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Jockey Club Project Well-being 賽馬會幸福校園實踐計劃

A 3-year Initiative to Promote Well-being in Schools (2020-2023)

Funded by The Hong Kong Jockey Club Charities Trust, the three-year Jockey Club Project Well-being is a concerted endeavour among the Hong Kong Association of Careers Masters & Guidance Masters Limited (HKACMGM), College of Professional & Continuing Education of Hong Kong Polytechnic University (CPCE), Po Leung Kuk (PLK), Tung Wah Group of Hospitals (TWGHs) with 15 local primary and secondary schools, which aims at developing students' social and emotional skills, positive mindsets and resilience and cultivating an enabling school culture by place-making, design thinking and other multimedia tools so as to improve well-being in students, teachers and parents. Complementary to the initiative is to construct a well-being resource platform, as well as to co-create an effective, contextualized and sustainable model of positive education.

Our Strategies

1 Integrating Authentic Practices with Theory

The Project envisions a bottom-up approach to orchestrate undertakings of promoting well-being in schools. We generalize wisdom from isolated practices to an effective, sustainable and contextualized model of well-being and ultimately benefit the education community in whole.

2 Building an Enabling Environment through Place-making

In this project, place-making takes place through a participatory process of both students and teachers, who undergo training and design consultancy which elevates awareness towards well-being and improves the quality of the learning environment. With this approach, both the level of social interactions and the sense of ownership towards the campus design are enhanced.

Programmes and activities for educators, students and parents
• e.g. growth mindsets, personal development, character strengths, etc.

Place-making
• e.g. Collaborative learning space, wellness hub and mindfulness chamber

3 Building Learning Communities

The 15 project schools, with diverse strengths and experiences in promoting well-being in education, would form learning communities in resource development and knowledge dissemination. Schools could exchange practices and their journey of development through learning communities facilitated by the Project. A diverse range of interventions will be experimented by the project schools in different domains.

Culture building
• e.g. Developing curriculum and reviewing policy in school to enhance positive development

MODULE 203

Theoretical foundation of life skills development and practices of promoting life skills in school settings: reviewing data from well-being assessments for P-I-E

16 Nov

MODULE 102

Intervention approaches (I) - growth mindset, positive coaching and mindfulness: An overview and good practices in schools

12 Nov

23 Nov

MODULE 103

Intervention approaches (II) - Character strengths and social emotional learning, art therapy, and horticulture: An overview and good practices in schools

14 Dec

2021

MODULE 201A
Leadership and school improvement (I)

3-29 Jan

MODULE 201B
Leadership and school improvement (II)

Completed Professional Development Sessions

2020

29 Oct

MODULE 101

Well-being and positive psychology: From practices to conceptualization in local schools

12 Oct

MODULE 204

Using assessments to identify needs and to track positive development in school



Project website and media platforms (our YouTube Channel, Facebook Page and Instagram)



Conference on Well-being

100 videos on stories about well-being



Resource packages



On-line Professional Training Platform



Professional development workshops and seminars



School-based support to project schools

15 sites of place-making in project schools

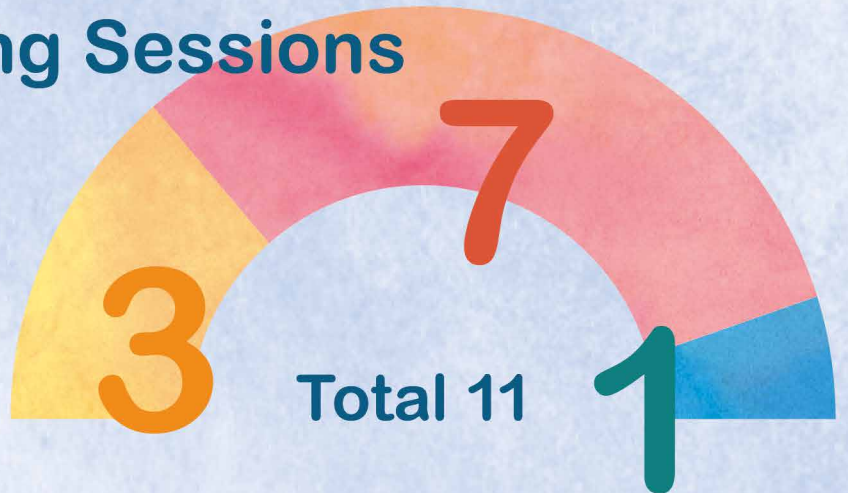


Our Deliverables

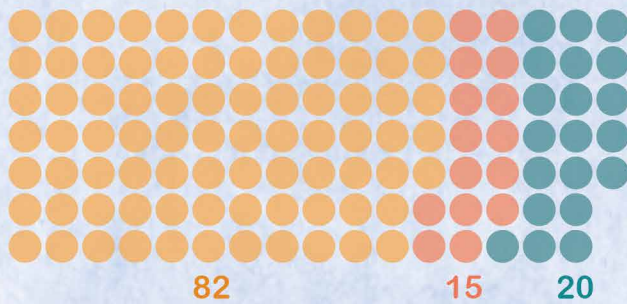
In **3** years we would deliver:

- **Basic Training**
All HK School
- **Advanced Training**
Project School
- **For Control /**
Reference School

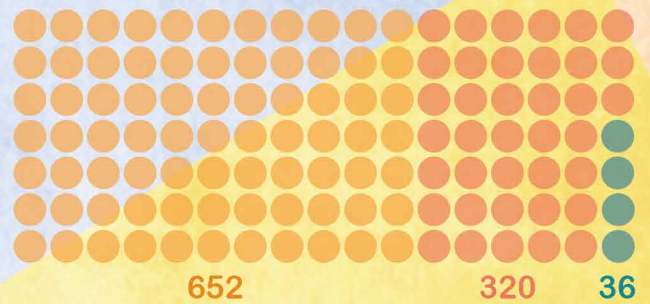
No. of Training Sessions Completed



No. of Beneficiaries



School



Teacher



School Visits

Life+

一個協助你了解自己的「聯繫感」、「生命意義」、「生活技能」及「生涯發展」狀況的問卷平台。

Research and Impact Studies

LIFE+, an online assessment tool built upon an evidence-based approach, has been devised by HKACMGM in joint effort with CAISE, Faculty of Education, The University of Hong Kong and rolled out in October 2020. Consisting of the 'LITE' and the 'WB' versions, the tool is an attempt to understand the level of connectedness, meaning in life, life skills and career development among primary and secondary students in Hong Kong. Results of LIFE+, which are available in both individual and group levels, can be used to support student individual planning by teachers and school counsellors. Analysis of school-level data and variations across grades can provide further insights about the needs of students in the school as a whole.



<http://www.mycareermap.org>

Results of its pilot study were shared in the JCPW Mini-data Conference held on 9 March 2021. Key speakers included Prof. Chan Ka Ki (HKU), Prof. Jessica Deighton (UCL), Dr. Yuen Mantak (HKU) and Dr. Esther Ho, Project Convenor.



Promoting well-being in school: Leadership and school improvement workshop



Growth mindset workshop and expressive art workshop



Jockey Club Project Well-being
賽馬會幸福校園實踐計劃

Jockey Club Project Well-being (JCWB) Mini-Data Conference
LIFE+ Research 2020: Student Survey Reflections
March 9 2021

Organised by 主辦機構
Hong Kong Association of Career Planners and Outcomes Planners Limited
The Hong Kong Polytechnic University
Polytechnic Education Centre
香港理工大学
香港教育專業人員協會

Funded by 捐助機構
The Hong Kong Jockey Club Charities Trust
香港賽馬會慈善信託基金

Stay Tuned

In the upcoming two and a half years, we are going to maintain a close relationship with our project schools and partners so as to provide comprehensive support including tailored staff development and consultation, structured training modules, overseas study trips, etc. We are also going to organize workshops, exhibitions and public talks from time to time. For updates and useful resources, go check out our social media platforms.

Jockey Club Project Well-being
賽馬會幸福校園實踐計劃

<https://jcprojectwellbeing.hk>

Jockey Club Project Well-being 賽馬會幸福校園實踐計劃

jcprojectwellbeing

JC Project Well-being

A Touch with Canada

Chances, Resources and Connections



Mr Terrence Kwok
Affiliated Committee Member



Co-organised with Canada-China Culture and Education Association (CCCEA), the Secondary and Post-secondary Studies in Canada Webinar was held on 27 February 2021 with a record-breaking enrolment of around 650 parents, students, and teachers. Mr Stephen Wong of CCCEA provided essential information about considerations parents and students have to make when they opt to study in Canada. Some highlights of the presentation and questions addressed in the Q&A session are included below. Full version of the webinar field notes is available on our website

Theme

Content

Basic Info

- Study permit required for students going to Canada to study
- Very similar education system compared with HK

Primary	Secondary	Tertiary
6 years	6 years	4 years

General information about Education System and School Application

- Apply for school places from School Board of the district (not directly to individual schools)
- 12-year compulsory education
- Tuition: International students **CAD16,000 to 20,000** ▶ up to HKD 120,000
- Students below 18 **Guardian needed (usually by education boards)**

Secondary

- Don't go only for Year 12 **Will need to apply for university very soon** (in that case they better complete HKDSE first)
- High School Diploma **A slightly different system and different subjects offered**
- Choose subject majors first

University

- **3 kinds of universities**
 - 1 **Research-focused Universities** (emphasizing Medicine-related subjects and Research)
 - 2 **Comprehensive** (offering both Undergraduate + Postgraduate)
 - 3 **Colleges**
- **Associate Degrees and Bachelors are offered**
- Tuition: Some more popular universities charge **CAD30,000 while other universities around CAD18,000-20,000**
- All public universities (i.e. the majority of universities) accept credit transfer (as far as they offer the same subject)
- Graduation requirement **120 credits in 4 years (avg. 30 credits per year)**
- Credit Transfer System (students can switch schools after 1-2 years as it is on a credit basis) as far as the grades are satisfactory
- Only requirement **Last 60 credits have to be gained from the graduating university**

Living Cost

- Homestay School Boards offer Homestay Agents and help students look for host families
- Cost CAD1000-1200 / month, incl. 3 meals
(Excl. Transport: bus – they will usually arrange host families closer to the schools)
- Requirements of homestay families
Register with schools + visits from school representatives + non-criminal record + experience of hosting international students
- Universities
Dormitory + optional meal plan for the first year
From 2nd year: most students rent their own houses
- Cooking their own food doesn't cost much (CAD300-400 per month would be enough)
- CAD10,000 per year
(Sem ends in Apr, and students can then take summer school / take up summer jobs)
- International students 20 hours working during term time. 40 hours during holidays

Q&A

Application

Do international students apply through the same admission system with local students?
Same admission system but different tuition fees
Local students CAD6,000 per year; International students CAD18,000+
Some quota are reserved for international students

What are the subjects that students have to take prior to graduating from secondary school?
2 Subjects not offered in HK (and students have to complete upon secondary school graduation)
Life Planning + Social Studies / Social Science

English Requirement

Can students from EMI Schools be exempted from taking IELTS?
IELTS is required for university admission
Students from International schools will usually be exempted

Credit Transfer

Any grade requirements for credit transfer?
Generally B grades (C+ above) with no failing grades

Will students be disadvantaged when applying for jobs if they have applied for credit transfer?
No Unless specific subjects which require internship / co-op which are linked up with companies
(as the companies may sometimes hire students who have completed internships with them)

Tuition Fee

Do students with Canada citizenship enjoy free tuition?
If the student is studying with his/her parent(s) They can enjoy free tuition
If not with parent (e.g. relatives / grandparents) They need to pay international fee

Legal Age, Host Families and Student Support

What is the legal age in Canada?
Do university students need guardians if they are below legal age?
Legal age 19
No guardian needed for university students

How are homestay families arranged?
Assigned by School Board. Can change should there be a need. A portfolio of the host family given for reference. NOT able to request specific ethnic background (as this is discriminatory)

Can parents' friends be the host families?
Yes. Host families can be arranged on their own

Leadership Training Programme for Youngsters @HKWPEA 2020-2021

Coaching for Job Interviewing Skills

Ms Amanda Chan
Committee Member

This is the eighth year our Association has lined up with The Hong Kong Women Professionals and Entrepreneurs Association (HKWPEA) for the provision of free yet quality CRE programmes to less privileged students of our member schools with the purpose of providing them with more exposure. The Leadership Training Programme for Youngsters has always received very good feedback and response from students. The first event this year was the Coaching for Job Interviewing Skills held on March 24, 2021.

With the opportunity of holding the event online, it attracted and benefitted over 200 senior form students and their teachers. In this 90-minute session, students had the chance to learn from the experienced banking professionals about the structure of a bank, the key factors of how interviewers consider a successful candidate and some practical advice on how to improve their interview performance. A few students were even invited on the spot to do role play practices.

Here are some of the many comments from students:

“ I learnt about what an interviewer wants to hear from you, and some techniques such as STAR and storytelling technique. ”

“ I have learnt the skills when attending interviews, not only general skills but also things that may look small but need special attention. ”

“ I am really grateful that I had the chance to participate in the role-play activity in which I was given personalised feedback from the guests. I am confident that the feedback could help me in my future interviews. ”

“ I learnt that I need to prepare well for any interview and be yourself. Don't lie. ”

“ It's great to be given the chance to speak and practice as it almost mimicked the real interview setting when we've got little time to think and process what we're about to say. Ms Stella and Ms Helen have also given their detailed feedback. It's a great chance for us to know what professionals actually think about interviewees from the conversation and how they evaluate each of them. It has really helped me to think from the perspective of the interviewer. My earnest appreciation and thanks to the two speakers! ”

“ I learnt that during interviews, we should show our strengths and weakness, and also show how we can solve different problems. ”



You as a job candidate – analyze the job



Personal Characteristics

Personalities / characteristics
Attitude
Behaviour
Passion / Interests
Strengths
Values
Work Ethics



Qualifications

Skillset
Knowledge
Education / Professional Qualifications
(Work / school) experience



Characteristics of suitable job, teams, organizations, industries

Job duties
Responsibilities
Tasks
Culture fit

What you have to offer

Yourself

Gaps Matches

Ideal Candidates

What does a successful person in this job look like?

9



Helen Kan (CNCBI)

Video: Bill Gates demonstrates best job interview answers for a junior engineer position



Bill Gates, Founder of Microsoft Corporation, Gates Foundation



Stephen Curry, an American professional basketball player for the Golden State Warriors of the National Basketball Association (NBA)

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A BANK'S STRUCTURE

Wholesale Banking Group

China and Cross-border Business
Overseas Corporates and Cross-border business
Structured Finance
Financial Institutions & Public Sectors
Transaction Banking
Onshore business development and execution
Onshore business co-ordination with China CITIC Bank and CITIC Group

Personal & Business Banking Group

Deposit & Account Opening
Wealth Management
Mortgages
Consumer Lending
Credit Cards
Business Banking
Branch Banking
CITICfirst
CITICdiamond
Private Banking



China CITIC Bank International Limited

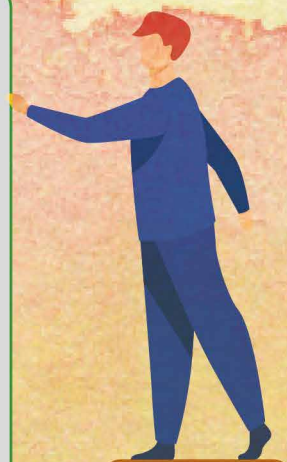
Treasury & Global Markets

Funding & Liquidity Management
Treasury Marketing

Supporting Functions

Human Resources
Financial Management
Controls & Compliance and Operations Management
Information Technology
Internal Audit

7



職業專才教育

在香港的最新發展

徐恩祖先生
幹事

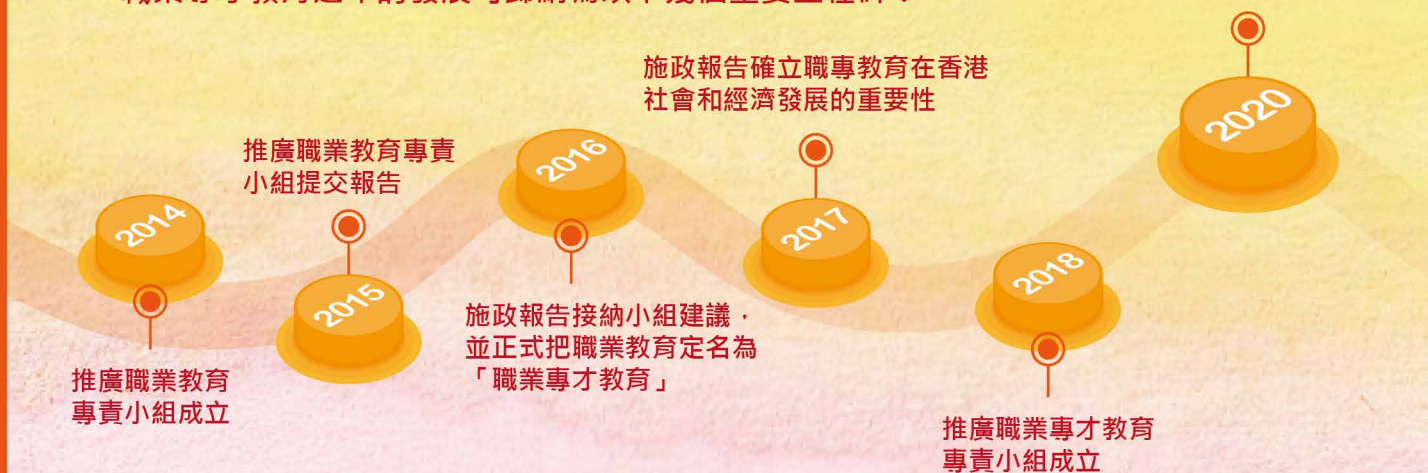
職業專才教育 (Vocational and Professional Education and Training · VPET · 簡稱職專教育) 近年在香港討論沸沸揚揚。然而，對於香港的教育和社會，職專教育到底是否一條出路呢？

職專教育的由來

職業專才教育前稱職業教育，於香港已扎根80多年，早前主要由職業先修學校、工業或實用中學推動，後來漸漸由職業訓練局和其他行業主力負責，為中學生、中學離校生和在職人士提供職業培訓和技能學習機會。

推廣職業專才教育專責小組提交檢討報告、推廣職業專才教育和資歷架構督導委員會成立、施政報告提出「應用學位課程先導計劃」

職業專才教育近年的發展可歸納為以下幾個重要里程碑：



職專教育的措施

這幾年來，政府、學校和業界大力推動職業專才教育，主要措施如下：

- 1 職業教育和就業支援計劃
- 2 工作實習
- 3 指定專業/界別課程資助計劃 (SSSDP)
- 4 中學生涯規劃津貼
- 5 資歷架構基金
- 6 高中應用學習課程
- 7 兼讀制專業課程學生資助試行計劃
- 8 應用學位課程先導計劃



職專教育的最新發展

為加大推動職專教育的力量，教育局最近推出兩項計劃如下：

(一) 應用學位

推廣職業專才教育專責小組於2020年向教育局提交檢討報告，提倡發展中學應用學習、應用學位及專業人員應用技能。於是，2020年政府施政報告提出「應用學位課程先導計劃」，正式邀請六所自資專上院校發展應用學位課程，當中包括明愛專上學院、珠海學院、恒生大學、公開大學、東華學院，以及職訓局轄下的高等教育科技學院（THEi）。申請院校可從指定專業/界別課程資助計劃（SSSDP）中，選取一個較有強職業元素的現有學位課程，修改其內容和結構，發展成應用學位課程，並最快於2022/23學年推出。



應用學位有別於其他學士學位課程，主要體現在以下幾點：

資歷架構為第五級，與傳統學位課程相同

收生標準要求靈活，除學術成績外，將考慮其他因素如應用學習科目表現、技能為本能力、成就、工作經驗等

應用學位課程着重培養應用能力、結合理論和實踐、提供大量的實習和職場學習機會，並為畢業生作好投身特定行業的準備，但同時能夠銜接其他資歷

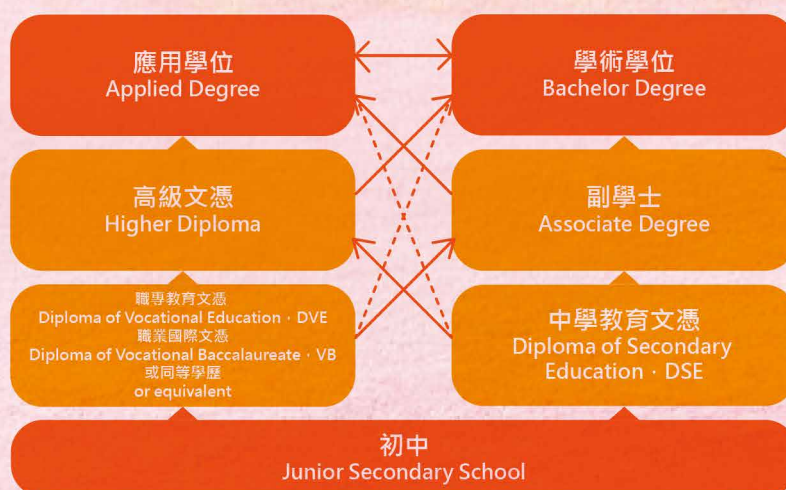
應用學位課程必須由業界積極參與發展，並獲相關行的認可

(二) 職業專才教育中學諮詢服務先導計劃

與此同時，教育局與香港基督教女青年會於2020年舉辦了「職業專才教育中學諮詢服務先導計劃」，邀請了十所中學參與。計劃為期兩年，旨在協助教師啟導學生、加強教師認識職業專才教育及豐富學生的學習經驗。計劃將透過八個主題活動、教師及家長培訓、職場體驗及匯報、線上諮詢及網上資源套，協助推動職業專才教育發展。

長遠目標和發展

要有效在香港推行職業專才教育，最大的阻力永遠是來自社會和家長的期望和壓力。雖說「行行出狀元」，但長久以來社會誤以為學術教育是年青人的唯一成功出路；然而，較理想的是學術教育和職專教育雙軌並行互通，兩者同樣受到社會和家長的尊重和認同，這樣才能讓教育更切合社會的需要和人才需求，保持香港的競爭力。



多元出路講座系列

臺灣升學網上分享會

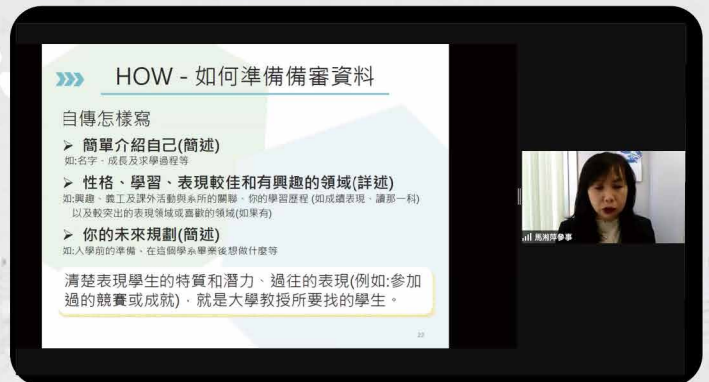
蔡愛玲博士
幹事

疫情之下，大家的旅遊計劃都要無奈擱置。但對不少有心赴臺升學同學來說，疫情絕不會冷卻他們了解有關資訊的熱情。今年三月，本會與臺北經濟文化辦事處及臺灣海外聯招會共同舉辦「臺灣升學網上分享會」。是次分享會反應相當熱烈，吸引了接近700位老師、家長和同學參加。為方便大家清楚掌握有關資訊，在徵得講者同意下，所有當天的簡報已放在本會網頁供大家查看。



主題一 赴臺升學的考慮與準備

是次分享會的內容主要分為四個主題，第一個主題是由臺北經濟文化辦事處馬湘萍參事以5個W (why、who、what's new、how、when for start-under covid 19) 來分享赴臺升學優勢、臺灣大學教學的最新趨勢、如何籌劃備審資料 (個人申請及單招入學管道) 及建議、疫情期間的特別安排 (包括往返、報到等) 及最新發展。馬參事表示臺灣的高教品質優秀，公私立大學分佈全臺各地，綜合大學和科技大學又雙軌並行，而且臺灣大學學系多元化，共有18個學群，有些學系更是香港沒有的，例如海洋、農業、森林等學系。香港少年「魚神」黎諾維便因為在香港找不到與魚類相關的學科而赴臺就讀海洋大學水產養殖系，現時更在臺升讀碩士，繼續追夢。也有港生因為鍾愛大自然，於是入讀國立嘉義大學森林暨自然資源學系，畢業後獲香港漁農自然護理署聘任為生態調查員。此外，臺灣更有電競產業管理學士學位課程、無人機應用學士課程等，這類課程能為實作能力較強的學生提供學習機會。在教學新趨勢方面，近年臺灣更開辦了不少跨領域跨校跨國課程，例如國立臺灣大學有「智齡設計課程」。這是一個跨領域 (結合醫療照護和設計專業)、跨校 (與淡江大學、大同大學、北醫等校合作) 課程。



至於在籌劃備審資料方面，馬參事提醒同學在撰寫自傳時要先簡單介紹自己的名字、成長及求學過程，然後詳述性格、學習、表現較佳和有興趣的領域與想報讀的系所之間的關連。最後則可簡述入學前的準備，以及畢業後想做甚麼。而在寫自傳時同學常犯的錯誤就是一稿多投，沒有獨立製作，於是交給甲校的自傳，竟然寫了乙校的校名。此外，同學也不宜在自傳寫太多不相關的資訊，例如父母的資料、個人的血型、星座等。字數不宜過多也不宜過少，當然也不要運用太多色彩。至於在撰寫讀書計劃時，同學要詳述大學及學系的吸引力及他們準備如何善用資源階段式地規劃未來的學習，例如要寫出大一、大二時打算修讀哪幾門課，參加哪些大學舉辦的活動，大三、大四時又會參加哪些海外交流計劃和實習安排等。當然，要寫出以上計劃，同學必須仔細查看課程的具體內容、學分要求、畢業門檻，實習時數要求和有沒有安排暑期實習等。

至於疫情期間入境臺灣就學是有特別安排的，學生於登機前3天內取得「COVID-19核酸檢測陰性報告」，並在登機前完成「入境檢疫系統」線上申報。抵臺後，在機場櫃檯報到時會有大學人員協助，然後乘搭學校專車或防疫車隊前往檢疫地點。完成14天檢疫後進行採檢，在原定檢疫地點等待採檢結果2天，接著要進行7天自主健康管理，完成所有這些手續後才可到校園報到及註冊。

主題二 赴臺升學的報名方法及獎助學金申請

第二個分享主題則是由海外聯招會李信副總幹事分享赴臺升學最新資訊：個人申請、聯合分發及單獨招生等管道之申請方法及時程說明，往年各管道錄取人數分析等；香港學生常見問題分析；對於老師及同學有關後續安排的建議等。李副總幹事指出同學必須已取得永久居民身分證和已連續留居臺灣以外的地方六年（報讀醫學、牙醫要八年）才可報名。個人申請不成功者會自動轉去聯合分發，再不成功會轉去僑先班。11月個人申請報名，3月放榜。2-3月聯合分發報名，7月底放榜。個人申請取決於申請人所提供的備審資料。聯合分發則計算文憑試成績，採用5科加權，缺席科目計算0分。單獨招生則由各校自行決定收生條件，2月開始放榜。

李副總幹事建議同學盡早處理報名手續，因為報名系統關閉後就不會接受任何理由補繳資料。同學也要慎選志願，因為選定後就無法更改，同學要把最想讀和最感興趣的放在第一志願。部份學校有「第一志願」獎學金，有些可高達五萬元。第一學年的學費及生活費便足夠了。此外，也有很多僑生獎助學金供同學申請的，如教育部有優秀僑生獎學金，菁英僑生獎學金，社會各界，及各大學都有不同的獎學金讓同學申請，所以同學不用太擔心經濟問題。在臺灣就讀大學的學雜費及生活費，會因區域消費水準與個人消費習慣不同而有所差異，一年的學雜費、住宿費和生活費等合計起碼最便宜是港幣二萬多，最貴的可高達九萬。生病時又如何處理呢？臺灣是全民有健康保險的，僑生只要去臺灣滿六個月後，依法納入全民健保，每月保費約港幣200元，僑生如能提出清寒證明，保費可減半。僑生生病或受傷，可直接帶健保卡至醫療院所就醫即可，一般診所掛號診療及醫藥費不到港幣40元。學歷評審方面，2018-2019通過率高達98.8%，未能認可的只屬少數，且多是因為資料提供不齊全而已。現時有不少同學在評審後能去大機構或政府機構工作，也有些去了做老師，所以赴臺升學，根本不用擔心畢業後的出路。

今年因疫情影響臺灣高等教育博覽會改為線上進行，參展學校會在網頁上提供以下資料：

- | | |
|-------------|----------|
| 1 學校簡介 | 5 影音專欄 |
| 2 優秀校友 | 6 線上即時通訊 |
| 3 招生亮點 | 7 IOH連結 |
| 4 強打系所/名額查詢 | |

同學如想查看以上資料，可按以下路徑：
<https://www.overseas.edu.tw/THEonlineEXPO/>

馬參事更預告四月上旬在香港輔導教師協會網頁會有「港生赴臺留學指南—輔導老師小幫手」。這本電子書會總結了很多赴臺升學須留意的資訊。



主題三 香港學生分享

第三個分享主題是由香港學生分享在臺升學的心得。當天共安排了三位同學分享經驗。第一位是萬凱昕同學，她在國立屏東科技大學獸醫學系就讀三年級，她指出獸醫學系是一個五年制課程，上課時的教學語言是國語，而學習內容是很有趣味性的。大一時有解剖學，學習如何把豬、牛、羊、狗、雞、馬的大體防腐，可供日後解剖實習之用。第二年會學寄生蟲學；第三年修讀臨床學科如細胞學、麻醉學；第四年學習內科外科；第五年要到豬場、乳牛場、動物診所等地方實習。完成課程後，要考獸醫國考，共考六科，合共最少取得360分以上，且沒有任何科目零分，這樣就可取得獸醫專業資格了。



第二位分享的是厲志光同學，他就讀國立暨南大學，離市區比較遠，比較清淨。他說校園環境似動植物公園，因為在校園內可以見到穿山甲和貓頭鷹等平日少見的動物。他在臺完成公共行政學系學士學位課程後，因為沒法放棄所喜歡的學習環境，便繼續升讀碩士課程。他覺得在研究所學習，要懂得用恰當的方法去做研究，正如學習釣魚時，須懂得找一條合適的魚線去釣合適的魚。此外，每星期要看書做報告，人自然會變得細心和有耐性，這些性格對畢業後工作時會有很大幫助。

第三位分享同學是梁珮珊專案經理，她現時的工作是協助實踐大學招生。她表示在臺讀書可認識不同國籍的朋友，也可參與很多特別的活動，例如潛水。她很欣賞臺灣人很友善。有一次她的電飯煲壞了，沒時間買，同事竟然把家裏的搬去給她用。至於困難方面由於聽不明臺語，故有時在溝通時不太順利，此外，她用速成打中文，故較臺灣人用拼音打字為慢，幸好同事能體諒。疫情之下，已兩年沒有回港，沒法與家人一聚。所以現在很想念香港的家人朋友。她也表示僑外生畢業後要留臺工作，須計算以工作經驗和工資，要在評分表取得70分，而且也要有公司聘用後才可由公司協助申請的。

主題四 仁濟醫院羅陳楚思中學輔導學生到臺升學的方法

分享主題四是由仁濟醫院羅陳楚思中學麥燕玲老師分享她任教學校（仁濟醫院羅陳楚思中學）的升學輔導老師如何支援學生到臺升學（包括撰寫推薦信、選校策略等）。麥老師每年會安排學生參加臺灣大學教育展，又會安排大學來校進行說明會，更會安排分享會，讓師兄師姐回校輔導同學，麥老師甚至讓家長去家長會分享為何讓子女赴臺升學的經驗，每年在期終試後更會舉辦赴臺升學交流參訪團。

在輔導學生前，麥老師會要求家長簽名表示支持學生赴臺升學，以免最後因家長反對而浪費老師輔導過程所付出的心力。她也會要求學生寫清楚曾參與的課外活動、高中的學業成績等，因為這樣老師才能準確跟進支援學生如何選取合適學校和學系。她經常提醒同學在老師支援前切勿在網上呈交選擇，以免沒法修訂。麥老師甚至會親自帶學生去海華報名，以作支持。至於報名的具體程序，她也會派注意事項給學生讓他們依照執拾有關資料，也會提供自傳的例子讓學生參考。同學到臺灣升學前，她會為學生安排輔導，由於她校有很多學生在臺灣升學，故會在臺組織聯誼會讓師兄弟彼此支援。

答問環節

當天的參加者很積極在線上提問，馬參事和李副總幹事等也很努力即時在網上回應。她們更把問題整理再由當天的主講嘉賓作重點回應。不少同學有興趣知道臺灣最受歡迎的學系是甚麼，馬參事表示香港學生的熱門學系是心理學、外語群（西班牙、俄語）、醫療系（牙醫、物理治療、獸醫）等。至於教學語言，醫學系是英文課本，但上課的溝通語言則中英文都會採用。

有關在臺的住宿情況，梁經理則補充臺北有小香港之稱，住宿交通很方便，也很繁榮的。如想清靜可到中部南部升學，那裏清靜悠閒，而且生活費也便宜很多。如想半供讀，則要留心，一個月最多只能做80小時。由於香港工資比較高，所以同學通常會比較喜歡暑假回港做工賺學費，而平時則在臺灣兼職賺生活費，例如梁經理在就讀大學時，便協助教授工作賺生活費了。

由於當天參加者提出的題目眾多，故所有未能作答的稍後仍會由馬參事及李副總幹事整理後，會把回覆放在香港輔導教師協會的面書，以及電郵給參加者的。

從高中四科核心科釋放課時安排 看應用學習課程的價值

葉偉民先生
秘書



▲ 本會幹事向教育局應用學習課程代表反映業界推行應用學習的情況及關注

教育局於年初提出，落實改革高中四科核心科，以釋放課時，讓學生參與不同的學習活動，以豐富其學習經驗，達致實踐全人發展的目標。為了善用釋放的課時，有些學校建議開設應用學習課程為其中一個選項，讓學生可以從中了解「職業專才教育」，探索未來發展方向。

隨著學生的興趣和社會的發展，應用學習課程在修讀安排及課程內容亦有不少變化。在修讀安排方面，教育局允許學校於中四開始安排學生修讀應用學習課程，學校亦可以按學校情況，以「模式一」（校外修讀）或模式二（包班制）作為推行模式。不論學校採取哪個模式，學生只需以兩年時間，修讀整個課程，讓完成相關課程的同學，在中六學習階段時有更多空間準備公開試，又或參與其他職業及升學探索的活動，豐富他們的學習經驗。

在課程方面，應用學習課程亦與時並進，推出一些現時於學生群體中熱門的課程，讓學生從中了解相關行業。就以電競業為例，電競業於全球日漸盛行，不少青少年的都希望投身相關的行業，以一展個人抱負。為了讓學生充份認識電競業不只是「打機」，而與資訊工程有密切的關係，應用學習課程亦在課程選項中增設了「電競科技」，務求讓他們從多角度認識此行業的情況及發展方向。除了傳統的課程範疇外，為了提升學生對英語學習的應用與實踐，應用學習課程更增設了應用學習（職業英語），讓學生可以在相關的行業上學習職業英語，並配合相當的情景教學方式，讓學生可以把英語知識得以實踐，學以致用，提升英語能力及信心。

應用學習課程設立的宗旨是讓學生透過應用和實踐，學習基本理論與概念，並在真實情境下培養共通能力；及為學生提供機會，讓他們在特定的範疇內探討和了解就業及終身學習的取向。在此大原則下，近年相關的課程小組亦開拓不同的課程，讓不同背景、學習能力、成績表現的學生，都可以按他們興趣、能力、志向等，修讀不同的應用學習課程。讓學生從不同的學習模式，豐富學習經驗，思考未來的方向，在未來職業生涯中作明智抉擇。

¹ 課程發展議會，《應用學習課程及評估指引》（高中課程），頁2，香港：教育局