following criteria:..

1. Ideas and Organization (10 marks).,↵	2. Communication Strategies (10 marks).,↵
3. Vocabulary and Language Patterns .. (10 marks).,↵	4. Pronunciation and Delivery (10 marks).,↵
5. Collaboration with group-mates in presentation (10 marks).,↵	6. The singing of the song (10 marks).,↵

The total mark is 60. The marks you get will become the SBAMark of Uniform Test.↵

↵

↵

↵

↵

↵

↵

↵

↵

F.5 Life-wide Learning Activity↵

Lyrics Rewriting (2015-2016)↵

↵

Poetry is the art of expressing your thoughts in words. Poetry is all around us. Other than putting down ideas on paper, people also share their ideas and feelings through songs. ↵

↵

To take the chance of Christmas to express your feeling (e.g. gratitude) to someone (such as your family, friend, teacher etc), you have decided to re-write the lyrics of a song and dedicate it to him/her. ↵

↵

Task:..

The class should be divided into groups of 4-5 students. Each group will have to choose a song lyric, re-write it or create a new one, and then present and sing it in cycle 9. The best group of each class will then enter the interclass competition in cycle 20..

Students may choose one of the following themes or select one by themselves:..

Suggested themes:..

1. Friendship.,↵	5. Humanity.,↵	9. Freedom.,↵
2. Love.,↵	6. Family.,↵	10. Nature.,↵
3. Virtues.,↵	7. Empathy.,↵	.,↵
4. Kindness.,↵	8. Memory.,↵	.,↵

..

Presentation: ..

- Each group (for a group of 4 students) will have 10 minutes to present their ideas and each student has to speak for 2 minutes..
- Use PowerPoint to present your ideas and sing the song with your group members. ..
- You can talk about the following in your presentation:..
 - To whom you dedicate your lyrics and why..
 - The theme or message to be conveyed..
 - The reasons you choose this particular song, for its music or for its lyrics, or both..
 - The literary/poetic techniques you have employed to re-write or create the new lyrics..
 - How the music fits your theme..
 - Share your experience in re-writing the lyrics (e.g. difficulty or enjoyment etc). ..

F.3 Chinese (Sample)

陳耀南〈豐盛人生何處尋〉

1 許多人，特別是我們香港人，看到本文的題目「豐盛人生何處尋」——第一個反應自然是：這個問題十分簡單：有金錢，「人生」自然「豐盛」，是的，在這裏，只要有錢，不只聲色犬馬，心想事成；就名譽地位，也不招自至。連最高學府也可能在適當時候，送上名譽博士，讓你光宗耀祖。至於大限臨頭，大可一走了之，到別的安樂地方，繼續多姿多彩。

2 我們放眼世界，似乎真會覺得：今日地球之上，只分為兩個地區：甲區是有槍便有辦法，乙區是有錢便有辦法。有人說：「大丈夫不可一日無權，小丈夫不可一日無錢。」這是殘酷的，不過這是現實。我們很難否認，而且我們似乎也沒有其他辦法。

3 其實，有槍有錢的人，也並非凡事都有辦法。被枕邊情人或者心腹愛將叛變暗殺，固然防不勝防；自己的兒女因財失義、骨肉相殘，也是毫無辦法。標參、敲詐、象齒焚身，沒有辦法；流亡異地，龍游淺水，也沒有辦法。財勢越盛，引誘越多，心癢難熬，飛蛾撲火，沒有辦法；人為財死，到頭來人財兩空，也沒有辦法。財勢與物慾，似乎交織成豐盛的人生，可惜那多姿多彩，竟成鏡花水月，擊中了一小塊石頭，便鏡碎水飛，又如七彩繽紛的大氣球刺中了一口小針，便爆成殘花般的碎片，這些事例，層出不窮，真是沒有辦法。

4 似乎人生本來就沒有甚麼真正的辦法。正如當初我們來不來這個世界，固然不由自主；以後想留戀不去，也是沒有辦法。於是，許多人便勸告自己：要看開些、看化些、不必執著、不必認真；聽天由命，享受目前，才是比較實際的辦法。總之，一切都虛空，一切都不實在。「古來聖賢皆寂寞」、「今朝有酒今朝醉」，這是沒辦法之中的辦法。

5 不過，總有些於心不忍的傻瓜，覺得這究竟不是辦法。渾渾噩噩，與草木同腐、與禽獸同欲，是「生」，但卻不是人生。起碼我們自己的內心，時常有一種微弱但卻清楚的声音，告訴我們：毫不懷疑地做金錢與慾望的奴隸，不是真正的人生；毫不反抗地做命運與自然的奴隸，也不是真正的人生。而且，即使要贏取財富，要克服自然，我們也需要有所憑倚。少數極幸運的人，含著銀匙墜投胎，生下來便憑仗父兄，豐盛的人生多姿多采。不過，他們要守成不失，也不能太過愚拙。是的，我們要知識。知識是人的爪牙，知識就是力量，知識就是樂趣。有知識，人生才會豐盛；有知識，人生才有辦法。

MEANING

姓名：_____ 班別：_____ 學號：_____ 積分：_____

根據〈豐盛人生何處尋〉回答以下問題：

(一)第三段說明「有錢有槍的人，也並非凡事都有辦法」，試用自己的文字解釋為甚麼。(9分)

原文	解釋
例： <u>被枕邊情人或者心腹愛將叛變暗殺</u> / 自己的兒女 <u>因財失義</u> 、 <u>骨肉相殘</u>	例：有財有勢也不能確保得到真情。
<u>標參</u> 、 <u>敲詐</u> 、 <u>象齒焚身</u>	有財有勢容易引起別人的_____ (1分)， 反而因此_____ (1分)。
流亡異地， <u>龍游淺水</u>	有財有勢也會受到_____ (1分)所影響， 無法_____ (1分)。
飛蛾撲火	_____ _____ _____ (3分)
鏡花水月	_____ _____ _____ (2分)

(二)為甚麼作者不贊成「聽天由命，享受目前」、「今朝有酒今朝醉」的人生態度？(4分)

F.2 Maths (Sample)

Lesson Plan:

Class: F2 Mathematics

Time: Lesson 3, 4 (8:55 a.m. – 10:05 a.m., 70 minutes)

Topic: Manipulations of Surds

(Ch. 10, Pythagoras' Theorem and Irrational Numbers)

Major Concern elements integrated into the lesson:

PERMA MODEL:

1. Positive emotion
2. Engagement
3. Meaning
4. Achievement

Prior Knowledge:

- Prime factorization
- Square Number
- Definition of square root
- Definition of irrational number

Learning Objectives:

Students can

- apply the properties of surds $\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$ and $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$
- express surds in their simplest form
- appreciate the techniques in rationalization of denominators
- manipulate addition, subtraction, multiplication and division of surds

Duration (min)	Details
1. Review 3-5	Recall the meaning of rational number and irrational number; Recall the calculation of surd
2. Development 3 -5	Discover the properties: $\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$ and $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$ (leveled question / engagement / meaning)
5	Follow-up class work e.g. $\sqrt{484} = \sqrt{4 \times 121}$ (leveled question / engagement / accomplishment)
15	Concept of simplest form and follow-up class work e.g. why do we write $\sqrt{24} = \sqrt{4 \times 6}$, but not $\sqrt{2 \times 12}$? (high-order thinking / leveled question / engagement + / positive emotion/ accomplishment)
20	Given $\sqrt{2} \approx 1.414$, find an easier way to calculate $\frac{1}{\sqrt{2}}$ Introduce the concept of rationalization of denominator and do follow-up exercise. (high-order thinking / leveled question / engagement + / accomplishment)
10	Introduce the addition of surds and do follow-up exercise (mainly like surds). (leveled question / engagement / accomplishment)
3. Conclusion 5	Consolidate what have been learnt by simple example (accomplishment / positive atmosphere)

F.4 Liberal Studies (Sample)

Name: _____ Class: _____ ()

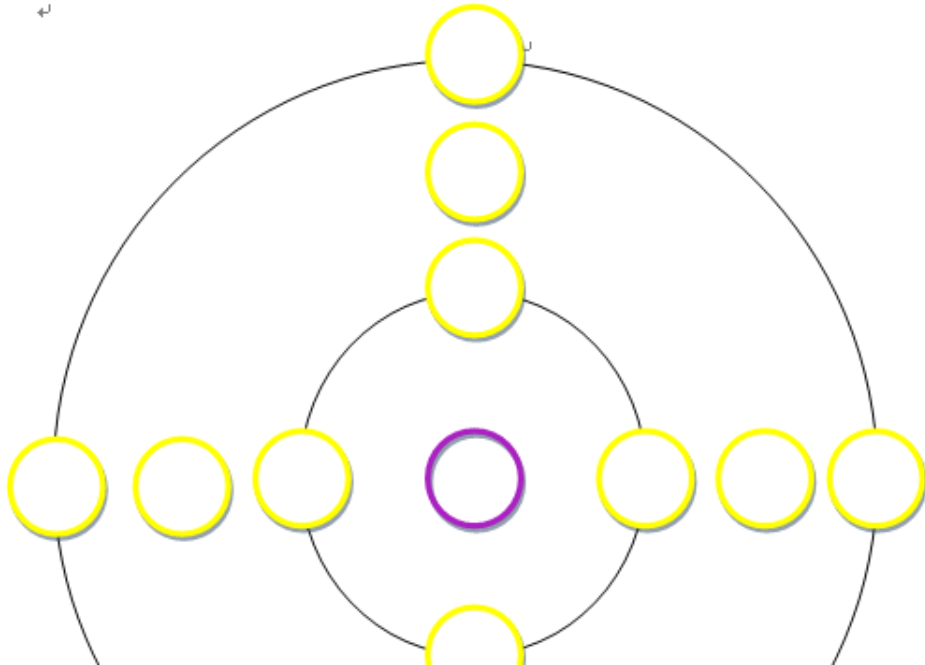
F4 Liberal Studies

The rights and responsibilities of adolescents in interpersonal relationships

My Interpersonal Relationship Diagram

Related school major concern elements:

1. **Relationship**: to facilitate students explore the importance of connectedness and strong relationships for well-being.
2. **Meaning**: to explore students' understanding, belief, and serving something greater than the self and willingly engaging in activities for the benefit of others.



Duties and Rights of Roles in Interpersonal Relationships

Worksheet (Meaning & relationship)

Roles I Play	Duties of Roles	Rights of Roles	Why do you think you have the rights / need to take up those duties (Oral)
e.g. Daughter	<ul style="list-style-type: none"> Being filial Assisting with housework Calling her mother if returning home late so as not to worry her 	<ul style="list-style-type: none"> To be taken care of To be understood and appreciated To be provided by mother with food, accommodation, school fees, pocket money and other life necessities. 	e.g. Being filial: It is our Chinese tradition which helps maintain social harmony / it is a fundamental value
Intimate friend			
Older sister			

教學法 (I learned from Dr. Law Wing Wah, HKU)

價值澄清法注重，價值形成的過程（Process of Valuing）可說是價值澄清法的核心。

步驟	規 準
一、選擇(choosing)	1.自由的選擇
	2.從不同的途徑中選擇
	3.經過考慮後才選擇
二、珍視(prizing)	4.重視與珍惜自己的選擇
	5.公開表示自己的選擇
三、行動(acting)	6.根據自己的選擇採取行動
	7.重複實施

New elective subject :倫理與宗教科

2.2.1 必修部分： 倫理學

倫理學的重點是探究價值觀的形成和如何以邏輯思考為根據作判斷。透過研究某些個人及社會問題，幫助學生建立一套倫理觀作道德判斷及選擇的基礎。

單元一： 規範倫理學

單位	相關現象/概念	說明
道德的本質	道德原則	<ul style="list-style-type: none">一些基本的道德原則：如仁慈、避免傷害、尊重自主、忠誠等道德原則與道德規條的分別：道德原則應放諸四海皆準；道德規條含有約束行為的意思
	道德推理	<ul style="list-style-type: none">廓清道德概念確立理性思維的價值持守開放的態度（不受自身利益或偏見影響）
	多元主義	<ul style="list-style-type: none">中國與西方的價值觀和道德觀在多元化社會裏，持不同道德標準的人，如何尋求可能的共識，並尊重彼此的差異（例如：寬容、包容）
	道德與宗教	<ul style="list-style-type: none">道德與宗教的關係：矛盾、互相補足或互不相干
行為理論	後果	<ul style="list-style-type: none">後果的好壞重於對錯按後果的好壞判斷行為的對錯（例如：功利/效益主義——以好的後果為對，壞的後果為錯）行為功利/效益主義與規條功利/效益主義
	義務	<ul style="list-style-type: none">對錯重於後果的好壞按行為的本身判斷對錯（例如：根據康德的倫理學原則，不論後果好壞，履行道德義務就是對的）各種義務或有衝突（例如：公正未必能與忠誠相容）