

# 香港女教師協會 會訊

第五期 二零零八年 十二月



Merry  
Christmas



~新春大吉  
如意吉祥~

Hong Kong Women Teachers' Organization





### 一年四季 生生不息

主席 周蘿茜

我喜歡元旦。一覺醒來，又是新的一年。我可以重新立志，再闖高峰。舊的懶散、不快都隨著舊的一年離去。從小到老都喜歡在除夕夜為過去一年的功過結算，反思自己在公在私的不是，好為來年作準備。也感恩自己的福氣，能活著發光發熱。

四季中以春天最能為陰霾中的人帶來希望。雖然香港冬天的日子並不太多也不太蕭瑟，但仍然有它陰天黑地，北風呼呼、手腳冰冷的時候。在厚厚的衣服下，人也遲緩了。隨著元旦到來的春雨綿綿，掃走寒冬和乾燥，人也變得滋潤。當然，患風濕的人卻投訴潮濕令他們周身刺痛，舉步為艱。但周遭的紅花綠草卻似在鼓勵我們努力加油。

香港春天的日子只有數星期，未到清明，天氣已經變得悶熱。雖然老人家說「未吃五月粽，寒衣不入襖」，但是在四月，我們在街上走動時，已經是揮汗如雨。

香港的夏天特別長，紅紅烈日，女孩子特別不喜歡，左閃右避，怕俏臉被灼傷。好動的年青人卻愛紅日碧水，結伴享受海上活動。我卻最怕夏日炎炎，因為每年的夏天都要面對兩個公開試，以及大學聯招放榜，壓力可也真大，喘不過氣來。當然夏天也為老師們帶來暑假。但近年的暑假我都得帶團外出，雖然能享受異地風光，仍然是未能輕鬆。

開學的九月，老師們又得面臨繁瑣的工作，大家都得忙碌至十一月才略為閒下來。聖誕一到節日的歡樂，帶來一年的終結。就是這樣一年四季，生生不息。

### 美好祝願

副主席 趙紅梅

「一閃一閃小星星，滿天都是小星星」。聖誕節的香港到處都是閃閃的星星，每一顆星星都帶著美好的祝願，希望每一位老師身體健康，工作愉快，每一顆小星星也是一個未來的希望，我們的付出，將在這些小星星上開花結果，成為香港的希望。祝願香港繁榮！

祝願新年進步！





## 生生不息

副主席 李瑞美

趕到醫院的時候，母親已經陷入了昏迷狀態。我聲淚俱下，緊緊捉住她插了喉管的手，手是冰冷的，手指軟軟。我叫喊了好幾次她都沒有反應。但此時我感覺到母親的手已經比之前溫暖，手指也微微屈曲，像是在嘗試握住我的手。我趕緊在她耳邊呼喚：「媽，媽……」接著，姊姊與姐夫以及一眾姨甥也趕到來母親病榻前。我一隻手捉住母親的手，另一隻手輕輕撫摸她的頭髮。只見她微微張開右眼，很是努力地看向我們。我安慰她說：「媽，你累了，好好休息。不用掛心我們，我們會一直在此陪伴你。」未幾，母親就離開了我們。

最初真的很難接受。雖然母親年事已高，但實在捨不得。我哭腫了雙眼，頭也痛得像隨時會爆炸一樣。不過我知道，這是於事無補的。我也知道，母親是不希望我們這樣難過的。我儘量去想些正面的東西，回憶起母親年輕時的一顰一笑，對我們幾姊妹無微不至的照顧，尤其對我這個孺女就更是溺愛。與母親一起渡過的一個個片段不斷湧現：讀小學時母親為我編髮辮；上大學時母親陪伴我去宿舍報到；母親跟我們談天說地的情景……

不久之前，母親把我帶到這個世界來。現在，我親自目送她離開這個世界。生命仿似一個循環；但也是綿延不絕。漸漸我明白到終結並不同失去。母親留給我的一點一滴，永遠藏在我心裡。她對女兒無私的付出，從不抱怨刻苦耐勞的精神，實在令我自慚形穢。母親生長的年代缺乏選擇，生活條件差，但她却樂觀地咬緊牙關，克服一個又一個困難；跨越重重障礙；讓女兒享有舒適的生活，和接受教育的機會。相比現在的我，碰上小小不如意的事情就怨天尤人，才醒覺母親的堅強和偉大。

生命的廣義原來不只是局限於生存在這個世界的一百幾十年，而是我們有否留下溫馨的感覺給我們的摯愛，讓後人延續這份愛，這才是生命的可貴。

現在想起母親，我心存感激。有時想到她俏皮的行為，不禁會心微笑：小時候有一次她手上拿著一隻活生生的蟑螂，在我和姊姊面前揮舞，嚇得我倆躲進被窩裡，最後還將被袋撕破。印象中這是唯一一次母親沒有因為我們弄壞東西而懲罰我們，因為她是始作俑者啊！

## 生生不息，努力生存！

副主席 何麗霞

身處香港，長在本地，鮮有突發大災難的經驗，為此感到幸運。但目睹四川八級大災難後，就感到珍惜身邊家人的重要。

天災人禍是人類無可避免的事實，生離死別亦是人間最痛苦的，但血濃於水，看四川的同胞受苦，心裡實在有無限的悲傷。當全中國及全球的華人為此不幸事件而難過時，他們都不忘將哀傷化為力量，發起救災籌款的活動。盡顯中華兒女，上下同心的力量。不同的傳媒都傳來“中國加油、四川加油的叫聲”相信只要眼見和耳聽到上述的聲音，都被他們感動。

胡主席、溫總理親臨災場，孤兒藉傳媒報導，得以和家人重聚，喜極而泣，深深印在各人的腦海中。九月十一日，經歷過四川地震及劫後餘生的校長和老師到港，與本港的老師分享當地教育同工奮不顧身，捨命救人的故事。令每位出席的老師無不受感下淚。雖然災後，仍有許多事項和工程等待建設，我們都不會忘記珍惜是次天災的經驗，勇敢繼續向前克服困難，努力為重設的工作再接再厲。雖然，現在世界都為金融海嘯而煩惱，但願四川重建的工作不會因此被人遺忘。



## 生生相息，薪火相傳

執委 陳淑梅

中國的其中一種傳統文化就是 - 「世代相傳」。不論是技術、藝術或是學問，都會一代傳一代，希望能夠延續下去。但現今社會正處於瞬息萬變及知識爆炸的資訊科技時代，很多中國的傳統文化及習俗已逐漸被人遺忘。真是感到可悲！

作為一位老師，所盡的責任除了是將知識傳授及幼兒外，一些正確的人生觀及做事態度更是非教不可。或許人生觀不可說是教導，應是感染。因此，老師的一言一行更應表現得樂觀、正面。這正是在現今的幼兒更應學習之處。希望幼兒能習得應有的態度後，將值得學習的地方薪火相傳，教回他們的子女，使社會變得更和諧、更融洽。

敬祝各位身體健康！新年進步！

## 新年新願望

執委 周水英

踏上零九年祝願世界經濟穩定下來。希望金融海嘯退下後各行各業能慢慢地重新站起來。過往政府扶持中小企業，行動緩慢，後知後覺，每次經濟下滑時，中小企多靠自救渡過難關再站起來。學生家長在這次衰退所受的影響頗大，低收入者會受企業裁員的影響而失業，中產者是在是次風暴中股票、基金及外幣等都損失不菲。教師公積金及強積金因不少大金融企業如雷曼兄弟，AIG、花旗等倒閉或金融危機而大幅減值，故零八年公積金或強積金可能會負增值，計劃在零九年的退休者可能會有所影響而難於退休。經過這次金融危機後，相信大家會更謹慎理財，以免因資產減值而未能退休。

## 電子教科書

筆者：慕思

筆者一向十分支持資訊科技應用於教學上。早在六、七年前，曾經申請教育基金發展一個網上閱讀計劃。整個計劃成果不錯，惟獨電子書一部分強差人意。甚至可以說是失敗。閱讀的人甚少，最主要所花於版權、器材及維修支援的費用，是無法估計。

電子書發展不理想，很明顯是我們錯估形勢，分析不足。我們只著眼於資訊科技所帶來的好處及方便，如減輕書包過重，互動教學及多元化的閱讀教材等等。但我們卻沒有更仔細的分析，讀者（學生）的閱讀習慣；讀者長期閱讀電腦的負面影響，（如難於精神集中，眼睛及脊骨健康等），更主要的是電子書的版權費及電腦及網絡的龐大維修費，都會帶來很大的財政負擔。

善於資訊科技的應用，確能促進教與學的成效。筆者無意武斷作下評論：電子教科書是不可行的。只藉文分享自己的經驗，希望教育界同工，在作決定前詳細考慮清楚。





# ~本會的立場~

## 我們同坐「香港船」

最近，香港面對百年一遇金融海嘯的衝擊，身為香港的一份子，無論是否有投資於股票、金融債券都一定受到影響——金錢上的損失、是心情上的不安、是街上漸見蕭條都令人慨歎！

教育界未能倖免損失。首先因受到雷曼兄弟債券事件影響，津貼學校的公積金所持有約二億的雷曼股票及債券，料將虧損超過一億元。加上其他股票的虧蝕，損失將會頗為嚴重。津貼學校公積金管理會是否會從這次金融海嘯吸取教訓，好好部署投資動向都是我們一眾教育界所關注的。

根據本會於本月抽樣舉行的會員調查，六成的回應者擔心公積金的虧損情況，五成有作外幣投資，五成只存款於銀行，約有三成回應金融海嘯令他們損失頗大，七成多則稱沒有受到影響。約三成承認已經開始節省開支。

這項調查也引證了教師們大多是謹慎的投資者，由於教學工作繁忙，當然未能親自監察股票或其他衍生工具在市場的上落；更不會貿然聽從銀行櫃台員的提議而作投資決定。他們大多只是保守地把儲蓄作定期存款，可能就是這些曾被認為「老套」的「投資方式」令大部份教師們倖免於難。但當然亦有小部份的教師於餘暇時或利用銀行近年所提供的電話或網上開戶投資的方便，而參予了風險高的股票及衍生工具的投資。未知他們能否於海嘯來臨前抽身而退，但願他們的損失只是部份的儲蓄。老師們在工作崗位上，應繼續發光發熱，作育英才，不把私人因素帶進課堂。

教師這專業，相比其他行業，本來是「鐵」飯碗，較為穩定。但近年中小學相繼縮班殺校，不少教師被迫轉校，或甚至被「肥雞餐」引誘，提早退休。亦有教師不堪教改頻頻，職責繁瑣，教學的熱誠被潑冷水而退出全職工作，轉為半職或長期代課。不排除部份教師會在餘暇的情況下，參予高風險投資。

教育界都十分明白在這次全球金融海嘯中，無論是否有所損失慘重又或能抽身而出都不能置身事外，或炫耀慶幸。我們都是同坐「香港」這條船，只要任何一處出現了漏水情況，我們都會有「覆舟」的危機。我們都期望特區政府在滾滾的滔天巨浪下，能拿出勇氣和智慧採取果斷的措施，例如：協助中小企業籌謀流動資金，繼續經營，以免職工們在歲末之際，加入失業大軍。當然金融管理局應名副其實嚴厲監管銀行櫃台員銷售債券的情況，避免顧客對銀行的信任被利用。特區政府應首先徹查雷曼迷債事件，揪出不負責任推銷的幕後主腦，這正是「迎接新挑戰」的特首及政府各部門局長的首項工作。

我們都期待高薪厚祿至年薪一千萬元的官員們都能証明給市民看他們都能「做好這份工」，「人」有所值，恢復市民對金融體系及特區政府管治層的信心。特首親自率領的「經濟機遇委員會」的專家們能儘快推出振興經濟的具體措施；面對政府收入來源縮減的情況下，對教育的撥款特別是小班教學，「334」銜接等等不會因而減少。

## 有關網尋「女教師」9成屬淫照事件

上月中有報章指出最為香港人熟悉、常用的雅虎和 Google 網站，竟然載有大量以「女教師」為名的不雅和淫褻照片，更長期佔據「圖片搜尋排行榜」首 10 位，嚴重損害女教師的專業形象和尊嚴。

「女教師」色情照泛濫已出現不短日子，本會對此早有知悉。我們認為青少年學生特別容易接觸，該些以「女教師」為名的色情照片，損害他們對女教師的正確觀念。我們希望有關的網頁負責人能正視問題，糾正錯誤。本會絕不容忍互聯網刻意醜化女教師的專業形象，我們正草擬行動向有關當局反映，全力捍衛女教師的尊嚴，要求政府和網絡供應商妥善處理，包括刪除不雅和不當資訊，不得肆意侮辱女性。

本會重申這些照片，並不是真正的女教師，只是借「女教師」為名的淫照，網頁把這些照片歸類為女教師，嚴重破壞女教師專業形象和傷害她們的心靈。全港的女教師都是誨人不倦和關心學生的。本會希望互聯網為我們帶來方便的同时，也能傳遞正確的資訊，以免為害下一代。我們希望政府在檢討《淫褻及不雅物品管制條例》時，能加強这方面的立法。





# ~近期活動~

## 報章報導

9月16日本會發佈了於七月中進行問卷的調查結果，這次的調查目的是了解中、小學生是否掌握明確的是與非觀念、他們希望得到的事物及害怕發生的東西、及一些生活細節取得的資料可以幫助學校制訂通識及公民教育等材料，亦進一步改善課外活動的內容。

10月8日本會亦發佈了於10月中進行的問卷調查結果。這希望了解高中學生對現時高級程度會考/中學會考收費制度的看法，及他們對日後香港中學文憑考試收費制度的期望。亦希望探索他們對香港考試及評核局所提供的各項服務的評價。經分析後，調查所得的資料將轉化為建議，給予教育局及考評局考慮。



## 和平圖書有限公司與香港女教師協會

「和平盃」青少年與世界和平徵文比賽已經完滿結束，而得獎作品亦已順利誕生。感謝各同學的投稿，這次徵文比賽反應熱烈，收到超過 600 份作品。超過 30 間中小學校參加，而在眾多作品中要分出優異，實屬不易。

而頒獎典禮已於 2008 年 12 月 6 日(星期六) 下午在福建中學舉行(觀塘振華道 83 號)，所有得獎名單已上載本會網站 <http://www.hkwto.org.hk>。

在此恭喜所有得獎與入選的參賽者，也感謝各學校共襄盛舉。

## 「和平盃」青少年與世界和平徵文比賽頒獎典禮



## ~大型聖誕Party 完滿結束.....

日期：13/12/2008(星期六) 地點：Penthouse Sky Lounge  
總結：當日出席人數共超過 200 多人，而本會共有 40 多名會員參加，當晚大家熱烈參與遊戲，節日氣氛濃厚！

## 主辦機構

- \*香港女教師協會      \*香港工程師學會      \*工程界社促會
- \*工程及科技學會香港分校      \*IEEE 電機暨電子工程師學會
- \*ICE(Institution Of Civil Engineers)      \*英國機械工程師學會
- \*製冷及空氣調節工程師學會
- \*The Institution of Engineering and Technology





# ~會址活動~

## ~肚皮舞~

### 活動簡介：

肚皮舞動感十足，能充分鍛煉身體的很多部位。肚皮舞能運用到身體的每一個關節。只需要一個小時，學員就可以得到全身運動，頸部、肩膀、胸部和腹部等都會得到很好的鍛煉，還能消耗大量熱量，改善心血管功能，對緩解疲勞也有一定的作用，並且完全不受年齡和體型的限制。

時間：下午 6：00~7：00 (A班)

日期：逢星期一

時間：下午 2：00~3：00 (B班)

日期：逢星期六

費用：\$200/4 堂 還有其他班...

## 熱門推介!

## ~Funky Dance~

### 活動簡介：

Funky Dance 就是跟著重節拍的音樂來跳舞，使您藉由全身運動來迅速燃燒脂肪，加強心肺功能。增加肌肉彈性及柔軟度，透過大量排汗更可排出毒素，燃燒體內多餘脂肪，加強血液循環及新陳代謝。它最特別的地方在於動作輕鬆，有趣又有效。

時間：下午 7：00~8：00 (A班)

日期：逢星期五

時間：下午 6：00~7：00 (B班)

日期：逢星期六

費用：\$200(4 堂) 名額：各 8 名

歡迎查詢  
27877311

## 自組興趣班

本會增設自組興趣班服務，只需相約 8 位的親朋，自選日期、時間及喜歡的課程，我們便會為你配對導師，你便可以盡情享受學習的樂趣！

課程包括：Kick Boxing、肚皮舞、瑜珈、爵士舞、拉丁健操、排排舞、FunkyDance、Girls Hip hop、英文班、普通話班、日文班等等。只要你們想學的課程我們都可提供！

費用：每位\$200/4 堂，1 小時/堂

地點：會址

## 到校服務

我們可以到貴校舉辦以下講座：

- \*如何成功舉辦國民教育遊學團(老師及家長講座)
- \*輕鬆面對外評(老師講座)
- \*小學：家長如何支援子女的英語學習(家長講座)
- \*中學：如何在學校營造英語學習環境(老師講座)
- \*普通話教中文的技巧(老師講座)
- \*我們可以為貴校的女老師在會址度身訂做興趣班。

## 寄賣服務

你有任何自己設計的手工藝品或收藏嗎？歡迎採用我們的免費寄賣服務，寄賣之貨品需在本會址展示，你可以隨時到會址視察或致電查詢情況。





### 健康瑜伽班

導師: Shadow Choi

透過活化細胞、改善血液循環，緩解慢性疾病（如失眠、腰酸背痛、便秘、肩膊僵硬等）症狀，釋放因作息不正常所產生的壓力、提高身體自癒力，讓你放鬆自己及平靜心靈。

時間：下午 6：00~7：00

日期：逢星期二 費用：\$200 /4 堂

名額：10 名 地點：會址

### 普拉提(Yogalates)

導師:Alice Lam

透過肌肉鍛鍊增加筋絡舒展，促進內臟功能及改善血液循環；柔合普拉提軸心鍛鍊。有助改善腰背痛、日常不良姿勢、強化深層肌肉及體態。

時間：下午 4:00~5:00

日期：逢星期六

費用：\$200（4 堂）名額：10 名

地點：會址

### 爵士舞

導師: Vicky Man

爵士舞節奏是充滿動感、靈活、和有趣味的肢體活動，直接把內心的感受表達出來，舞蹈的動作及音樂極富節奏感，經常練習可達到身體放鬆及運動的效果。身體放鬆及運動的效果。

時間：下午 6:00~7:00

日期：逢星期六 費用：\$200(4 堂)

名額：8 名 地點：會址

### 踏板舞

導師:Alice Lam

簡單易學的踏板動作組合成 20 分鐘較量帶氣運動，以最少體力下燃燒身體最多脂肪，達到收身減肥的最佳功效。亦在鍛鍊中加入附重運動(啞鈴)收緊手臂、大腿內側、腹部、臀部等肌肉。

時間：下午 6：30~7：30

日期：逢星期三

費用：\$200(4 堂) 名額：8 名

### Kick Boxing~

導師: Marcus Bhatti

Kickboxing 混合了拳擊的特性，既有西洋拳的揮拳動作，也有踢腿動作，還混合了健康舞步，屬剛柔並重的運動，玩的時候很暢快。屬於有氧運動，是消脂及增強心肺功能之首選。

時間：5:30~6：45

日期：逢星期六 費用：\$200（4 堂）

名額：8 名 地點：會址

### 其他

~廚師班(小菜)、點心班、健康有營西餅班、西餅麵包(甜品)、西餐課程、中式甜品班~

會址活動歡迎學校同工(例如：書記或教師助理等)參加，如有興趣請致電 27877311！





## 老師分享



### 歡迎投稿

來稿可傳真至 27877312 或電郵至  
hkwtc\_2006@yahoo.com.hk。本會保留  
轉載、刊登及修改之權利。投稿或對刊  
物有任何意見，請聯絡我們。

## "Sir, I beg to differ!"

\*Pauline CHOW Lo Sai

### Prologue

"I think this is the first time ever a surf-board rider is used on the cover of a book on education management." If my memory serves me right – and the hundreds of distinguished guests laughing on the occasion of the Hong Kong School Principals' Conference 2008 held at the Hong Kong Institute of Education (HKIEd) on May 29 2008<sup>1</sup> can bear me witness – this was the exact opening remark made by Professor Brian J Caldwell, world-renowned school transformation expert, as he presented a PowerPoint slide similar to the one shown here.



Professor Caldwell was virtually equating the principal of a school with an extreme sport player – a surfer going solo in the big blue waves! If Professor Caldwell was being dramatic, if he wanted to be politically correct or if he simply wanted to be funny, then judging from the response of those present, he had certainly achieved all these purposes. I was among the audience. That opening remark and the resounding laughter disturbed me until the end of the whole speech. During the question and answer session, I had to hold myself back from raising my hand. The question I wanted to pose the professor so much was on the tip of my tongue – how can you draw an analogy between a school principal and a surfer? Eventually I did ask him the question, but that was at the end of the session, when I walked up to him as he was being whisked off by other celebrities. I wasn't honoured with a response.

### Extreme sports

According to Wikipedia<sup>2</sup>, an "extreme sport" is "a media term for certain activities perceived as having a high level of inherent danger. These activities often involve inherently uncontrollable variables such as speed, height, high level of physical exertion, highly specialized gear or spectacular stunts." Athletes participating in these activities compete not only against other athletes, but also against environmental obstacles and challenges including snow conditions for snowboarders, rock and ice quality for climbers, and wave height and power for surfers. There are several characteristics common to most extreme sports. The first would be they have a younger-than-average target demographic and that they tend to be more solitary than traditional sports. An additional hallmark of an extreme sport is its counter-cultural aura - a rejection of authority and the status quo by disaffected youth.

### Surfing as an extreme sport

Surfing, like all water sports, carries the inherent danger of drowning. Although a surfboard may assist a surfer in staying buoyant, it cannot be relied on for floatation, as it can be separated from the user. Anything that a surfer's body comes into contact with may be dangerous. This includes sand bars, rocks and reefs. Collisions with these objects may cause unconsciousness or even death.





In terms of history, surfing was a central part of ancient Polynesian culture, and the chief was the most skilled wave rider in the community with the best board made from the best wood. According to the Wikipedia entries, surfing permeated ancient Polynesian society, including religion and myth, and Polynesian chiefs would demonstrate and confirm their authority by the skills they displayed in the surf.

### A surfer as school principal? Principal as a surfer?

After reviewing what we should know about extreme sports and surfing as an example of such a sport, let us for a moment examine if in any way a school principal should be a surfer or whether a school could benefit if the principal were to become one.

First, surfing projects the image of a dissatisfied youth who has a protest statement to make by intentionally riding the challenging waves risking the dangers of drowning and collision with rocks or reefs. As he stands there all alone, he is executing various maneuvers such as turning and carving to prove that he is the strongest. He might even be rotating his turn and re-entering backward. The rule of the game is that the more dangerous the procedure is, such as "tube riding" when a surfer maneuvers into a position where the wave curls over the top of him forming a "tube" with the rider inside the hollow cylindrical portion of the wave, the more coveted and sought after goal it is in surfing.

When a surfer wins the championship, he has but himself to congratulate and nobody else to thank. If he fails, he alone is both the culprit and the victim. Of course, a champion has a coach or maybe a sponsor to get him started but that is not part of the image. In brief, surfing represents a diverse culture based on riding the naturally occurring process of ocean waves. It is definitely not fair to generalize that all surf-riders are reckless people but then that is the exact image of a surfer as perceived by the general public

Do we want an egoist, a soloist or a non-conformist of a diverse culture to serve as school principals? Do we need such character traits in a school principal, qualities including self-adulation, reckless risk-taking? We certainly don't! Well then where is the analogy?

### Organizations do need great leaders but not egoists

In his book *Good To Great – Why some companies make the leap... and others don't*, Jim Collins reports what his research team discovered as the key concepts that permitted some companies to go from "good" to "great". Although principals of schools are not exactly chief executive officers (CEOs) of companies, schools as organizations, the same principles should also apply.

One of the good-to-great companies examined in Collins' study was Kimberly-Clark. Darwin E Smith, the Chief Executive from 1971 to 1991 created a stunning performance with the company generating stock returns 4.1 times the general market. "It was an impressive performance, one of the best examples in the twentieth century of taking a good company and making it great<sup>3</sup>." And yet Darwin Smith, "a man who carried no airs of self-importance" was not much known.

Jim Collins describes Smith as "a Level 5 leader – an individual who blends extreme personal humility with intense professional will". So "extreme" is not in risk-taking but in "humility". Collins goes on to elaborate how Level 5 leaders, the highest in his 5-level leader hierarchy, deals with "ego". Needless to say, these high-ranking executives do have ego and self-interest and are extremely ambitious, but "they channel their ego needs away from themselves and into the larger goal of building a great company...their ambition is first and foremost for the institution, not themselves"





In this book, Jim Collins reiterates that he gave his research team "*explicit instructions to downplay* (writer's own italics) the role of top executives so as to avoid drawing the over simplistic conclusion of crediting or blaming the leader...yet extensive researches found that leaders do make the difference from good companies to great companies and what makes a great leader is "humility + will = Level 5" leadership." Put simply, it is "a duality of professional will and personal humility". And great leaders like Darwin Smith shunned public adulation whereas public attention and personal adulation are exactly what a surfer riding the waves is aspiring for.

### What kind of leaders do organizations need?

Peter Senge in his *The Fifth Discipline – The Art & Practice of The Learning Organization* posed groups of managers this question: Imagine that your organization is an ocean liner, and that you are the "leader". What is your role? <sup>4</sup>

When evaluating these managers' various replies, Peter Senge has his own answers ready: the leader is the designer with tasks concerning developing vision, values, and purpose or mission, the steward of taking his own vision as a calling he is responsible for. And for organizations that truly excel, the leaders should be able to "tap people's commitment and capacity to learn at all levels in an organization". Such organization has no place for self-seeking egoistic leaders.

In *Primal Leadership – Learning to Lead with Emotional Intelligence*, the writers describe the CEO Disease – the leaders are so feared that the people around him "withhold important (and usually unpleasant) information."<sup>5</sup> Any school principals who dare to surf the big waves must be seriously ill of this disease. Leaders are to provide safety for the organization to grow. Their focus should be on "relationship management – teamwork and collaboration". Great leaders are themselves able team players who "generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations."<sup>6</sup>

### What kind of leaders do schools need?

The same message of caution is echoed in Anderson's *Accountability in Education*. Successful schools are stable schools because "stability in terms of commitment to the school over time, is needed to shape the school culture and climate"<sup>7</sup>.

The literature review on leadership in Caldwell's collaborative work with Spinks, *Leading the Self-managing School*, does mention that an element of risk-taking in the management of human resources is needed but should be "selective" and started "on a small scale"<sup>8</sup>.

The book includes an extensive discussion on the role of principals in achieving the culture of excellence in schools. Principals are first to work with others in the schools' community "to define elements of excellence which are relevant to their setting, and to identify and resolve inconsistencies between these and the various manifestations of culture in their schools." For this to happen, "a shared commitment and concerted action among individuals" is needed with the school leaders able to 'see the larger picture'. They should also be adept in focusing the attention of members of the school's community on matters of importance when they manage the school symbols including words, actions and rewards. Schools are and should be accountable to students, parents, local community, education system, the local government, national government and community in general. There is absolutely no room for risk-taking of extreme intensity and uncertainty.<sup>9</sup>



At a more recent symposium<sup>10</sup>, while drawing from the findings of a study in six countries, including Australia, China, England, Finland, the United States and Wales, Caldwell emphasized that four sets of synergies would need to be created in schools.

**He was referring to:**

\* Accountability, autonomy and choice

\* Intellectual, social, spiritual and financial capital;

\* Education, economy and society; and

\* Passion, strategy and trust.

He went on to say that "the key to secure success for all students in all settings and school transformation is to bring strategies together and make them effective. To build this strength and secure such alignment requires outstanding leadership and governance."

This was the same theme Caldwell presented at the Hong Kong School Principals' Conference 2008. "In the 21st century setting, concerns of education, economy and society have to be aligned. Schools need to find the right balance between its intellectual, social, spiritual and financial capital, and school leaders are required to articulate a compelling vision with passion, strategy and trust." In the same breath when he was presenting the school principal as the surfers, Caldwell was also calling for principals to strike the right balance.

Also at this conference, Professor Cheng Yin-cheong, Acting Vice President (Research and Development) at HKIEd and Chairman of the Organizing Committee, echoed Professor Caldwell's call for synergies. "This Conference is testimony of the common desire of school leaders, academics and policy makers to develop a closer working relationship. The participants came in anticipation of creating synergy from their collective experiences and working together."

## Conclusion

So after the initial laughter over the surfer analogy, everybody at the conference was once again sober. Risk-taking was not in the agenda. After all, salt at its best is for seasoning. It is not food. Less is better than more. Schools do not need extreme sports players as principals. And principals do not need to go to extremity to prove their authority.

If analogies are required to present a clear picture, why not the school as the philharmonic orchestra and the principal as the director? If sports are needed, then the school as a football team and the principal as the captain. As Hong Kong has just hosted the Olympic Equestrian event, let us use horse as the analogy. Schools need work horses, not show horses.

## Notes

1. The Hong Kong School Principals' Conference is an annual event jointly organized by HKIEd, the Hong Kong Subsidized Secondary Schools Council and the Subsidized Primary Schools Council, and co-organized by the Hong Kong Special Schools Council. This year, the one-day event, with keynote speech and seminars covering educational policy, leadership, and learning and teaching drew around 1,000 school principals and deputy principals of primary and secondary schools, together with policy makers and education practitioners. Professor Caldwell was the keynote speaker
2. Wikipedia is the free open content encyclopedia project operated by the United States-based non-profit Wikipedia Foundation. By April 2008, Wikipedia had over 10 million articles in 253 languages. The English edition had over 2,400,000 articles as of July 2008. These articles have been written collaboratively by volunteers around the world and can be edited by anyone with access to the Internet. The contents, therefore, contain original research or unverified claims, which are to be handled with discretion.
3. For details on Darwin Smith, read Collins, J., (2001) *Good To Great – Why some companies make the leap... and others don't*. London: Random House Business Books, Chapter 2.
4. Senge, P. (1999) *The Fifth Discipline – The Art & Practice of The Learning Organization*. London: Random House Business Books, 341-352
5. Goleman, D., Boyatzis, R., & McKee, A. (2002) *Primal Leadership – Learning to Lead with Emotional Intelligence*. Boston: Harvard Business School Press, 93
6. *ibid.* 256
7. Anderson, J.A. (2005) *Accountability in Education* UNESCO: The International Institute for Educational Planning (IIEP) & The International Academy of Education (IAE), Education Policy Series, 6
8. Caldwell, B.J. & Spinks, J.M. (1992) *Leading the Self-managing School*. London: The Falmer Press, Chapter 3
9. Ponton L., (1997) *The Romance Of Risk: Why Teenagers Do The Things They Do*. New York: Basic Books.
10. Professor Brian Caldwell presented this paper at a symposium and conference on the theme of 'Sustainable Leadership in Education' organized by the Faculty of Education and Social Work at the University of Sydney, September 21-22, 2006.





# 健康資訊

## “聲沙”小百科

教師作為“靠把聲搵食”的行業，經常出現咽喉不適，喉嚨總是好像有東西卡住，痰黏難吐，或者，乾咳無痰，聲帶沙啞，甚至失聲的困擾，是否沖一杯“胖大海”、蜜糖水或者有如廣告所說“喉嚨痛，聲音啞，一樽(川貝枇杷露)攪掂晒！”，就能夠解決聲帶受損的問題？答案當然是不。

眾所周知，過度用聲，是令聲帶受損的主要原因之一。其他導致聲沙的成因包括：一、由病毒或細菌引致的急性咽喉炎及慢性咽喉炎；二、聲帶發生病理性變化，例如聲帶神經線癱瘓、肥厚性聲帶炎、聲帶小結、息肉或癌腫等；三、胃酸倒流；四、喉返神經受傷或被食道、肺腫瘤壓迫；五、女性因經期前後或食用避孕藥物令荷爾蒙轉變等。對於教師來說，講話多，加上不恰當地用喉嚨發音，往往令聲帶過度磨擦，日久便會“起枕”，形成息肉。

治療方法，西醫主張多喝水，戒煙酒、咖啡等刺激物。若情況嚴重便需要透過手術切除息肉，但手術亦只是治標方法，並不能治本。最重要是改善用聲方法，否則息肉切除後，仍會再出現。必要時可到言語治療師學習正確用聲方法及聲帶護理知識，以改善聲線質素。

中醫的治療方法，是根據個別人士的體質，對證下藥，並非一味胖大海、蜂蜜或川貝枇杷露便可治理。胖大海和川貝枇杷露的確能潤肺化痰，主治因風熱引起的咽喉腫痛、音啞等病症。胖大海更具利咽開音的功用，但由外感風寒引起的音啞，以及對因聲帶小結、聲帶息肉、聲帶閉合不全、煙酒刺激過度引起的嘶啞，均屬無效。至於蜂蜜，能潤燥補虛，潤腸通便，但有濕熱或大便秘結者則應慎用。

香港大學言語及聽覺科學部近年就曾對坊間常用的藥材及漢方產品進行研究，測試人參、枇杷膏及西瓜霜是否具有預防聲沙、潤喉、補中氣或防止咽喉炎的功效。研究結果顯示，“被視為具有補氣作用的人參及具有潤喉作用的枇杷膏，與聲稱有消除咽喉炎功效的西瓜霜，均沒有證據顯示有預防療效。”其實這些測試結果，反映出研究員忽略了中醫辨證論治及複方組合的特色，正如前所述，中醫會按不同體質人士以及其聲帶病變徵狀的差異，而採用針對性的中藥治療；加上藥物的配伍，才能達到療效。聲沙喉痛的發生，中醫認為主要由於外感、臟腑虛損及肝氣鬱結引起。



註冊中醫師：劉靄卿小姐

現任註冊中醫師，香港浸會大學中醫學學士，並曾於加拿大多倫多安省中醫學院修讀，取得中醫、針灸及推拿學文憑。現於鴻健中醫診所駐診。地址：銅鑼灣渣甸街5-19號京華中心11樓1104-1105室(電：2805-6623)及尖沙咀山林道8號高荔商業中心3樓(電：2384-6242)



## 簡單治法/食療

聲沙喉痛的發生，中醫認為主要由於外感、臟腑虛損及肝氣鬱結引起。

簡單治法/食療，老師們可按本身的體質和症狀，選擇適合自己的方法。

**(1) 外感風熱：病初起，咽喉紅腫痛，聲音嘶啞；兼有怕冷發熱、頭痛或咳嗽。**

治法：胖大海 4 枚，桔梗 3g，生甘草 6g，桑葉 15g，牛蒡子 6g，薄荷 6g

煮法：前五味藥先煮 45 分鐘，熄火後加入薄荷，燜 2 分鐘，倒出後加適量蜜糖調勻。

(若症狀輕微，可選取胖大海，桔梗，生甘草及蜜糖燉茶。)

**食療 1：雪梨川貝茶**

材料：雪梨一個(挖去梨心)，加入川貝一錢，純正蜂蜜少許，隔水燉 2 小時後連雪梨食用。

**食療 2：金銀菜杏仁豬肺湯**

材料：白菜乾二兩，鮮白菜一斤，南、北杏仁各三錢，豬肺一個，蜜餞五枚，果皮二片。

**(2) 外感風寒：病初起，咽喉淡紅、不腫、微痛，聲音嘶啞；兼有怕冷或頭痛等。**

治法：荊芥 10g，防風 6g，紫蘇葉 6g，生姜 6g，桔梗 6g，生甘草 6g

煮法：煎煮 45 分鐘，煮至 1 碗水，倒出飲用。

外治法：紫蘇葉 50g，煎水作蒸氣吸入，或煎水含在口腔漱口。

**(3) 虛火喉痛：聲嘶日久，咽喉微紅、微腫、微痛。**

**食療 1：鮫魚片茺葵湯**

材料：鮫魚一條(去骨切片)，茺葵四錢，鹽少許，先用熱開水煮茺葵，下鹽調味，最後加入鮫魚片，連湯渣一起食用。

**食療 2：金銀菊麥冬參茶**

材料：金銀花、菊花、麥門冬、太子參、玄參各 3 錢，以沸水沖泡約 30 分鐘，代茶飲用。

**(4) 肝氣鬱結**

女性月經前後，兩脅或乳房脹痛，情緒緊張，口乾，喉嚨痛，喉嚨有痰或異物的感覺，或有突然失聲或感到口苦的徵狀。

**食療：玫瑰花茶**

材料：乾玫瑰花蕾 8 枚，以沸水沖泡約 15 分鐘，加入少量蜜糖飲用。

防病更勝治病，在防治方面，首先要預防上呼吸道感染，避免聲帶發炎，並積極治療咽部周圍器官之疾病以防止刺激源之產生。用適當音量、音調和速度說話，避免叫喊或高談過久，可練習用腹部(丹田)發聲，避免只用喉頭髮聲，易使聲帶受損。同時注意睡眠充足，飲食清淡，多食新鮮蔬果，每天至少飲八杯開水，戒煙酒，減少吃太鹹、太乾或煎炸辛辣食物，並配合食療。如果咽喉不適持續一個月以上，應向您的醫生求診。



香港女教師協會  
(會員資格申請表)  
www.hkwto.org.hk

個人資料: \*請以正楷及大草書寫

中文姓名: \_\_\_\_\_ 英文姓名: \_\_\_\_\_

香港身份證號碼: \_\_\_\_\_ 生日日期: \_\_\_\_\_

住址: \_\_\_\_\_

學校/任職機構: \_\_\_\_\_ 學校/機構地址: \_\_\_\_\_

選擇你的聯絡方法: ☐ 住址 ☐ 學校 ☐ 手提電話 ☐ 電郵 ☐ 其他 \_\_\_\_\_

職位(任教科目): \_\_\_\_\_ 教師註冊證號碼: \_\_\_\_\_

電郵地址: \_\_\_\_\_ 傳真號碼: \_\_\_\_\_

教育程度:

☐ 中學 ☐ 大專 ☐ 大學 ☐ 研究院 ☐ 其他(請註明): \_\_\_\_\_

年齡組別:

☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 或以上

會員類別:

☐ 永久 (HK\$200) ☐ 普通 (年費 HK\$20) ☐ 轉為永久會員(\$180)

介紹人: \_\_\_\_\_ 日期: \_\_\_\_\_ 簽名: \_\_\_\_\_

填妥後請將表格傳真至 2 7 8 7 7 3 1 2 並於七個工作天內寄回支票。付款請用劃線支票，抬頭寫「香港女教師協會」，並寄往九龍旺角西洋菜南街 101 號金德行 4 字樓。(支票背後請寫上姓名及聯絡電話)

由執行委員會填寫

負責聯絡人: \_\_\_\_\_ 會員編號: \_\_\_\_\_

繳交會費: ☐ 已繳交銀行名稱及號碼: \_\_\_\_\_ ( )

批核人姓名: \_\_\_\_\_ 簽署: \_\_\_\_\_ 批核日期: \_\_\_\_\_





# 香港女教師協會

「香港女教師協會」，簡稱「女教協」；乃一維護女教師專業權益的團體。本會由一班從事教育工作及對香港教育發展有承擔的女教師組成，宗旨是關注女教師的專業需要及所面對的問題，提昇她們的專業水平、地位及發展。

本會已舉辦了多項專業交流發展訪問團包括上海、深圳寶安和安徽等。促進香港海內外女教師的專業互動。此外，本會亦就當前教育的迫切問題進行廣泛而深入之研究，客觀及公正地反映前線心聲。

本會自2007年10月設立會址後，先後舉辦不同的專業講座及工作坊(包括：減壓、眼保健操、紅酒、中醫養生和投資等)，讓會員們可以提昇不同的專業知識。本會亦定期舉辦多類型的興趣班(包括：瑜珈班、跳舞班、健身拳擊班、英語會話班、普通話拼音班和攝影班等)，讓會員們可以善用餘暇，盡情放鬆，以促進身心健康。

## 聯絡我們

會址：旺角西洋菜南街 101 號金德行 4 樓  
會址開放時間：星期一至日下午 1:00~8:00  
星期四休息

電話：27877311 傳真：27877312

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