

ALOY STARS

School policies
Joint Club Exhibition
New Teachers Interviews
Interview with Mr Yeung Kit-Man
And More

Vol. 51 No.1

< School Policies

Mr. So, Mr. Chong (3)



Ho Sheung Lam, Pang Wai Chun, Tiung Yi Cheng are typing...

Do you have some questions on the school development and policies? This time we have invited two vice-principals, Mr. So and Mr. Chong, to answer some of your questions.

What new facilities have been added into the school? 🤔 ✓



Mr. Chong Wing Kit

To benefit the students, we added a line for practicing discus on the football pitch. It will hopefully allow the athletics team to practice the discus in school in preparation for competition. 😊

Some senior students complained that they have no lockers to use. 🙄 How will the school respond to this? ✓



Mr. So Ho Yin

A list of lockers will be provided to Form 4,5 and 6 students later this academic year. 👍



What new facilities have been added to the recently refurbished staffroom? ✓

Mr. So Ho Yin

We added a teacher assignment locker outside the staffroom so that students can hand in their homework anytime without interrupting the teachers. Convenience and efficiency should be improved for both teachers and students.



There have been many teachers leaving our school over the last two years. Why? 😞 ✓



Mr. So Ho Yin

They all have different aspirations. We respect their wishes if they want to retire or pursue their goals. 🌟

What qualities are you looking for when hiring a teacher? ✓✓



Mr. So Ho Yin

Their academic results and work experiences, but the most important criterion is their personality. We welcome teachers that are positive and friendly, and who like to communicate with young people.

Will their political views affect their employment? 😞 ✓✓



Mr. So Ho Yin

No. Our school will not ask about their political views but instead we focus on their teaching and problem-solving skills.

There are different teachers that need to teach more than one subject. Does it affect teaching and learning? ✓✓



Mr. So Ho Yin

We would like to employ more teachers, but it is financially impossible for us. 😞

The senior form students can only choose from a limited number of electives. Will there be any new electives in the future? ✓✓



Mr. So Ho Yin

It is our hope to have 10 electives for senior form students to choose from. We will first collect the opinions of students, parents and teachers.

What is the school's attitude towards the recent political movements? ✓✓



Mr. Chong Wing Kit

School is a place for students to study, develop their social skills and personality. It is not appropriate to bring certain issues to school. We have a neutral attitude and we don't encourage any kind of aggressive action on the part of students.

How will the school act on it? 😞 ✓✓



Mr. Chong Wing Kit

As I've mentioned, school is a place for study, so it is ok to have your own viewpoint towards this issue but the school does not allow massive protests or some activities that may affect the learning of others students.

How will the school help if students have psychological problems? ✓✓



Mr. Chong Wing Kit

Teachers and social workers will provide help and seek ways to help them alleviate pressure. Of course, we encourage more communication with parents, too. 😊

JOINT CLUB EXHIBITION 2019-2020

Interviewers, Writers:
Chan Chun Sing, Han Shing Tat Adam,
Kam Wing Edgar, Wu Kai Tik

Joint Club Exhibition (JCE) has been a major annual event held by the SAA for many years. This year, the event was held successfully on 27th September with the participation of 29 clubs. They are divided into three categories: academic, sport and interest.

Many of them had their first JCE appearance this year, providing students with more choices. Although the scale of the event was reduced, our students still enjoyed the extraordinary activities prepared by different committees. We are sure that the clubs organizers must have put lots of effort into ensuring the quality of the booths. Do you still remember some of them?

WORDS FROM PIC

The most complicated work I had to do was to cooperate with different clubs. What we did was to work closely with the three department heads to have better communication. I was really nervous at the beginning as I was inexperienced. Fortunately, I received valuable advice from Mr. Chong and other SAA members.

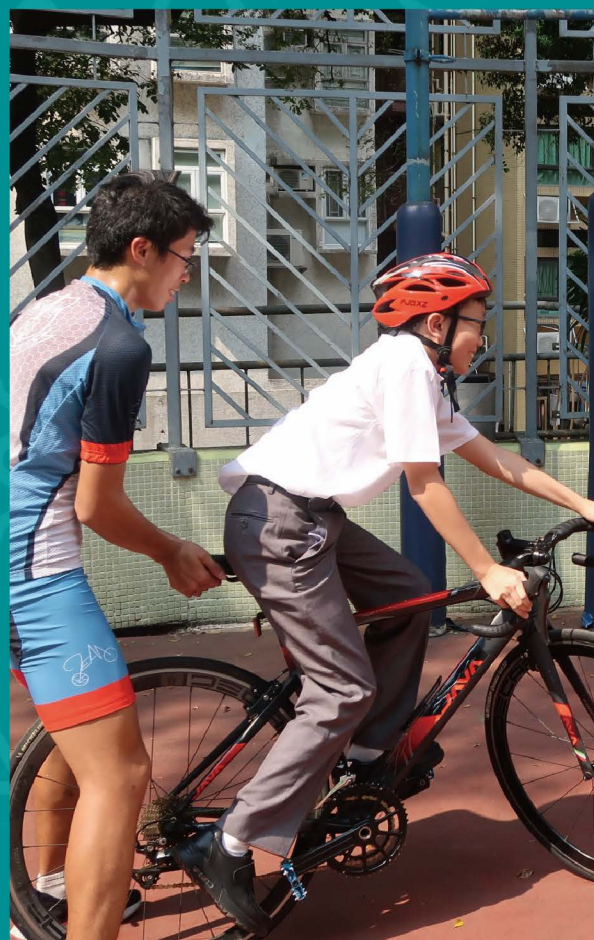
Last but not least, I'd like to extend my gratitude to all of the SAA members, student participants and teacher advisors.

CYCLING CLUB

Ng Ka Yiu 5C

I am the chairman of the Cycling Club. During JCE, we were glad to see the enthusiasm of students. The most unforgettable part was the smiles on your faces. We worried that students might get injured when trying out cycling, so we had done lots of planning beforehand to lower the risks.

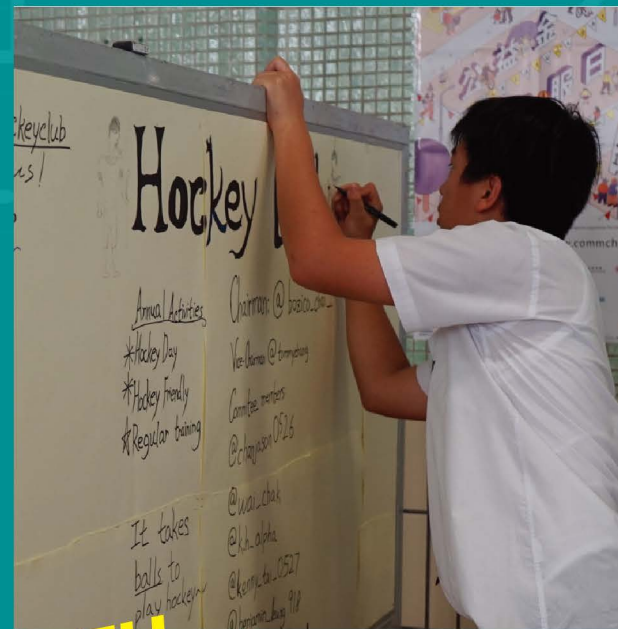
Although it was tough work, we were happy as we learnt how to propose an engaging activity and how to solve problems. As our Chairman believes: "Doing the best you can is worth it", we aim to attract more students to learn cycling. Students who want to join competitions have to reach our minimum requirement in the 'silver and golden level' of the activity. We hope students can win medals in competitions after our training. In doing this, we can achieve our main goal – "Bring honour to thy name"!



HOCKEY CLUB

Tam Ka Chai 5C

I am the chairman of the Hockey Club. I am glad that I started playing this sport in Form 1 and now I'm a member of the Hockey Team. Our enthusiasm for hockey is one of the reasons why we established the club this year. The booth that we operated was a "drill" challenge. We were mildly surprised that the participants were very passionate about hockey and wanted to learn how to play better. This definitely pushed us to do better. Thanks to the well-mannered students who followed the rules, our booth was operated successfully. In future, we will have some regular activities for students so that students can expose themselves to a wider range of activities. Lastly, we want to thank all the participants. Because of you, we've learned a lot. We earnestly hope that the Hockey Club can become better and better with your participation!



TOKUSATSU

Tong Wai Chak 5C

What is Tokusatsu? Tokusatsu is Japan films and TV shows that make heavy use of special effects. To enable more students to understand the special photography culture, a series of special questions were designed to challenge the participants. Tokusatsu can be educational and therefore, allows students to learn to engage in art, shooting action movies, background music, and other tasks.

Besides this, we also prepared Kamen Rider belts to enhance their interest in Tokusatsu. Our club is devoted to the enthusiastic publicity and interaction with the students. Their responses were enthusiastic that gave us unlimited motivation to do better in JCE. The most memorable thing was definitely seeing lots of male teachers lingering in our booth. It's probably because of their childhood memories.

JCE was a great success this year. In the future, we will try our best to introduce more Tokusatsu character models to you all.



BIRD-WATCHING CLUB

Han Shing Tat 5C

Some people say Hong Kong is a bird paradise. Although birds are one of the most common animals in Hong Kong, Hong Kong people often ignore them as sparrows and pigeons are everywhere, but in fact, they are truly beautiful animals. Therefore, we want students to learn more about birds through bird-watching.

In JCE, our booth organized a Bird's Q & A. Many students felt confused by some easy questions but they were interested in using the monocular and binocular.

We know that promoting bird-watching is very difficult, but we will try our best to hold more fun activities for you all.



ASTRONOMY CLUB

Wong Cheuk Yin 5D

Astronomy always gives people a very mysterious impression. We aim to enhance the students' knowledge of astronomy by setting up this club.

We carried out an Astronomy Q&A booth in JCE. The spinning roulette created interest and students eager to take part.

Participants were particularly interested in the astronomical telescope. Some of them even had serious discussions with their friends while playing; some played the game over and over again. I was amazed that many enjoyed the game and showed enthusiasm in astronomy. We were over the moon when seeing so many students choosing our club. We hope that your passion will grow and spread to everyone. Coming up next is a seminar and a stargazing camp. See you there!



Hello, I am the chairman of Reptiles and Amphibians Club. During JCE, our booth organized a Reptiles and Amphibians matching game and reptiles exhibition. Through the games, we found that the participants were full of curiosity to discover different species of Reptiles and Amphibians. We were more than happy to introduce these lovely creatures to them. Thanks to your support, we had an unforgettable experience in JCE. We hope that every student can learn more about Reptiles and Amphibians. When you see snakes in the country park, don't panic. You can actually apply your knowledge we taught and escape from danger. Our goal is to enable more participants to learn to appreciate reptiles and amphibians.

SEE YOU ALL IN
2020-2021 JCE!

REPTILE & AMPHIBIANS CLUB

Chan King Sum 5C

TSOI CHUN FUNG

Math *Genius*

INTERVIEWERS:
WONG HONG YUNG OWEN
SO CHUN HEI DOMINIC

WRITERS:
SO CHUN HEI DOMINIC
KONG CHUN KIT



Why did he choose to study Mathematics?

“It’s a coincidence!”, Mr. Tsoi said. His journey kicked off when he chose his Bachelor programme, Math and IT education, by elimination from the list of JUPAS programmes. Considering Math as his favourite subject in secondary school, this course sounded good to him. He believed that the business field did not suit his character, as he wished for jobs with more inter-personal interactions. Upon graduation, he became a Math teacher.



Mr. Choi graduated from HKU with a master’s degree in education.

Why made him want to be a teacher?

Many people do not realize why fate led them to their positions and the same could be said for Mr. Tsoi. He tried to recall what motivated him to do this job. Mr. Tsoi remembered that he met a naughty boy when he was a head prefect. He spent much time tackling the issues of this boy. He chatted with him and helped him with his studies. One day, Mr. Tsoi visited his alma mater during his study leave before the public examination and he ran into that “naughty boy” in the corridor. Surprisingly, the boy told Mr. Tsoi, “Now I understand that you did not intentionally pick on me. You were angry with me because I was the leader of the troublesome gang.” Mr. Tsoi was touched. Although some students might appear to be notorious, being well-intentioned and persistent with them could really make the person reflect and even show appreciation. The mission of “making contributions to others”, which was also on his cover letter when applying for the position of a school prefect, has become Mr. Tsoi’s passion and motivation in sharing his life with his students.

What does he like doing?

Apart from teaching and making up new math challenges, Mr. Tsoi likes spending time with his family and friends. Sometimes he likes to challenge himself by looking for difficult and tricky math problems on YouTube. He believes that it is good to learn beyond our textbooks. Mathematics he believes is something beautiful which shows patterns and secrets of nature.



Being a part of the discipline team, how do you teach students to be good?

Mr. Tsoi is one of the kind teachers in St Louis School and is not easily provoked. He believes there would be moments he would stay firm and serious hoping that his students would also face their problems seriously. Yet, he tends not to pull a long face all the time believing everyone wants a happy school life. By giving warm reminders instead, he believes having self-discipline would prevail over being disciplined by others. To influence his students with positivity, he adopts a cheerful tone during lessons as well. “To many students, learning abstract math is painful. So I strive to make it easier and fun,” he said.



**Mr. Choi is an alumnus of King's College.
He had been the head prefect of his alma mater.**



How does Mr. Tsoi deal with stress?

He likes going on a walk to places with a great view such as the Cyberport. He also enjoys calligraphy and painting as they give him a feeling of satisfaction.

“

Invest your leisure time in a skill or a knowledge under a field.

Be its expert and one day you will benefit from it. ”

What does he think about our students after teaching us for a while?

“Well, not surprising in a boy school, energetic young men rushing around in the corridor, sweaty and smelly boys sitting in class after the break, and sometimes using impolite words...” Yet, when others asked Mr. Tsoi, “Do you think the kids here are very naughty?” He firmly answered, “No.” He knows that sometimes we may face a lot of difficulties with our studies and sometimes barriers in personal growth. Students may even lose faith in themselves. That is why Mr. Tsoi has his role in the school grooming students to be gentlemen upon their graduation. Love is what brings us happiness and real spiritual growth. He added, despite the fact that we have to compete against each other to improve ourselves at school, he doesn't think we should hate each other.

What is harder? Teaching or learning?

He admitted that he was not a big fan of examinations. Since he is a creative person, rather than having all standard questions in exams, he prefers constructing questions in new and creative ways. He recalled an enjoyable memory of making small quizzes for his friends when he was in primary school and senior secondary levels. Surprisingly, he was even considering the possibility of having students constructing quiz problems together!





Interviewers, Writers:
Chan Tsz Fung, Ho Tai Hei



Mr. Li graduated from the CUHK.

From a consultant to a teacher

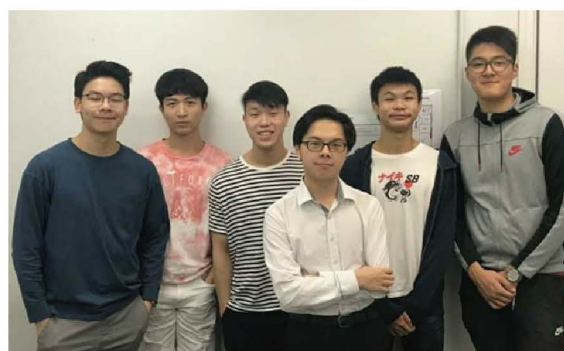
Mr. Li studied Economics and Liberal Studies at university. He worked as a consultant in a management consulting firm before. However, he found that working for a financial institution does not fit his personality because he enjoys interacting with people.

Thus, he left the consulting work and started teaching. At first, he worked in a tutorial centre where he thought he might achieve his dream. However, the tutorial lessons could only let him see his students long enough to understand and help them with their studies. What he wanted was to help young people grow.

Compared with tutorial work, teaching at school could enable Mr. Li to interact more with his students and develop a deeper relationship with them. And so he decided to become a teacher in school.

An unforgettable experience

One day, a secondary 2 student in the tutorial center tore up his notes because of some misunderstanding with his mother. Mr. Li sat the student down, and with patience and the use of cajoling words calmed the student down and at last Mr. Li had a very good relationship with him. This incident confirmed this belief that he could get along well with students.



Mr. Li and his former students.



The Teaching Journey

Why did Mr. Li want to teach in our school? “St. Louis School is a famous school.” To him, our students are active, talkative and responsive. Our school has a good atmosphere that can really help students learn and grow.

Students find him humorous. What does he think about his teaching style? “I would use an effective approach by telling them the main point first and then the skills they need for the topic.” This is the way he taught in the tutorial centre. To ensure students really understand the topic, he always holds a tutorial class after school to help the weak students. Encouragement and individual care are very important for a student who cannot focus well. Education is communication. It is all about how you motivate them. Your life isn’t all about academics. You’ll need to explore and find your interests.

■ When he’s not teaching...

As the teacher adviser of our school debating team, Mr. Li has been enthusiastic about debating since he was a secondary school student. When Mr. Li was in Form 1, he won the championship in the interclass debating competition. Attracted by the feeling of success, he joined the school debating team. Later, he joined the debating society in university. Mr. Li remembers working night and day to prepare for a debate competition. In the end, their efforts paid off.

■ “Just do it!”

Mr. Li also teaches Liberal Studies. Some people might think that LS is useless but Mr. Li strongly disagrees as it teaches students analytical skills. Nowadays, all kinds of information can be easily accessed online. In order to handle and interpret a large amount of knowledge, we need to be critical in our thinking and have a wider view toward current affairs.

Mr. Li has a piece of advice for us—“Just do it”. “If you want something, you got to pay for it. You won’t care about the harsh process if you truly love it.”



Mr. Li winning a debating competition in university.

The way you think determines your fate

Mr. Chan Ka Lai Gary

Interviewers, Writers: Lee Chun Hong Kyle, Pang Wai Chun, Tiung Yi Cheng

The Unconventional Econ Teacher

A teacher who majored in Philosophy teaches Economics - sounds unbelievable? Yet, it happens in our school. Mr. Chan graduated at the University of Warwick in the UK, majoring in Philosophy, Politics and Economics. You may think people studying philosophy should become a philosopher. However, he decided to become a teacher.



Academic years of Mr. Chan

Mr. Chan told us things didn't always go smoothly for him. He studied in a boys' school when he was young, but he had bad grades and always came last. But thanks to his own experience, he has great confidence in helping boys to identify their problems in their studies.

So what changed him from being a low-achiever to a good student who could enter a famous university? He shared with us his secret of how when he started senior high school, he got tired of his life. He pondered on the meaning of life. Serendipitously, he read some spiritual and religious books in which he might find the answer. Although the answer didn't lie in those books, the whole thinking journey had inspired him to discover a new self. Transformation took place and a new way of thinking helped him improve his life. He emphasized that introspection is a valuable activity for us to explore.

Why teacher?

"Choose a job that you really like in order to live and work happily. You live your life only when you enjoy the things that you do" – Mr. Chan.

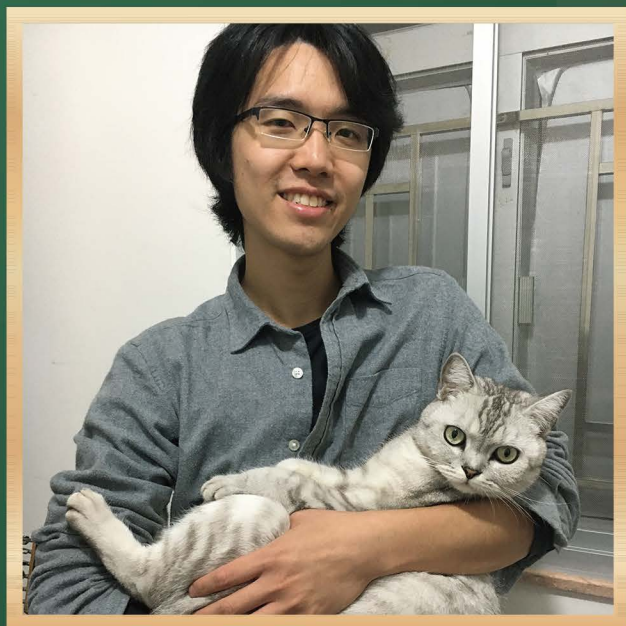
Before working in our school, Mr. Chan had worked in different positions -auditing assistant, salesperson, etc, but after experiencing the complicated business world, Mr. Chan made up his mind to change his career. He finally went back to where he started and found the job that he enjoys the most - teaching. He treasures the time being with students and developing friendships with them.

What do you think of the students in our school?

Mr. Chan has also worked in another co-educational school before, so what does he think about the students in our school compared with his previous school?

Mr. Chan admitted that compared with students in co-ed schools, our students are more immature because we don't have girls monitoring our behavior, and so we pay little attention to our appearances and manners, but he stressed that immaturity is not a bad thing.

What's more, boys are more willing to express themselves because they are not shy to share their secrets and feelings with peers. After all, being immature is also a part of growing up.



About Philosophy and University Life

Philosophy is not a popular subject in Hong Kong. Some people may have a misconception that one needs to be exceptionally intelligent and crazy in order to be a philosopher. Mr. Chan clarified that a good philosopher must be a humble person who can put himself aside and open his ears to any words that others say. We must learn to appreciate different ideas before we start thinking. The human intelligence legacy has a history for us to learn from. We do not create wisdom by ourselves.

When Mr. Chan was studying philosophy in the UK, he was particularly interested in studying human nature and truth. He had been solving a question that is always on his mind: What's the meaning of being here?

He thinks the meaning of life isn't something you can 'find' outside; it is something you need to create from inside. "Existence precedes essence" – this idea of Existentialism has influenced him deeply.

People always say "be yourself", but not a lot of people actually understand themselves when they are trying to do it. We do a lot of things and we don't even know the reason behind our actions. For example, we thought that our laziness is what we are. Yet, Mr. Chan believes laziness is not the cause, it is an outcome. We do not notice what really stops ourselves from growing as there is a hidden "me" behind all our thoughts and actions.

A lot of students in fact have an inner voice telling them to improve themselves. However, when they receive bad grades, they often comfort themselves by saying "a pass is all I need". But they all actually know that it is an excuse or an alibi to escape from reality. They tell themselves the same lie over and over again. He feels sad when people really forget who they are and the inner cry in them. So, be yourself, be your true self!

Mr. Chan thinks we are always free to choose to act and be whoever we like to be. The excuse of not having the required ability undermines the potential that we have. He hopes students are exposed to different people so as to see the possibilities in humans and learn from them.

Just be humble and grow.

A photograph of a man standing on a wide, ornate staircase in a grand, classical building. The man is wearing a dark jacket and trousers, looking towards the camera. The staircase has white balustrades and is flanked by large columns. The ceiling is high and decorated with intricate carvings and paintings. Two large chandeliers hang from the ceiling.

The Artist

MR. TSANG CHUN NGAI, JONATHAN

Interviewers, Writers: Chu Kin Wing, Kwan Wai Kit

A gentleman wanders to and from the teacher's room, with sweat dripping from his forehead. He might seem like a disorganized, clumsy person. However, under this facade, he is a man of many interests and an extremely disciplined and organized person. This is the story of Mr. Tsang Chun Ngai, Jonathan, and his belief of what a great artist should be.

PRELUDE

Mr. Tsang first graduated from The University of Hong Kong with a double degree in English Linguistics and English Education. He then taught for three years in his alma mater embarking on his Master's degree at University of Cambridge, where he studied Children's Literature. After graduation, he taught for one year but stopped last year as he applied for a PhD programme in the UK. That didn't go well, so he now teaches in St. Louis school. To some, it may seem to be a complete failure for this gap year; yet he was invited to write a chapter about Winnie the Pooh in an academic book to be published late this year, an accomplishment that Mr. Tsang is rather proud of.

LIFE ABROAD

Many may believe that studying abroad is all fun and games. Yet when Mr. Tsang studied in Cambridge, he had a totally unexpected experience – he called it a “reimagination of how to learn”. He said, “I think my attitude towards learning became different. When I was in HKU, I was keen on joining all these activities, but in my year in Cambridge, I think I was more focused on how to learn and to develop my interests.”

When Mr. Tsang lived abroad, he set goals to achieve in each year, such as the number of books to be read or the time to be spent studying. A case in point that demonstrates his goal-setting practices is his notebook for reading. He used this to mark the books that he read and wrote book reports in prepa

ration for his studies starting from 2016. This is a habit that has continued up until now, and thus far he has accumulated around 70 entries in his notebook.

To the many in St. Louis who have aspirations to study overseas, he reminds them only to study overseas when they can be self-disciplined, and to not only focus on learning or playing around. They should look into developing many more interests than simply cramming for exams or tests to have a life less about work but more about interests.

HIS INTERESTS

Mr. Tsang comes across as a versatile man. Mr. Tsang loves reading books of various genres, from fantasy to sci-fi. Haruki Murakami, Phillip Pullman and Diana Wynne Jones are some of his favourite writers.

Mr. Tsang also likes watching musicals. One of his favourites is *The Lion King Musical*, which culminated in his Master's project comparing the one in Hong Kong Disneyland and in London. The inspiration for this project comes from his passion for all things Disney. He even has an annual pass to Hong Kong Disneyland!

He is also a huge stationery fan. He has many fountain pens and although he does not bring them to the classroom because of the many risks arising from the lively St. Louis boys, he uses them to mark students' work in the staff room or at home. He also keeps good records of the many fountain pen inks he has used.

English and music are the major interests of Mr. Tsang. Other than the oft-mentioned ways of learning English namely reading books, watching TV series or listening to songs, he recommends Hong Kong students listen to podcasts as a way to learn English. Mr. Tsang finds them offering a genuine source of spoken English, and they come with the benefit of having a wide range of specialised topics. He enjoys listening to them on his way to work or when doing household chores. His favourites include *Hello Internet* – with two YouTubers talking about Internet culture, and *Sticky Notes* – an introductory show to different classical music works. Mr.

Tsang has learnt many different instruments including the piano, violin, French horn and percussion. However, he despised one instrument that he learnt, which is the Chinese flute. He had trouble getting used to it since its style is very different from the Western music that he was used to and a thin film that is essential to its sound production always breaks, which annoyed him no end. Due to his annoyance with the instrument, Mr. Tsang would always intentionally break it so he could complain to his teacher and not practise as a result.

One of his roles in St. Louis this year is the conductor of the junior choir. He has had experience as a choir member himself. He was a member of the Hong Kong Children's Choir from the age of 8, and he even performed overseas in Australia. As his voice changed, he grew to hate singing and eventually quit when he was about 13 years old. However, when he received an invitation to be the teacher advisor for the junior choir of St. Louis, he rekindled his passion with singing and started learning conducting.

He also has many other interests like playing board games, playing video games and swimming. As you can see from this exhausting section, Mr. Tsang is a man with many interests.



MR. TSANG ON HIS GRADUATION DAY. ➡

WORK IN ST. LOUIS

Mr. Tsang has many positions this year. He is our new English and Music teacher, conductor of our junior choir and teacher advisor to the school orchestra. In school, he has a very strong bond with his students. Some students will call him names, but he does not mind. Instead he thinks that it is a good sign of the relationship between him and his students deepening. He thinks that to teach students, he must make himself more interesting for students to listen to him and give him face.

However, as the conductor of the junior choir, he faces new challenges. Some participants of the junior choir are rowdy and destructive, and Mr. Tsang has to deal with all these delinquents by shouting or to chase after them asking them to attend the choir. However, he understands, because only some of the choir members willingly join and he knows that nobody wants to do extra things. As time goes on though, these unwilling members grew to love the choir more or want to join the choir again out of peer influence and it is interesting to Mr. Tsang to see the students change.

HIS PERSONALITY

So how can he balance all these interests on top of the heavy teaching load an English / Music teacher has? Mr. Tsang says that he is a disciplined and well-organized person, and it shows. In the interview, we had a glimpse of his piles of notebooks and notes – one for his book reports, his diary, one for his ink colours in his diary, a list of watched musicals on his phone, and also a tracker to track his time on his activities every day – he plans his routines and records basically everything. He also reads a lot and exposes himself to a lot of things to get more ideas, especially when he is doing research. He is also aware of his shortcomings, and to be on par with his Cambridge classmates, he had to be disciplined and well organized.

Mr. Tsang is also a perfectionist. When marking students' writing, he says that he uses three different colours just to mark one student's work, which is very unusual for an ordinary teacher.



MR. TSANG'S BOOK REPORT NOTEBOOK



ARTISTRY

Many think every great artist is a genius. Others may hold that to be an artist, one must be very creative. However, that is not the case. The majority of great artists are disciplined and organized, like Haruki Murakami, one of Mr. Tsang's favourite authors, and a person who has an extraordinarily disciplined routine. "For you to succeed, you don't have to be very talented, you just need to be very disciplined," he said. "By being disciplined and organised, you can already be better than 80 percent of the people." He also says that if one is organised, learning comes naturally because you will see the pattern that deals with a problem. In the end, he wants students to remember to "have your own target, think about your future and know what you are doing".

Art exists in many forms – visual arts, music, language and so on, but the disciplined and well-organized personality of Mr. Tsang is an art which many should admire and follow.

The Calm in the Chaos

Ms. Tam Hor Lei

Interviewers, Writers:

Lam Cheuk San, Tsui Yu Yat Alex

Every break if you walk past the second floor, a classroom is always lit up, in there, you will see several students working very hard, and an even harder worker, a teacher, sitting at the front desk. She is Ms Tam, one of our new teachers this year. You may sometimes hear her shouting at the top of her lungs, or see her reminding the students to hand in their overdue assignments. You may see her as a horrifying teacher, but if you know her well enough, she is actually a passionate and persistent teacher.

Before Teaching

As a former committee member of the Liberal Studies Club in her secondary school, she had an extensive exposure to contemporary issues through a variety of learning activities. She organised workshops for her club, and she realised that ‘the best way to learn is to teach’. During summer breaks in her university life, she participated in different experiential learning activities. She has taught overseas in different contexts, where she gained a lot of learning and teaching insights through lesson planning and reflections. Newly graduated from the University of Hong Kong, majoring in Linguistics, English Language, and Philosophy, she exclaimed, ‘I am not from the A-Level era!’. St. Louis School is the first school she works in.

Teaching Philosophy

As a new teacher, Ms Tam hopes she can get to know more about her students. Inspired by her class teacher back in the school days, she hopes to establish a closer relationship with her students. To do so, she asks her students to write a bi-weekly diary to her, and a student can write, or even draw whatever they want to express their feelings in any form. She understands that the current social situation has been distressing to the students, especially to those who are actively involved in social activities. Also, some students have to bear a lot of pressure from school and social life, as reflected in the long writings of her students. Ms Tam hopes the diary can provide another channel for students to make their voice heard. She will reply to them, and even in some cases, ask them personally to offer advice. She also observed that some students are restrained in class, while some are quite talkative, she hopes she can give an equal chance for students to express themselves.

Some may mistakenly think that she always asks students to stay behind in classrooms during lunch breaks to penalise students, and judging from the picture, it does seem like this. However, Ms Tam would like to clarify that she is not giving them detention, but instead, she is accompanying them. Ms Tam makes good use of their spare time to catch them up with their work, especially those who are absent, for re-tests and homework, and sometimes her students simply sit down and have a chat with her. She also welcomes other students she is in charge of to share this space.



Between English and Liberal Studies

For a teacher who teaches both English Language and Liberal Studies, Ms Tam has different approaches for these two subjects.

For English language, Ms Tam intends to make learning engaging. She does not want her students to only stare at the blackboard and jot down notes in lessons as they will quickly get bored and become less motivated in learning English. To achieve the approach, Ms Tam finds different ways to make learning fun. For example, she encourages students to watch English movies, to immerse themselves in the language environment and learn life lessons through films. She played Billy Elliot in her S1 class; it is a story about a boy who overcomes all the obstacles and becomes a ballet dancer. She also uses authentic materials to arouse students' interests and achieve the communicative purpose of language learning. For example, she analysed the speech about climate change by climate activist Greta Thunberg in class. The F.2 students were thrilled, and some of them even memorised her speech. Ms Tam also teaches English that can be put into practice in real-life situations.

Nowadays, there are quite a lot of debates about whether Hong Kong should abolish Liberal Studies or make it optional, Ms Tam states that this subject should not be withdrawn, “Students need to understand, interpret different information and develop critical thinking through contemporary issues. It is a life skill.” Besides critical thinking, Ms Tam said that people tend to receive information unilaterally from what they like or similar stances, and this is not a healthy habit. The introduction of the subject allows students to analyse incidents as a whole, hence, present arguments and develop a stand after thorough consideration. In this ongoing social movement, waves of fake news have spread through the internet. And with this, the awareness of the importance of the need for fact-checking and seeking the truth has been raised. Liberal Studies education shares the same vision, that is to explore current affairs from multiple perspectives and develop the ability of independent thinking. Hence, she encourages students to read and watch more news and apply the concepts and analytical frameworks they learn in class.



Ms. Tam had taught in Thailand before.

Messages to Convey

Ms Tam would like to share some inspirations in her learning journey. 1. Find your interests. It is important to do what you love, so you love what you do. 2. Take in comments selectively. Positive comments are encouraging but try to find the positive in negative comments. 3. Pursue your dreams. Take steps and strive hard.

Next, here is a book recommended by Ms Tam, which she thinks can help students to develop rational thinking. The book is ‘The Philosopher’s Toolkit: A Compendium of Philosophical Concepts and Methods’. This book provides all the practical and effective techniques necessary to engage with and participate in philosophical discussions.

Finally, here is Ms Tam’s favourite quote by Stephen Hawking which she wants to share with the Aloysians, ‘However difficult life may seem, there is always something you can do and succeed at. It matters that you don’t give up.’



MR YEUNG KIT-MAN

An Aloysian of Many Characters

6B Chan Chun Yan, Eric

- ▶ Graduated from St. Louis School in 1983
(After completing Upper Form Six)
- ▶ Studied Chemistry in the University of Hong Kong
- ▶ Joined the Education Sector in 1990
- ▶ 27 years of continuous service in Saint Rose of Lima's College in which he was promoted to be the Vice Principal after 6 years of service. He was subsequently promoted to be the Principal after 17 years of service, and finally retired in 2017.
- ▶ Member of the External School Review Team of the Education Bureau.
- ▶ Incumbent member of the IMC of St. Louis School

35 years after his graduation ceremony, Mr Yeung Kit-Man has yet again tied himself to St. Louis School – this time with a much more prominent and significant role – the alumni manager of the Incorporated Management Committee (IMC) of St. Louis School. However, chants of “Mr Yeung” amongst the alumni and in the corridors of St. Louis came way before the 2018 Alumni Manager Election. The Aloysians joined our Supervisor Fr. Chan and Mr Yeung in looking back at the journey leading to the present and gazing into the future.

Call of duty to St. Louis

Before he played a bigger role in the IMC, Mr Yeung had become a regular visitor of our classrooms in after-school hours. He, with several other old boys, initiated a study group project for the students in our school with the aim of providing a place where students can do revision and homework in a quiet environment.

Mr Yeung started out as the Chemistry tutor of the project, but after getting to know the students, he soon realised that more should be done. “... the students are generally weaker in languages – which is not a surprise given it is a boys’ school.” Using his 21 years of administrative experience built up in Saint Rose of Lima’s College, he soon assisted in remodelling the project which included hiring professional tutors to tackle the students’ weaknesses in Chinese subject and English subject, and preparing senior form students for the public examinations.



➤ Mr Yeung was the representative of Quiz Competition, 1979-80



➤ Mr Yeung has retired from his position as the Principal of Saint Rose of Lima’s College

Being an experienced educator, Mr Yeung understood he should not only work to boost students’ academic performance, but also cater for their all round development, most importantly, to make sure they are in a happy and healthy state of mind. “At the end of the summer holidays, we always hold activities to get our students together, to prepare them mentally for the year ahead, and to let them know we are here for them.” Activities include camping in Cheung Chau, watching movies, boat trips and activities jointly held with social workers to boost participants’ confidence. “We are like a babysitter,” Mr Yeung laughed, “it sounds like we are nannies of these kids.”

When asked whether the study group initiative should be continued, Mr Yeung expressed his strong support for the programme. “We, as the alumni, play a rather unique role,” he explained. Alumni are neither parents nor teachers of the students. We are more like an old friend, and this unique role allows the old boys to reach the students more easily, establishing more effective communication. “Sometimes we give them encouragement; sometimes we give them constructive criticism, both seem to be more easily accepted by the students because we are less of an authoritative figure.” The old boys and the gradually expanding initiative are valuable assets to the school, Mr Yeung stated.

Days in the IMC Board

The Incorporated Management Committee is a group of school stakeholders from different backgrounds who establish, review and provide suggestions regarding the school's policies.

Elected under the blessings of 310 SLOBA members, Mr Yeung entered the IMC of St. Louis School in 2018, starting his two-year term in office. He explained to us that he considered himself of two identities: An alumnus and an experienced school administrator.

Mr Yeung stated that one of the biggest challenges of being the Alumni Manager is striking a balance between different voices of the alumni. "A large number of old boys gave me a lot of invaluable suggestions," he explained. "However I must look at the bigger picture, and prioritises things." The school is like a gigantic aircraft carrier – making a turn may take up a long time. Therefore, Mr Yeung must choose from the lists of opinions very carefully because there is only so much time in one scholastic year. Mr Yeung also explained that members of the IMC do not actually intervene in the operations of the school. Instead, they provide suggestions and review different policies. Thus, when considering different suggestions, Mr Yeung must be wary of whether the opinions would interfere with the school operations.

However, being in the second line of the school operation hasn't stopped Mr Yeung from serving his alma mater. He has always put extra effort into the

matter of EMI operations – from how to better secure the school's EMI status to attracting suitable students for St. Louis School. Other than the medium-of-instruction, Mr Yeung is also devoted to looking into policies that can nurture the students' spiritual and ethical development, as well as means to increase the sense of belonging amongst the students, and most importantly, the ways to improve the atmosphere of self-directed learning. The importance of the latter has especially come to light given the recent situation and the school closures, yet, not suspended learning. Students' ability and eagerness to learn on their own really came to the fore.

We took the chance to ask the incumbent Alumni Manager, who is in his first term of office of whether he would be striving towards a second term. Mr Yeung affirmed without a doubt. "This IMC have worked well together. We have improved the school-based management and enhanced the efficiency of policy implementation, and for that, I am extraordinarily proud of being in this establishment of the IMC." Although occasionally the diversity of the IMC members made it hard for some of Mr Yeung's suggestions to be implemented, he stated that he had never stopped lobbying for them, in and out of the IMC meetings.

When asked about his aim for his second term in office, Mr Yeung said that he would focus on boosting the students' confidence. "Talent Time and the Thanksgiving Variety Show (Thanksgiving Nite) are excellent opportunities to showcase our students' talent to other schools." Mr Yeung believed that more platforms should be provided to students to allow them to demonstrate their abilities. He also reviewed his role as the Alumni Manager. "All of the teachers are in the same boat here," he said. Having once been a teacher, he understood the teachers' need of being heard, and so he would reach out to more front-liners of the school to better understand their needs over the course of "teaching-and-learning".

"You should know who you are, where you want to go, and ask yourself how to go there." Mr Yeung concluded with the quote, encouraging all the students to strive for the better.



➤ Brother's Talk
(Sharing on careers in educational fields in May 2019)



The Aloysians also interviewed Supervisor Chan, Alumnus Alex Wong (1969, leftmost) and Augustine Law (1982, rightmost) of their impression of Mr Yeung Kit-Man

Mr Yeung's responsibilities / extra-curricular activities at SLS:

- * School Representative for the Inter-school Chinese Academic Quiz Competition 1979 (organized by the H.K. Lions Club, the District Office and the RTHK)
- * School Prefect (1981 - 1983)
- * Editor of the School Magazine (1980 & 1982)
- * Deputy Editor-in-chief (Chinese Section) of the Aloysians (1981 - 1982)
- * Chairman of the Science Society (1981 - 1982)
- * Chairman of the Quiz Society (1981 - 1982)
- * Vice-Chairman of the Drama Society (1979 - 1980 & 1981 - 1982)
- * Project Holder of the Joint School Science Exhibition (1981)
- * Executive committee member (Backstage Manager) of the Talent Quest for the Handicapped 1981
- * M.C. of the Thanksgiving Nite 1982
- * Chairman of the Organizing Committee of the Joint School Leadership Training Camp 1982

Supervisor Chan credited Mr Yeung for his competence, praising Mr Yeung for his communicative ability in particular as he was able to connect and unite people of SLOBA. He also noted that Mr Yeung was professional, resourceful and cooperative; in a nutshell, always stands ready to help. The Supervisor applauded Mr Yeung's vision and contribution to the school IMC and the Salesian Society.

Mr Augustine Law (1982), classmate of Mr Yeung, and alumnus who started the study group project complimented on Mr Yeung's unwavering spirit to serve his alma mater. This journey began in Mr Yeung's first year of university when despite his busy schedule, he volunteered to guide his predecessors in the Organising Committee of the Leadership Training Camp and continued on to the present day, and how to write a proposal convincing partner schools to join the programme. His tenacity in serving our youth and serving his alma mater is second to none.

Mr Alex Wong (1969), who is also one of the founders of the study group project, expressed his appreciation towards Mr Yeung's down-to-earth approach in trying to tackle some of the school's challenges. He commented on how Mr Yeung is a man that "walks the talk".



➡ Mr Yeung in Joint School Drama Performance at City Hall, 1979

2018年11月10日	協助校方主辦的「中一收生家長簡介會」，各義工安排於五個課室，與有興趣入讀本校的同學及家長分享交流，永遠榮譽會員、執委及家長義工共 28 位出席。
2018年11月17日	舉辦「中一、二家長關顧小組」第一次活動，主題：「家長們互相認識及討論」，32 位家長出席。除出席的執委外，另有 4 位永遠榮譽會員及家長義工協助。
2018年11月24日	舉辦「家長互助小組」第一次活動，主題：「如何處理孩子使用電子產品與家庭關係」，由香港家庭福利會的綜合家庭服務社工主講，為我們講解避免讓青少年使用電子產品成癮的方法，當中更邀請了本校畢業生分享相關經驗，54 位家長出席。
2018年12月1日	舉辦「家長教育講座」，是次活動由本校校董楊傑文先生、盧漢耀大律師主講，主題為「家校如何配合才能令學生有最好發展」講座。出席家長 35 位。除出席的執委外，另有 3 位家長義工協助。
2018年12月8日	與校方合辦「中六升學模擬面試」，執委及家長義工共 5 位出席。
2018年12月20日	舉辦「家教會聖誕聯歡晚會」，共 150人參加(包括委員、嘉賓、家長及同學)。另有 8 位家長義工協助是日活動安排。
2019年1月5日	舉辦「家長互助小組」第二次活動，由香港公教婚姻輔導會綜合家庭服務中心註冊社工協助講解，主題為「提升孩子學習動機與正向管教之道」(香港家庭福利會協辦)，共 25 位家長出席。
2019年3月8日	參與學校感恩節晚宴。
2019年3月9日	參與第六屆慈家聯周年大會暨第七屆理事會選舉和就職典禮。
2019年3月23日	協辦聖類斯中學舊生會 (SLOBA)) 的「體適能訓練和運動表現訓練的原則」講座，出席人數共有 37 人 (家長及學生 20 人，舊生 17 人)。講座非常之成功，內容充實及有趣，時間掌握得好，獲很多家長的好評。未能出席的家長，學生及老師，真的走寶。希望下次，能再安排。
2019年3月24日	舉辦「2019環境教育親子遊」，行程包括：(一) 小夏威夷；(二) 布袋澳海鮮風味午餐；(三)參觀獅子會自然教育中心，參加人數共 36 人。當天天氣(清涼而不下雨)非常適合戶外活動，天公造美，非常感恩。各位家長及學生都積極參與攝影比賽，作品水準也很高，獎品豐富，加上抽獎的獎品也很豐富，所有的參與者都滿載而歸。雖然今次參與家庭不多，但歡愉的氣氛及歡欣沒減，相反彼此間的互動增加了不少。期望下次活動會更加精彩，最後多謝容老師在出發前的安排/向天主祈求恩賜及校長的參與。
2019年3月30日	舉辦「中一、二家長關顧小組」第二次活動：由香港家庭福利會及14位青年網絡大使，透過青少年的親身經歷和個人分享，讓家長更了解時下青少年的心態，以達致雙贏的局面。主題為「分享青年網絡文化、日常網絡活動、與家長對談」，出席人數：聖類斯中學家長 11 人，其他學校家長 5 人，總共有 16 人。多謝家福會及 14 名網絡大使的中學生，以學生角度給家長了解應怎樣處理中學生過份使用電子產品的問題，家長獲益良多，活動非常成功。
2019年3月30日	參與學校感恩節表演晚會。
2019年4月13日	舉辦「家長互助小組」第三次活動：是次活動誠邀瑪麗醫院資深護士馮姑娘，為我們講解在自閉譜系症、過度活躍症、焦慮症及抑鬱症間的分辨，與及面對不同的壓力和情緒的處理技巧，主題為「全面認識兒童及青少年精神健康及心理問題」，出席人數：16 人，雖然參與者人數不多，但整體氣氛非常好，活動後家長回應亦很正面。
2019年6月1日	舉辦「中一、二家長關顧小組」第三次活動：是次活動特別安排與本校高年級學生家長一同進行分享日常生活的管教技巧(例如：合適地對電子產品的控制，避免青少年過度使用互聯網等)，藉此加深彼此間對學校的認識及實現本會『共融目標』，從過來人的角度重新了解及分享寶貴的經驗。讓大家透過與年青人的交談，了解時下青少年的心態。為加深大家運用技巧及處理日常生活面對的問題，我們進行了角色扮演，務求達致集思廣益的效果。出席人數：20 人，雖然參與者人數不多，但是次活動有很多爸爸參與。因為有家長與學生的互動環節，大家都非常投入。同時，多謝幾位高年級及已畢業的同學的分享。
2019年7月6日	舉辦「家長義工茶聚」，於本學年即將完結時，本會為表示對各家長義工這一年來的支持，特別安排一次聚會，讓大家可放下平時擔任義工的工作，輕輕鬆鬆傾吓偈，食吓茶點，聚一吓，出席人數共有 29 人。
2019年6月27日 2019年7月4日 2019年7月11日	舉辦「公開演說技巧訓練課程」，由永遠榮譽會員戴鴻瑜先生主講，課程分三天共九小時，共 10 位中三至中五學生報名。表現優秀的學員，獲邀於「升中適應家長講座」擔任司儀。
2019年7月27日	協辦「升中適應家長講座」，家長及學生出席人數共有 215 人，除出席的執委外，另有 4 位家長義工協助及作分享。
2019年7月29日 至2019年8月2日	協辦「中一暑期英語銜接課程」，活動為期 5 天；讓升中同學適應中學的學習模式。

資助學生報『博藝』出版

2019年3月

本會資助學生報『博藝』本學年第一期出版

2019年7月

本會資助學生報『博藝』本學年第二期出版



香港聖類斯中學家長教師會 第二十六屆執行委員會 (2018/2019) 會務報告

各位會員：

「香港聖類斯中學家長教師會」第二十六屆執行委員會之任期即將屆滿，本人謹代表家長教師會衷心感謝校監陳鴻基神父及余立勳校長的指導、各位顧問老師的協助、各位家長執委積極推行會務和會員的信任和支持。現在簡略報告去年本會各項工作重點。

今年本會定立了一個目標，並在舉辦所有活動不忘以此目標為依歸：

“五方 共融 團結”

第一方共融團結：家教會 14 位家長及教師委員的共融團結

第二方共融團結：由家教會的活動/小組/互動中，令所有的家長共融團結

第三方共融團結：由家教會的教師代表，帶出信息/感染，令所有的教師及教職員共融團結

第四方共融團結：由家長及教師的協同合作/輔助/引導下，令所有的學生共融團結

第五方共融團結：既已達到上述的融和，必能令所有的家長、教師及學生共融團結

學校在這環境下，必有更高更大的成長。

過去一年，除了繼續舉辦多年的家長教育、康樂活動，包括「分級家長資訊日」、「中一收生家長簡介會」、「家長教育講座」、「環境教育親子遊」、「公開演說技巧課程」、「升中適應家長講座」、「中一暑期英語銜接課程」和「聖誕聯歡晚會」等。本會今年亦與學校協辦「中六升學模擬面試」，以便提升中六同學掌握面試技巧，及與舊生會協辦一些適合舊生及家長與學生的講座例如「體適能訓練和運動表現訓練的原則」講座。以上活動均體現親子共和睦，家校合作的精神。

在聯繫家長、互相交流方面，除了繼續已創立多年的「家長互助小組」(其Whatsapp 群組約有 200 位家長參與)，定期與家長會面並互相交流教兒心得，發揮助人自助的精神，互勵互勉外，本會亦繼續積極協助學校推行活動，「家長義工團隊」共招募了 75 位家長義工。感謝各位的支持，令活動得以順利推行。本會今年亦創立「中一、二家長關顧小組」(其Whatsapp 群組約有 150 位家長參與)，特別關顧中一、中二的家長，以便他們能夠及早適應本校的教育理念及學校生活文化，為家校合作奠定良好基礎。

在資源運用方面，奉行謹慎理財，善用及盡用資源，避免過多儲備或入不敷支。除了資助學生報『博藝』出版外，亦撥款資助學生參與課外活動的交通費及膳食開支，鼓勵同學參與全方位學習。

本會第二十六屆會務各項工作簡介於附頁中。

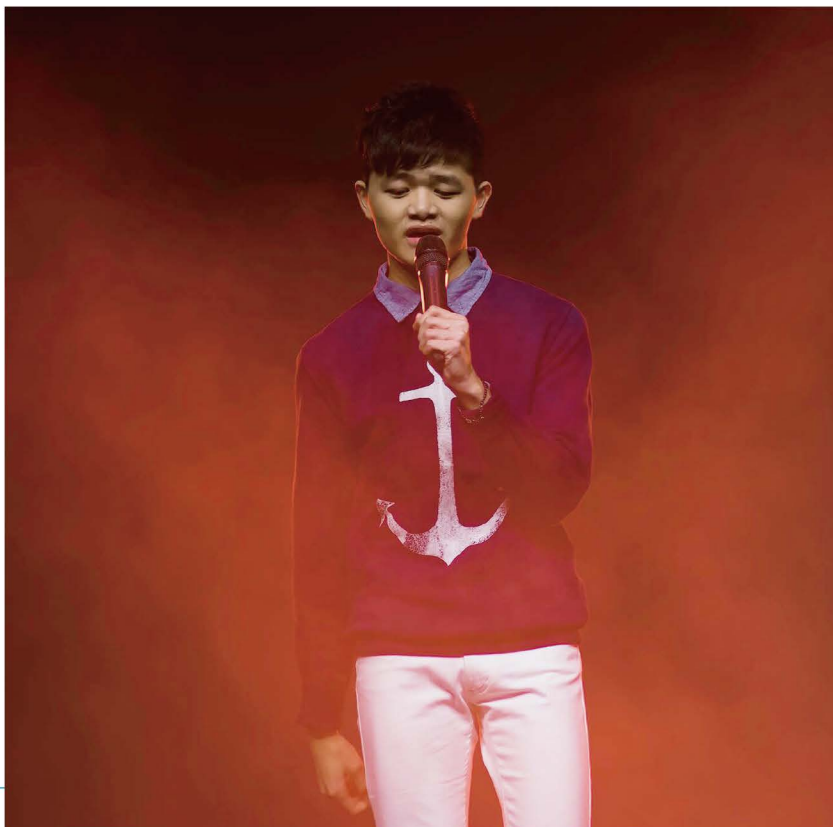
最後，本人再次代表家長教師會感謝學校及全體老師、各家長委員、家長義工和家長會員的支持，希望大家繼續努力、分工合作、熱心參與會務，加強學校與家長的溝通和聯繫。

祝願大家身體健康、生活愉快、工作順利、共融合作、主佑各位！

會長 鄭志成先生 謹啟
日期：2019 年 9 月 21 日

第二十六屆會務簡介如下：

會員大會	2018年9月29日	召開第二十五屆(2017/2018 年度)會員大會，通過永遠榮譽會員的動議、致送感謝狀予家長義工及相關的協作者、並選出新一屆執行委員會家長委員，出席會員 120 人。
執行委員會會議	2018年10月19日 2018年12月14日 2019年2月22日 2019年4月4日 2019年6月14日 2019年8月27日	執行委員會第一次會議，出席委員 10 人，列席嘉賓 0 人。 執行委員會第二次會議，出席委員 12 人，列席嘉賓 0 人。 執行委員會第三次會議，出席委員 11 人，列席嘉賓 1 人。 執行委員會第四次會議，出席委員 12 人，列席嘉賓 0 人。 執行委員會第五次會議，出席委員 12 人，列席嘉賓 0 人。 執行委員會第六次會議，出席委員 11 人，列席嘉賓 0 人。
2018年9月29日		與校方合辦「中四、中五、中六分級家長資訊日」。中四主題：學業和課外活動的平衡，出席家長 51 位；中五主題：高中畢業生多元出路，出席家長 61 位及中六主題：高中畢業生多元出路，出席家長 44 位，家長義工共 3 位。
2018年10月13日		與校方合辦「中三家長資訊日」，中三主題：為高中課程作準備，82 位家長出席，家長義工共 2 位。
2018年10月20日		與校方合辦「中一、中二分級家長資訊日」，中一主題：培育孩子正向成長思維，出席家長 95 位；中二主題：親子溝通家長工作坊，出席家長 61 位。除出席的執委外，另有 6 位家長義工協助。



洪老師曾躋身Talent Time 總決賽。

「就幹怪的事，就趁尾巴獨角還原後」

作為前 Talent Time 參賽者，洪老師熱愛音樂，尤其是廣東歌，因此他希望把廣東歌詞融入教學。「我覺得歌詞是一種文學。即使同一個情景，也可以用不同詞彙詮釋，值得同學參考。另外，歌詞往往有留白的部分，而且意象極多，同學可透過細閱歌詞學習中文。不少同學認為中文不容易學，而且不知如何入手。除了閱讀，我覺得聽音樂亦是不俗的方法。」因此，洪老師希望嘗試將歌詞融入教學，令同學從新的角度認識中文。

「用自由而灑張的溫柔，做美好的獸」

人云亦云的心態乃人之常情，但洪老師在中三選科時，堅持要走一條與別人不一樣的路。本校高中選修偏重理科，但他深知自己並非讀理科的材料，故決定選修中國歷史及倫理科。他坦言：「正如我剛才說的，我堅信讀書是自己的事。只有自己最清楚自己能力與喜好。選讀上述兩科，一部份是為「逃避」自己不擅長的科目，更重要的是信心。」即使身邊同儕立志選修理科，即使班主任曾「好言相勸」，他都不願人云亦云，「委屈」自己。

他以過來人身份，提醒學生選科毋忘二事：目標和興趣。他慨歎：「開辦選修科的目的，是因應學生的不同興趣而設立。每個科目都有它的價值，但如今不少學生都忽略了這一點。學生選科應該三思，因為選修科一讀便是三年，退修也不容易。假若明知自己不喜歡的話，就不要勉強了。」萬一真的錯選科目，洪老師同意「即使後知後覺，也勝於不知不覺」。「我本來也有修讀生物及數學延伸部分，試過用心溫習，奈何成績始終未達期望。中五時便把心一橫決定退修。記得退修當天，任教生物科的陳老師對我說：『我讓你退修，但要答應我用心溫習其餘兩科。』我並不鼓勵同學隨意退修，我們需要為自己的決定負責，因此必須深思熟慮。」

「我覺得，做人是一件很好玩的事情。」因為未知，我們便有理由繼續拓荒。為著「能夠」，我們就有好理由踏出第一步。





「就發怪的夢，就算尾巴獨角多罕有」

洪老師高中時是「活躍分子」，不但積極參與各項活動，而且肩負重任。他曾任扶輪社主席、博藝總編輯和童軍隊長，亦曾躋身Talent Time決賽。然而，這一切於初中時的洪老師來說，有點不可思議。他坦言：「初中的我非常內向。機緣巧合之下，中三獲選為童軍隊長。一下子身兼重任，『被逼』領導羣倫，一開始不太願意。惟當自己不斷嘗試，逐漸培養外向的性格。」如是，洪老師高中時積極參與扶輪社和博藝的事務，終於威風一時。

對洪老師來說，回母校任教是個很大的挑戰。問及最深刻的片段，他談到中五的中文課。「非華語同學對中文興趣不大，因此中文課時總是提不起勁。學期初我無從入手，惟閒聊之間知道同學熱愛籃球，便以籃球來設計教材，從而使同學投入課堂。我自己對籃球認識不深，好多基本規則都不清楚。因此在上課期間，有時候是他倒過來當我的『老師』。」

另外，他鼓勵同學要多作嘗試，不要害怕吃虧。「不要因為事情對你有好處才做，看似沒有好處就不做。」



中六Last Day 的洪老師。



「若沒有人選你，就別靠人保佑」

「中三是重要的一年，也是我的轉捩點。」他苦笑：「很多人以為老師都是高材生，其實不然。」原來洪老師初中時成績未如理想，考試不合格乃「家常便飯」，數學科更曾「穩坐」全級尾三「寶座」。他捫心自問，當時並沒有荒廢學業，惟成績始終未如理想，所以感到有點不甘。直到中三終於「開竅」，找到讀書的方法，成績因而突飛猛進。總成績由全級一百多名升至四十多名，高中時更名列前茅，考獲全級前十名。他懂得成績未如理想的學生的心情，並經常加以勉勵：「讀書永遠是自己的事，智慧是別人搶不走的。分數只是數字，並不足以代表你的學養，更不能抹殺你所付出的努力。只要找到讀書的方法，找到樂趣，自然事半功倍。」

洪老師與中大中文系莊員。



爲著「能夠」，就有好理由

／洪遠皓老師專訪

洪老師是本校二零一五年畢業生，其後於香港中文大學修讀中文系，現任非華語中文老師，兼教中國歷史科。大學期間，洪老師每星期回校爲應考文憑試的師弟補習中文，而且樂在其中。中學畢業才不過四年便回母校任教，他笑言：「即使唸大學期間，我也像從未離開聖類斯。回母校任教的原因，除了親切感，老土一點說，更想報答母校的栽培。」

採訪、撰文：趙絡熙、鄭迪信





師兄

為何本走在創作路程上的盧老師，今天卻搖身一變站在課室，從事教育呢？在自身創作的局限下，盧老師不斷摸索、尋覓屬於自己的道路。畢業前後亦曾經考慮投身編輯行列，但當收到母校張老師有關學校招聘的消息，回想中學時因張老師給予的機會加入博藝更成為總編輯的他，傳承之意浮現而起，更是希望能繼續走創作之路，藉教師一職發揮自己語文的專長、發展興趣繼續創作，尋找志同道合的學生。他直言希望除師生關係外，與學生更可有師兄弟，甚至友誼的關係，以師兄的身份做好榜樣。

左起洪遠皓老師、梁兆邦老師、潘尚謙老師、盧景陽老師，均為聖類斯中學的畢業生。



盧景陽老師是一位出身於理科學校的「文青」。

「秘訣」

腹有詩書氣自華，盧老師坦言學習中文沒有任何秘訣，提醒同學中文是發展個人修養的科目，學習不應只在乎考試。提高自身文化水平、價值觀才是學習中文最理想的動機。無論任何科目，從中尋找到滿足感，自然事半功倍。以考試卷上的數字提高動機只是消極的教學方法。最重要的是從中找到滿足感，這也是盧老師分享的讀書心得。

夢

創作、作家這夢想今日看來或許有點痴心妄想，但未到蓋棺定論之際，亦不能否定他日開花結果的可能。他的偶像村上春樹也不是在年少時得志，期待盧老師在聖類斯找到用武之地，不要讓作家夢夢醒！

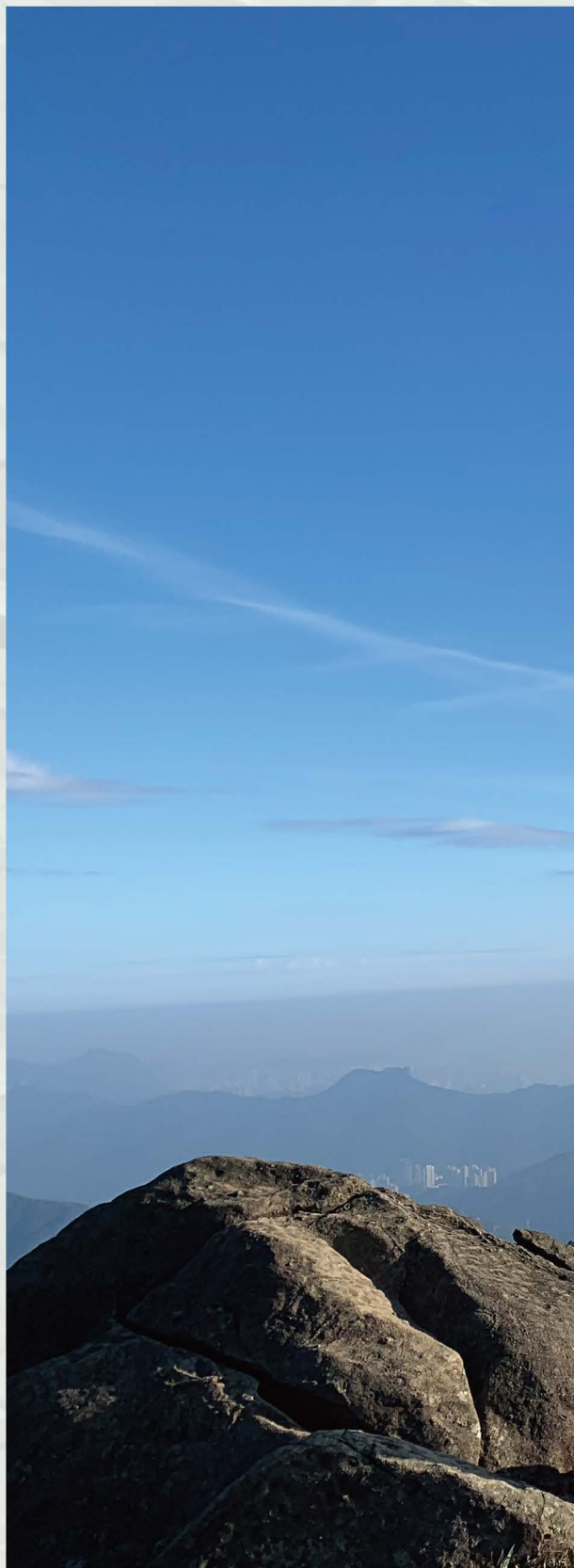
誰人能逃離歲月的流逝而歷久不變？

中學生時期的他可謂「初生之犢不畏虎」，隨心將所思所想以紙筆記下，文學創作好像是一件很簡單的事情；但當盧老師入讀大學後，更有系統地了解到文學及文學理論，他才真正明白到文學世界之大，而自己只是滄海一粟。此時回首再讀自己的作品，發現自己與傑出作品仍有很大距離。加上他對自己的執著、「抽秤挑剔」的完美主義態度，所以要求甚高，認為有瑕疵的作品，寧願無人看得見。在大學階段，創作漸成爲一件私人的事，雖然偶然還有投稿大學的文藝刊物，但更多的反而成爲了同窗好友間心靈上的交流方式。

除了文學創作，盧老師由初中到今日都有寫日記的習慣，中間從未休止，一直借此沉澱自己，梳理每天經歷的事情，他

的文學世界自然藏在那日記之中。隨盧老師不再是從前不諳世情的中學生，走到波譎雲詭的社會，面對洶湧浪濤的挑戰下。寫作作爲盧老師抒發、整理情緒的工具，作品當然難免滲入他內心世界的情感，他明言不希望將自己的私密公諸於世，讓衆人窺探他，因此他亦不喜歡參加大學的圍讀活動，相比從前中學時期待更多人欣賞自己作品，心態上已有不同；唯一不變的是創作始終是盧老師生命中重要的元素，對文學的熱情從未減退。

盧老師亦鼓勵同學趁着求學時期，尚未踏足社會，無所顧慮地發展自己的興趣，努力追夢，就如當日盧老師若不是懷著不怕失敗的心毅然向文藝雜誌投稿，大概今日會有很不一樣的他吧？畢竟隨著年歲漸長，人的顧慮也更多，那時候才談夢想可能爲時已晚。



「盧」驥伏櫪

志在千里

採訪：林筱川 撰文：林筱川、呂樂彥

一切源自語文的熱情

盧景陽老師就讀中文大學中文教育系，甫畢業即重回母校擔任中文老師。文質彬彬的他，很早已視文學為興趣，問及箇中因由，原來要由在母校聖類斯讀書時的一次經歷講起。初中中文寫作課上老師朗讀了他的文章，作品首次得到認同，他從中獲得滿足感，從此盧老師開始投放不少心機於寫作，尋找靈感，努力不懈的練筆。然後到了中五，盧老師開始向《中學生文藝月刊》投稿，藉此與其他文學愛好者接觸和交流，也希望有更多人欣賞自己的作品，盧老師的舞台不再局限於校內，及後更參與青年文學獎比賽，筆耕不斷，終獲季軍。再一次為他創作的努力及用心的作品給予肯定。無疑為他的中文寫作、創作之路提供了鼓勵和方向。





學生時期的潘老師與籃球隊員們的合照

團隊精神勝佳績

小息或午飯時段，不難在籃球場發現潘老師的身影，他正督促籃球隊努力練習，指導隊員改善技法。同學可能認為潘老師對本校籃球隊的期望很高，要求隊員在學界中奪取佳績，然而潘老師最重視的並非成績，而是隊員關係及心智成長。潘老師在讀中學時曾參加不同的運動校隊，有羽毛球、籃球、手球等。在眾多運動項目中，他最喜歡籃球和手球，因為最能發揮團隊精神，特別是球員之間溝通合作所建立的深厚感情。他希望籃球隊隊員能通過打籃球和隊友建立友好關係。

潘老師被問到他學生年代做球員和現在做教練有何分別。他說：「當年我只理會個人發展和球技；今天我關注球員的得着和新知識的掌握。」潘老師希望以領隊的身份、正向的思維影響球員的成長和生命。



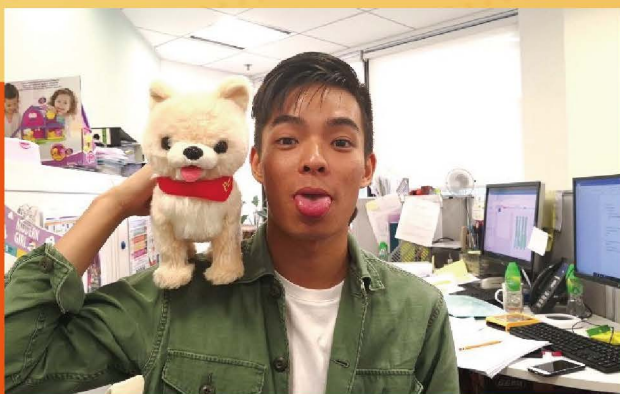
籌組活動助成長

潘老師除了是籃球隊和田徑隊的顧問老師外，也會在課堂及課後春風化雨。他主力教授閱讀課和通識教育課（英文組），課後協助籌辦情緒管理小組、桌上遊戲小組、及執行技巧小組等活動。潘老師通過上課和課外輔導，了解不同學生的心理狀況，以支援學生不同的需要。

「以生命影響生命」是潘老師的人生目標。他希望身體力行，把正面人生觀傳遞他人。所謂「好言一句三冬暖，惡語傷人六月寒」，他寄語同學多說好話，和別人建立良好關係，在困惑的年代中互相扶持。



潘老師和莊副校長的合照



正解心理學

修讀香港中文大學心理學課程期間，潘老師發現不少人誤解心理學。「有些人認為心理學是一門文科科目，有些人認為心理學是生物學的一部分，但其實心理學是自立一門的科學。它不但需要掌握理科知識和研究方法，例如進行實驗和收集數據等，還需要具同理心，設身處地與研究對象聊天。」潘老師說。

潘老師大學畢業後，曾擔任玩具行業的市場研究員，也曾擔任實習體育老師，今年他回到母校任教。「我現在處於『摸索』階段，什麼都想嘗試，未來有可能繼續任老師，也可能轉職做教練。我希望做一份可以協助青少年成長，啟發他們生命的工作。」



與「理」同行 潘尚謙老師

採訪、撰文：彭煒晉、張益誠、李晉匡

潘尚謙老師是我校2014年中六畢業生，自小對科學有興趣，高中時他選修化學、物理和經濟三科。人漸長，他發現自己對人的研究很少，漸漸對人的成長、思想、心理等產生興趣，所以大學決定選讀心理學。



心理學家的重要特質

相信不少同學和潘老師一樣希望成為一位心理學家，潘老師認為要成為心理學家最重要有「同理心」。「很多人混淆『同理心』和『同情心』，『同情心』是因憐憫別人而產生的個人感受，但『同理心』是設身處地代入對方角色的心理狀態。比方說，你在街角遇到乞丐，覺得他很悲慘，很想幫他，這是同情心，若你感同身受，彷彿自己就是乞丐，感到孤苦無依，這就是同理心。」潘老師說心理學家需要同理心，因為心理學需要從病者的角度看事物，才能診症和提供合適的治療。「我認為每個人都應該要有『同理心』，如此方能互助互讓，令世界變得更美好。」

具批判思維也是心理學家的另一個重要特質。「認知務求全面周到，判斷基於充分理據。凡事習慣追根究柢，才能精準及多角度分析病者的思維模式，以便選取有效的溝通方式和治療方案。」潘老師說如果學生想成為一名出色的心理學家，從今日起，便要培養你的同理心和批判思維能力，為未來做好準備。



梁思進老師在大學時與意大利文老師留影 ▲

知識與生活相連

梁老師最大的使命是希望學生上學學到的知識與生活扣連，懂得探討日常生活接觸不同現象的背後原因，對社會現象有全面、客觀的看法。任教通識教育科最能實踐這個目標。尤其教授中五學生，因為他們現在學習的《今日香港》單元與現時的時局息息相關，法治和身份認同是課本上常見的字眼，大大提升學生的學習動機。但是由於當今政治和社會問題，學生未能全程投入課堂學習，經常因其他事情分心，梁老師了解同學的心情，明白同學憂慮和憤怒的原因，可是梁老師希望學生不要因自己的立場而扭曲事實或妄下判斷，保持理性和客觀，執善而固執。此外，學生不應拒絕接收與自己立場不同的言論，應該多聆聽別人的意見，多溝通，不同意時該提出理據反駁，如此才能有所裨益。

教學心思 逐步實踐

梁老師表示以英語教授地理最為困難，因為地理與學生生活關係不大，雖然內容顯淺，然而學生抗拒背書，再加上高中地理非選修科，大大減低學生投入地理學習的興趣，因此梁老師經常提醒同學專心上課、交齊功課。他製作筆記及透過繪圖和影片，將文字圖像化呈現學生眼前，提升學習效益。梁老師計劃下學期舉辦實地考察活動，與學生一起走出課堂學習地理。他也希望將來教學電子化，全方位展示他的所思所感。

堅持的生活規律

香港人生活忙碌，壓力令人喘不過氣來。面對壓力，梁老師自有一套生活規律。正當筆者困惑之際，他吐出令我們咋舌的兩個字，「堅持」。究竟「堅持」和生活規律有何關係？梁老師說：「把要做的事按緩急先後排好次序，即使更忙，一旦排好，就必須全心全意完成。」他強調責任心很重要。「幸好現時工作量未達高峰，還能維持正常的作息平衡。」梁老師熱愛足球，閒時會在綠茵場上大展腳法，擔任足球校隊顧問老師正可發揮所長。談及本校足球校隊水平，他認為校隊非如大家想像般差，球員的技術也是不俗的，只是比賽經驗較少。他勉勵隊員不宜妄自菲薄，宜勤加練習，增強團隊合作，相信便能更上層樓。

梁思進老師大學時曾經「上莊」，更擔任會長 ▶



“把要做的事按緩急先後排好次序，即使更忙，一旦排好，就必須全心全意完成”

亦師亦友 平易近人

梁老師雖然剛入行，但已經深受同學歡迎，與學生關係亦師亦友。梁老師與學生年紀相若，因此有不少共同話題，例如：大學生活、新聞時事，甚至是連登一些有趣的見聞。雖然梁老師曾遇過態度欠佳的同学，但是梁老師會放下老師的身段，以朋友的身份包容和接納他們。梁老師除了與同學關係良好，還與其他老師相處融洽，其中與同期加盟聖類斯中學的李子愷老師和同教通識科的黃文俊老師最為熟絡，二人都是梁老師中大通識教育系的師兄，課餘會談談大學的生活和趣事，再加上任教同一科目，面對相同困難和挑戰，於是常常一起交流學生上課的表現、功課的質素和教學的方法，互相砥礪和支持。

梁思進老師參與地質旅遊領隊訓練時，遇到時任環境局局長 ▶



梁思進老師在足球聯賽奪獎 ▲

「梁師」益友

採訪、撰文：黃卓賢、翁小申

「入波啦！老師隊再下一城！看來學生隊將會敗於老師隊精湛球技之下！」足球場上，正有一男子正在帶着足球，以飛快的步伐扭過一個又一個學生，來到龍門面前，大腳射球，穿網而入，同學的歡呼聲瞬間炒熱整個球場。他是誰？他就是深受同學歡迎的梁思進老師。

梁老師畢業於香港中文大學通識教育學系。現正任教初中地理和高中通識教育科，亦是足球校隊的顧問老師。他喜愛足球，中學時期是足球校隊的隊員，與隊友並肩作戰，為各項比賽拼搏。梁老師雖然熱愛足球，但是並沒有立志成為一名足球員，反而選擇成為教師。梁老師在修讀大學期間，從實習中得到教學的樂趣，學生學懂知識帶給他無比滿足，因而選擇加入教育行列。

初為人師(續)

「如果他們可以學以致用，把課堂所學，在日常生活使用，是最理想的了。譬如說他們能和其他同學以粵語溝通，即使是片言隻語，已令我很滿足。」胡老師說。

在教學方面，胡老師亦有其獨到方法：「非華語學生學中文，就好像我們從零開始學習外語。如果依書直說，只教課文、生字，一定不能引起興趣。」為此，胡老師偶爾會播放一些中英對照的歌曲和片段，務使學生多聽多讀，享受中文的趣味。「我曾經請學生嘗試翻譯一段他們喜歡的歌詞，我從旁指導，效果不俗。」

除此以外，胡老師亦有帶領一些外出活動，例如黃大仙廟。希望讓非華語學生認識本地宗教活動，令他們了解本地文化，亦可與自己的宗教文化相互印

證，了解異同。「剛巧黃大仙有中英對照解籤服務，他們投入其中，可算是一次獨特的文化活動。」胡老師說。

「正因為非華語班人數比較少，我更加容易明白學生的心思。雖然相處時間久了，學生會出現『恃熟賣熟』的情況，但更重要的是他們享受課堂。」

胡老師身兼班主任及升學、就業小組老師，對初中的生涯規劃有自己的一套看法：「初中三年，同學應該盡量探索個人能力和興趣，除了學業，也應該嘗試參加不同類型的活動，例如打網球、做義工等。了解自己的長處之後，就持續發展下去，甚至可以變成一生的興趣。」到了高中，胡老師建議學生可趁早想清楚中學畢業後的路向，如「自己心儀的大學課程」、「有沒有讀書升學以外的出路」等。



香港秘境(長洲)－第十集

HUGO WU • 1M views • 3 months ago



長洲靈異錄

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疫情停課好去處

HUGO WU • 2 M views • 3 months ago

初試健身

下課後，胡老師偶爾會到健身室鍛鍊。既可舒緩生活壓力，亦能強身健體。「修身齊家治國平天下」這句話中的「修身」，於胡老師而言，除了指修養品性，亦指鍛鍊體魄。

「其實我讀書時期，最差就是運動。」他聳了聳肩，像是有點無奈。「但我運動差，不是因為天資不足，而是因為我認定自己運動不行，所以一直不嘗試。人長大了，才明白很多事情可以慢慢建立。所以我嘗試健身，希望可以突破自己。」時至今日，鍛鍊教程俯拾皆是，網路間隨處可見，再無藉口當一名「文弱書生」。

在此，胡老師寄語同學：「即使最初茫無頭緒，不清楚個人志向，不了解個人能力，甚至未掌握自己是哪類人，都不重要。最重要是相信自己，敢於做夢，勇於嘗試。正如我當初也沒過自己會成為老師一樣，只要你肯踏出第一步，就會發現屬於自己的新大陸。」

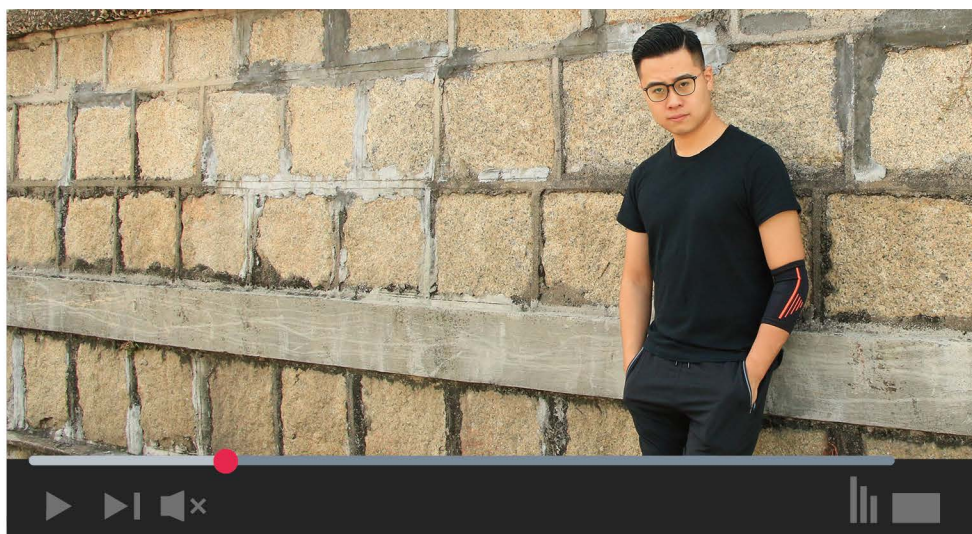


香港人要掙扎!划艇提升精、氣、神!

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“Don't read the comments.”

**勇於嘗試 探索人生 胡家溢老師專訪**

採訪、撰文：鄭楚瑜、何大熙 · 20M views · 3 months ago

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**飲維他奶的十種方法**

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179K



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SHARE

初出茅廬

胡家溢老師在外人看來是一個年輕力壯，富有教學熱誠的老師，但原來一年多前，他仍只是個渾渾噩噩，對未來茫無頭緒，深陷迷惘之中的「失業生」。

甫一畢業，便即失業。這份「天地雖大，卻無立錐之地」的徬徨煞是令人感傷，須知文科生在香港向來出路不廣，即使本身志向堅定，大概也難免這剝削的迷惘。迷惘的數月間，最難處並非尋找工作，而是承受心頭的空虛與挫敗。夜半夢迴之時，偶有騷人墨客的傷春悲秋襲上心頭，不禁輾轉難眠。

當時，胡老師從未想過要成為一名老師，因為在他眼中，老師是一份任重道遠的工作。

「自己都未管好，怎敢管學生呢？我知道做老師很辛苦，勞心勞力，又不想勞氣罵人，所以一直很抗拒。」他笑言。

於一位剛從大學畢業的學生而言，這份責任着實過大。然而，胡老師尋求兼職時，機緣巧合下到了慈幼英文中學任教輔導班。雖只短短數月，但眼見同學的中文造詣一點一滴地進步，這份滿足實在無可比擬。

了解到作為老師的責任重大且意義非凡，便下定決心成為老師。自知經驗不足，便先申請教學助理一職，務求吸取工作經驗，適應學校生活，為教師之路打穩基石。如果要以一句話來形容這條道路，胡老師選了〈離騷〉中的名句：「路漫漫其修遠兮，吾將上下而求索。」箇中意味，留待同學自行領會。

初為人師

剛從教學助理轉為正職老師，胡老師直言自己資質魯鈍，經驗尚淺，數月間碰了不少壁。幸有資深的班主任拍檔陳敏瑩老師協助，才不致手忙腳亂。

初執教鞭，便須擔任1C班班主任，責任重大，起初不免緊張。面對語言不同，性格迥異的同學，胡老師採取先嚴後寬的教育方針。

「換個角度來看，中一學生其實是剛開始讀初中課程的小學生。很多規矩、理念他們未明白。要打好基礎，一定要趁中一。」為此，胡老師秉持「公平」、「守信」與「及時」三大原則，不論賞罰，都遵循這些理念處理，希望令學生心悅誠服，明白課堂規矩，建立良好的教學氣氛。

身為非華語班的中文老師，胡老師希望非華語班的同學先投入初中生活，其次才着眼成績。

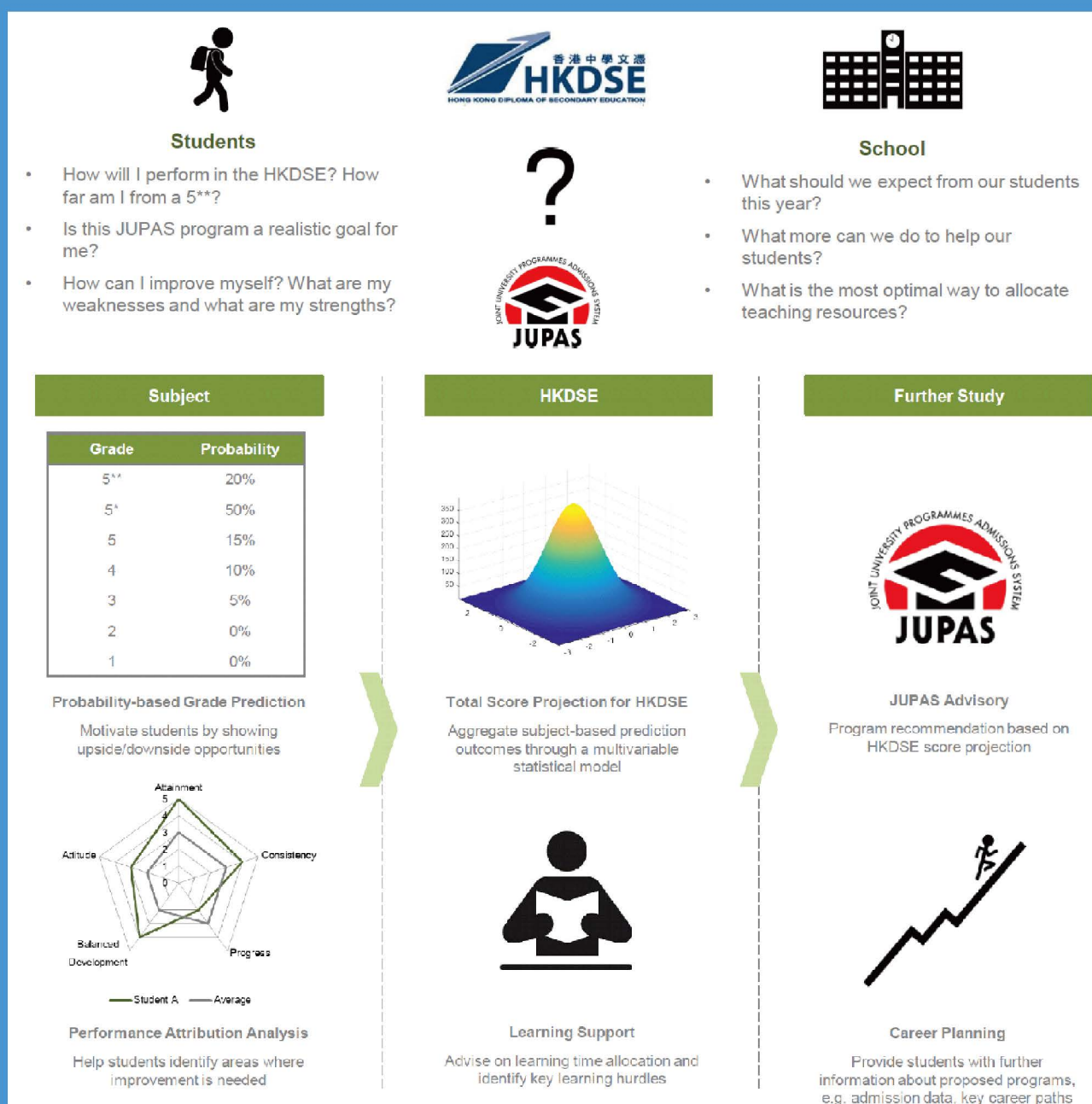
實質果效



儘管AIRP看似完美，但其實它也有一些潛在問題。AIRP雖然可以預測成績，但同時亦可能對同學造成心理壓力。AIRP的雷達圖顯示了同學不同的能力，如語文能力和邏輯思維等。當同學發現自己某項能力隨著年紀增長變弱，可能會產生挫敗感。AIRP當中每科的分析數據亦會產生這個情況，有些同學在初中時成績表現不錯，但在高中時期被預計走下坡。這樣有機會打擊同學的自信心，並令他們自暴自棄。不過，校方指出AIRP的原意只是想同學早點對症下藥，不要在收到文憑試成績單才後悔。總不要覺得AIRP的數據決定了一切，同學還有時間，千

萬不要氣餒！好好利用AIRP來認識自己的專長和弱點，從不同方面改善自己。

但有同學指出AIRP並不準確，其實AIRP不只是靠成績表現來制定的，而是包括同學在校的其他表現，如參加校內活動。有人會認為針對通識科的分析不準確，因為同學只修讀了兩至三年。事實上，通識科的分析也會以初中的地理以及中西史科作分析基準。總括而言，同學不需深究每一科的分析過程，只需把AIRP當作一份參考資料便可。



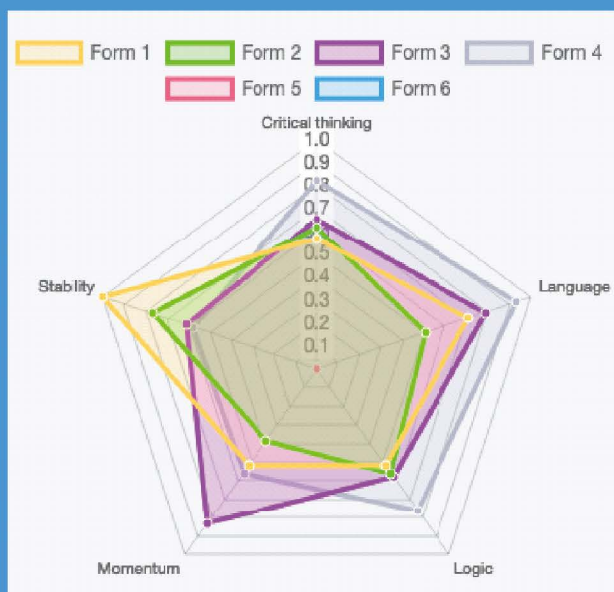
知人先知己再知天，不了解自己的同學難以規劃將來的道路

聖記大數據

近年校方以大數據做了一個名為AI-Based Result Prediction & Performance Management，簡稱AIRP的項目。目的是讓家長提早得知子女在文憑試可能得到的成績而作出應對，同學又可以把AIRP作參考數據，知道自己的學業水平從而訂立改善方案。AIRP亦能顯示同學的思考能力和處事態度，例如批判思考能力和有沒有衝勁等，這樣能令同學面對自己的優缺點，從而作出改變，更努力溫習和善用自己的時間，在文憑試上考取更好的成績。

數據的構成和推算

那麼AIRP是如何建構的？它是由一個舊生及其團隊綜合歷屆本校學生在文憑試(DSE)所得的成績、中五或中六同學中學歷年所有科目的成績，推測同學在Critical Thinking(批判性思考)，Language(語言)，Logic(邏輯思維)，Stability(穩定性)以及Momentum(動力)這五方面的能力，再得出其在各科上的預計成績，從而得出best5的分數。其中Logic是由數理成績推斷而得；Critical Thinking、Language分別由通識教育、中英文得分估算；Momentum及Stability則是按全年總成績推斷。蘇副校表示AIRP已籌備一年，今年是第一次應用，中五及中六的同學也收到文憑試的預計成績。他認為AIRP比傳統只靠老師來推斷文憑試成績更準確，相信各同學能利用它制定一個更好的溫習方法。



學生五方面能力示意圖

大數據可信嗎？



採訪、撰文：曾品熹、麥逸軒、伍智豪、林逸喬

要說近年熱門的關鍵字，大數據必定佔一席位。那什麼是大數據呢？它是符合「3V」條件的數據資料，分別是Volume Variety和Velocity，它需要在大量不同的資料裏即時儲存、處理以及進行更新，而它通常應用於商業事件。例如：美國著名的連鎖零售商「Target(類似台灣的家樂福)」，就是通過大數據的分析，準確預測客戶在什麼時候想要做什麼、買什麼，並擬定策略提高銷售額。另外，通過大數據的應用，像是電訊公司更容易預測可能流失的客戶、保險業更了解客戶的需求，而政府或政客也能更了解選民的偏好等，因此用於理解目標客戶、族群、Users都能應用大數據。它最重要的目的是根據目前發生的事情預測未來。而我們學校亦把各屆師兄師弟成績拿來比較，進行分析，預測各同學在文憑試的得分。



寄語學生 全人發展

聖記仔理應讀得又玩得。莊副校希望學生在課業以外，亦能有健康的體魄。他鼓勵同學能培養做運動的興趣，甚至使之成為習慣。工欲善其事，必先利其器。沒有一副健康的身軀，又豈有學習的精力呢？

莊副校亦十分注重學生的心靈成長。大家可以與他閑談，傾訴自己的困擾，而不是鬱在心上，他亦希望其他同學守望相助，彼此多一份同理心，幫助身邊有需要的同學。

最後，莊副校卸任課外活動主任之際，有一番臨別寄語。現時學生放學後寧願回家打機或去補習，也不願留在學校參加課後的活動，此風不可長。因此，學生組織和學會應提升活動質素，吸引更多同學參加，以改善校園的活動氣氛。

《博藝》一眾編輯再次恭喜莊榮傑老師「榮」升副校，希望他會帶領聖類斯再闢高峰！





▲ 莊副校與2014年中六畢業生

▼ 莊副校與2013年SAA成員





▲ 莊副校與第一屆預科純粹數學畢業生



▲ 莊副校與2018－2019年度中六畢業生留影

理科主政 文科末日！

有鑒兩位副校長皆為數學老師，校內因而傳出理科坐大謠言。莊副校澄清絕無此事，兩位副校長同時任教數學實屬巧合。他指學校的資源分配需公平公正，而他上任後未見有所偏袒。反而，莊蘇二副「科同道合」，二人皆以科學角度看問題，用數據支持自己觀點，因此彼此一拍即合，合作更加輕鬆。不過，莊副校指出運用數據是看出問題和趨勢的工具，並不一定是解決方法，因此用「理性」的方法找出問題後，亦需要有「感性」的思維去解決「人」的問題。

MR. C

A photograph of a man with dark hair and glasses, wearing a blue sweater over a light blue collared shirt. He is covering his mouth with his right hand, looking off to the side with a thoughtful or surprised expression. The background is a classroom with a green chalkboard and a wooden door.

新官上任 難關重重

擢升管理層後，莊副校須處理很多非教學層面的事宜，如行政安排、決策等。他坦言難免有些擔心，一個錯誤決定足以牽連甚廣，且如何平衡各方利益，取中庸之道更是一大難題。另外，莊副校指自己與不同組織仍在磨合中，協助各組織推行的大大小小項目都能順利進行。同時，他亦會檢視現行的制度是否「合時」，務求「因時制宜」，為學生提供優質的校園生活。

小編問及現時的社會事件會對副校長的工作造成挑戰。莊副校指自己會盡力而為，且時刻保持戒備，並不會錯過任何資訊，旨在為受傷或被捕的學子提供及時、適切的支援。社會紛亂，腦筋卻不能亂。莊副校時刻提醒自己保持客觀、冷靜，恪守專業，不讓自己的情感和社會狀況影響判斷。

HONG WING KIT

田少壯 副校長專訪

莊榮傑 採訪：盧卓鵬、伍皓豪
撰稿：黃卓賢、楊逸豪

畢業於香港中文大學，主修數學

數學、數學延伸部分

數學、數學延伸部分
學生生活動協進社
Youth 其他校學風
學生支援與

田少壯 副校長專訪

莊榮傑 採訪：盧卓鵬、伍皓豪
撰稿：黃卓賢、楊逸豪

數學出身 育人不渝

莊榮傑副校長○四年畢業於香港中文大學數學系。○三年沙士過後，社會經濟環境欠佳，因此莊副校畢業後便投身穩定的教育界，加入了聖類斯中學。話雖如此，他旋即與聖記同學、同事打成一片。學校亦很快給予莊副機會，讓他任教中六預科的純粹數學(A-LEVEL PURE MATHS)。他的第一屆中六學生質素特別高，師生經常一起埋首不同的數學難題，使每日的教學充滿挑戰和趣味，亦奠定他以教書為終身事業。莊副校教書的首兩年須兼讀學位教師教育文憑課程，其苦不足為外人道，惟○六年苦盡甘來，他順利完成課程。○八年，他受時任校長吳多祿神父邀請，擔任學生生活動協進社(SAA)的顧問老師。在這崗位上，他須時常陪伴在學生的左右，使他感受到另一份的家庭溫暖。這份溫暖延續了十一年，直至他一九年升為副校長，正式卸任SAA顧問老師。

好好先生 被稱莊爸！？

學校行政的工作外，莊副校十分着重學生的心靈成長，他樂於與學生相處，特別喜歡在課餘的時間與學生談天說地，勉勵他們。他總不吝協助同學，積極給予意見，可謂聖記仔的心靈雞湯！他更樂意在工餘時間陪伴學生。衆所周知，莊副是天文愛好者，閒時會與天文學會成員一起到郊外觀星，甚至獨樂樂不如衆樂樂，提供他的「私伙」望遠鏡。因此不少聖記仔「認親認戚」，把莊副校暱稱爲「莊爸」。另外，莊副校爲人低調，有很多舊生並不知道他榮升爲副校長，可能有些同學透過《博藝》才認識到這位「莊爸」。





表演嘉賓 Dusty Bottle



表演嘉賓 梁釗峰



3C 林連傑



6D 王煥傑



5B 楊濔一



4D 葉偉濠



4A 郭旭嵐



2C 鍾瑋希

歌聲繞樑 驚喜連場

TALENT TIME 2020

撰文：林灼榮

激昂澎湃 合拍非凡

揭開序幕的是Sunset Or Rise和Dusty Bottle 兩隊樂隊，他們將City Pop及Acid Jazz元素混入廣東歌，再加上電子跳舞節拍，將現場氣氛推至高峰，以迎接第一回合的合唱環節。十一位參賽者合唱了林奕匡的《重讀興趣班》，他們分為兩組，從後台兩側進場，每組輪流唱一節，合拍非凡，最後的副歌十一人連成一線，盡顯英姿。唱畢，隨即進入第二回合的獨唱環節，各人施展渾身解數，演唱了一首又一首動人名曲、務求令觀眾留下深刻印象，以角逐最佳台風、時尚造型及問鼎三甲寶座。台下掌聲不絕，在餘音裊裊下，迎來中場休息。

中場休息過後，有MAZEHK帶給觀眾精彩的勁歌熱舞。接著是數名校友嘉賓登場，包括Talent Time 2019冠軍吳梓聰，唱出陳奕迅《陀飛輪》；Talent Time 2006冠軍左殷俊同樣演唱陳奕迅的歌曲，他選唱《葡萄成熟時》；當然

少不了去年Talent Time參賽者李健雄，甫出場已贏得雷動掌聲的他為我們獻唱了張學友的《慢慢》。三位實力派的表演，令觀眾賞心悅目。

有聲有色 觀眾唱和

到了第一輪頒獎環節，余鋒選唱張國榮《大熱》，贏全場最熱烈的支持，獲頒最佳台風獎；鄭崇煒憑亮麗的外形奪得時尚造型獎；林翹鵬、簡裕軒和張庭煥分別憑著選唱張敬軒《斷點》、陳奕迅《陀飛輪》和陳柏宇《你瞓我瞓》進入最後環節，競逐三甲寶座。他們分別獻唱許廷鏗《登對》、陳奕迅的《七百年後》和張敬軒的《笑忘書》。

宣布三甲賽果前，最驚喜的壓軸嘉賓環節登場。今年的壓軸嘉賓是梁釗峰，他首先為我們帶來剛獲獎的新歌《28天》，緊接著唱出《問題青年》和C AllStar的經典名曲《薄情歌》，現場觀眾隨即起立，一邊搖著手機燈光，一邊和唱，場面溫馨動人。

鋒芒初露 先聲奪人

最後也是最感人的環節，就是公佈Talent Time 2020的賽果。今年冠軍由首次參賽的張庭煥奪得，他喜出望外，喜極而泣；亞軍和季軍分別由簡裕軒、林翹鵬奪得。隨著余校長和各參賽者帶領全場唱校歌，正式為Talent Time 2020畫上圓滿句號。

本年度Talent Time的籌備工作面臨前所未有的挑戰：決賽日子推前，以致售票時間縮短，猶幸反應熱烈，售票理想；決賽提早三小時舉行，綵排時間縮短，然而各單位仍能發揮專業水平，為觀眾帶來刺激和難忘的演出。今年Talent Time能順利籌備及成功舉辦，實有賴台前幕後的努力，特別感謝盡心盡力的張超棋老師、郭尚賢老師、黃文俊老師、曾進詣老師、陳嘉禮老師和謝曉榮先生的付出。Talent Time 2021再見！

冠軍 4B 張庭煥



亞軍 6B 簡裕軒



季軍 4C 林翹鵬



時尚造型獎 6D 鄭崇燁



最佳台風獎 6B 余鋒



表演嘉賓 Sunset or Rise

SUNSET
OR RISE

TALENT TIME

12 JAN Y THEATRE YOUTH SQUARE

總編輯的話

胡啓迪

轉眼間，我由當初的一名編輯，到今有幸擢升至總編輯，統籌《博藝》。這期的事工亦彷彿因職銜上多了一字而接踵而來，從以前完成一份專訪便能置身事外；這次卻要主動聯絡各編委，適時跟進進度，並確保下情上達，令《博藝》能夠順利出版。

今期《博藝》在有驚無險的情況下出版的，上學期其中幾週學校被逼提早關門，而令大量採訪撰稿工作一推再推。加上新年過後，疫情在悄然無聲之下又奪走了我們數月的上學日，令排版和修正工作難以開展。若非得一眾顧問老師和編委們同心協力準備，這一篇篇別出心裁的專題就不可能向讀者展現，望同學們能樂在其中，享受閱讀的樂趣。

陳嘉暉

今年，我有幸從一名《博藝》的忠實讀者一躍成為總編輯，其變化之大，對於欠缺經驗的我，是一個頗為嚴峻的挑戰。起初我略為束手束腳，統籌大小事項時有諸多困難，眾多顧慮，幸得各位顧問老師的指導，以及胡啓迪同學的幫助，我才可快速適應，把編輯事務安排妥當，讓《博藝》的出版工作踏上正軌。

本期《博藝》的籌備過程面臨許多困難，前後經歷數次停課，可謂一波三折，但好事多磨，勝在顧問老師與負責同學能夠通力合作，在疫情的陰霾下，編委會仍能過五關，斬六將，使本期《博藝》最終得以順利出版，且內容創新豐富，圖文並茂，專題別具匠心，而非馬虎趕工製成，敬請同學欣賞。

《博藝》第五十一輯編輯委員會名單

總編輯

5D 胡啓迪、陳嘉暉

副總編輯

5D 林灼榮、郭德良、楊逸豪

編輯

4A 呂樂彥 4C 吳泳豪、趙絡熙
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4D 朱建穎、朱穎鎧、何尚霖、關煒杰
5D 林嘉楠、盧鎔琛

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「榮」升 副校

莊榮傑副校長專訪

