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長青

EVERGREEN

張詠然老師畢業於香港中文大學，主修地理與資源管理。現時在觀瑪任教地理科、通識及初中公民教育。

受到老師的啟蒙，她決定成為一位教師。她是在進修時結識到一位教授新聞翻譯的恩師。恩師教她的不只是應有的課程內容，更至社會時事、旅遊、哲學等等。她有感自己有不足之處，於是思考自己該怎樣才能讓自己不斷提升，感染他人。最後，她找到了教師這份有意義的工作。談到理想教學，她希望每一堂學生都「有所得著」。她也希望學生能增加對世界的認知及觸覺。她認為學生應建立自己的世界觀，多留意世界的變化及走勢。

她十分喜歡旅行、看書、看電影及做手工藝。她曾經與朋友擺設攤檔作義賣、替人畫記事簿封面及做手工創作，最近則在玩皮革。她對美術十分感興趣。但她到了大學才能修讀一些美術課程，對於中學時學校沒有開設藝術的科目、沒有真正修讀過視覺藝術，感到有點缺失。

觀瑪學生給了她乖巧、好學的印象。她覺得觀瑪學生主動和有責任感，在其他方面則仍有進步空間。整體而言，學生可在功課上做得更好。觀瑪學生應努力、用功讀書，不要浪費觀瑪營造的良好學習氣氛。她期望同學好好裝備自己，迎接將來充滿競爭的社會。



張詠然老師

老師專訪



馬耀宗老師

馬耀宗老師畢業於香港大學，主修歷史，後來進修語言學。馬老師在港大當研究助理時曾遠赴英國劍橋大學作短期研究，後來曾到澳洲短期留學。他現時在觀瑪任教歷史，亦是公民教育組的一員。他亦協助升學輔導組的工作。

在觀瑪就讀中一時，他就開始喜歡歷史。他把歷史當作一本真實的小說，更對歷史有一種執著，希望能成為歷史教師或歷史學家。他認為教學工作甚具挑戰性，而且亦合乎自己開朗，愛與人相處的性格，因而成為教師。他認為歷史教師需要絞盡腦汁想辦法去「俘虜」學生，以較吸引的方式將歷史交代出來，引發學生的興趣，繼而親自追尋「真相」。

「考試不只是考驗學生的能力，亦考驗定力。」他認為學生的水平差不多，只要多溫習便會成功。成敗的差距在於讀書的定力。另外，每位同學都應該了解自己的特性，因為各人所需的溫習方法都不同。此外，他認為可能現時升學的出路多了，而學生心態亦有所改變，未必會盡力學習。他勸勉同學不應因為有「後路」而放慢了自己的步伐，最後痛失了美好的前程。

最後，馬老師表示特別感謝潘志輝老師對他的栽培。他知道他無法取代潘老師，但他希望可以將潘老師對他的栽培承傳給觀瑪的每一位同學。

Ms. Wong, graduating from a Canadian University, is now teaching junior secondary English and senior secondary English Oral.

Her lecturer once said, 'Education is of paramount importance in a society because it can make a very huge difference to the society.' This saying was deeply imprinted on her mind. She believes she can contribute to the society by guiding and inspiring the youth to make discoveries in their own learning as well as broadening their horizons.

Comparing with the students in other schools Ms. Wong taught before, she thinks KTMC students are more active, willing to accept various challenges, like learning from each other and have high expectations for themselves. It is fortunate that KTMC has provided a good academic atmosphere for constructive competitions. She hopes KTMC students can use more English to communicate and try different learning styles to learn more effectively. 'KTMC students need to brush up their English and it is actually not difficult to master it,' she stressed. 'To improve English in our daily life, you can listen to English songs and watch foreign movies,' she added.

'The learning process sometimes seems interminable and not easy at all. However, this can help us develop our endurance, persistence and humbleness, which are virtues we must possess in order to overcome challenges and difficulties,' Ms. Wong reminded us.

In her spare time, Ms. Wong enjoys cycling, hiking, reading and watching movies.



Ms. Wong Hiu Wan

Ms. Lai obtained her bachelor degree in English Language and Literature from Hong Kong Baptist University. She is now teaching English in KTMC.

When studying in university, she once worked part-time and taught primary students in a local community centre where she discovered she was interested in teaching. After graduation, she started her career as a teacher. It seems to her that teaching is always challenging as teachers need to adapt to changes and teach different students every year. She would like to bring changes and fun to her students' life. She believes this is what makes teaching so special and meaningful.

Ms. Lai's teaching goal is simple. 'I hope all my students can learn something new after each lesson,' she said. She will be pleased as long as her students have put their effort into learning. She hopes to see her students make improvement and this would strengthen her motivation for teaching.

Having taught in KTMC for some time, she believes Maryknollers are all capable. She expects students to be more active in class. 'Students should not only passively receive what they are taught in class, but they should also take their initiative to learn actively,' she stressed.

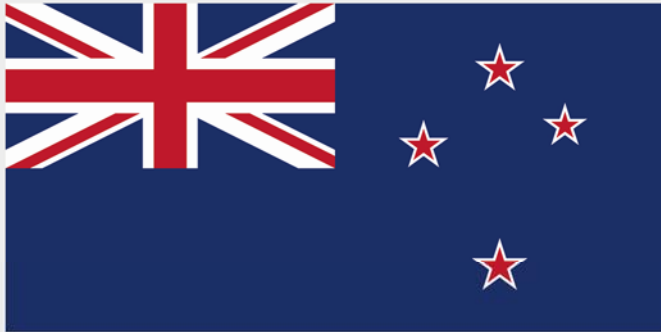
Apart from teaching, she has a great passion for drama. She enjoys watching drama performances, hoping that this can bring more inspirations to her teaching.



Ms. Lai Sze Ling

Our Net Teacher — Ms. McCann

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Ms. McCann, our new native English teacher (NET), comes from New Zealand where she obtained her English degree. She started her teaching in 1980 in New Zealand and later went to the UK to continue her teaching career. In 2006, she came to Hong Kong and has been teaching in different schools, ranging from international schools to subsidized schools. Besides English, Ms. McCann is also experienced in teaching English Literature, French and Spanish. Now, she teaches junior secondary English Oral and is the English teacher of Class 2B in KTMC.

From her point of view, the biggest challenge for KTMC students is to speak English without feeling shy or embarrassed. She thinks Maryknollers are generally shy. She said genuinely, 'I hope Maryknollers can work hard and take advantage of every opportunity to speak English to the NET.' She always encourages students to speak more English to others like their teachers in their daily life in order to eliminate the sense of embarrassment. She thinks students need not be too aware of the grammatical mistakes they may make at the very beginning. Instead, they should try to speak English in an assured manner in front of other people.

Speaking of her goal in KTMC, she aims to encourage people to speak English confidently and fluently. Whenever she is asked 'how to learn English', she immediately changes the statement to 'how to use English.' It is sad to know that many students having learnt English for more than 6 years already have enough knowledge of English but they just do not take the initiative to use English in their daily life. She believes language is a tool for communication and the ultimate goal for our learning is to talk with others in English freely.

She compared English learning to a performer's life. When it comes to application, we apply what we have learnt during lessons when writing letters and talking to foreigners while performers put the skills they have obtained during training into practice during performances.

Ms. McCann reminded us that exams are only stepping stones to drive us to success. More importantly, students need to learn to integrate the four English skills (i.e. reading, writing, listening and speaking) and put the theories into practice. What all students should do now is to be more determined to use English in their daily life as often as possible.

Take her experience in learning French as an example. In order to learn and manipulate French well, she reads books written in French and watches French TV shows. 'It's all about discipline,' she said. Therefore, to learn English well, she thinks students need to immerse themselves in English. She suggested students listen to English songs and watch English films. In addition, Maryknollers can watch and read more news in English because this especially helps secondary students learn English, in terms of vocabulary and sentence structures.

As for speaking, she suggested "starting with small goals" in order to make ourselves feel comfortable. We can start with saying 'hello' to our teachers and friends to cultivate a habit of speaking in English. If we do so frequently, we will feel more comfortable speaking English. Thus, our English will improve unconsciously.

Apart from being gifted in languages, Ms. McCann is talented in music. She is a musician and was once a classical singer. She writes church songs and performs them on stage. She has learnt to play the piano, guitar, violin and trumpet, and she once joined a regional symphony orchestra.

Finally, Ms. McCann reminded us to believe in ourselves and have confidence in our abilities. 'There is nothing we can't do,' she said.

新時間表

編輯：鄉世洲、方家源、劉允彥

學生有話說

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新的學年，觀瑪迎來了全新的時間表，我們作為第一年接受新時間表的學生，希望就此給予校方一些從學生角度出發的意見。

為了解校方更換時間表的原因，我們早前曾約見學務組梁華偉副校長。梁副校長指出更換新時間表有以下目標：第一，增加各科目的連課數目。第二，透過在科與科之間加插小息，希望學生能在小息時段提早轉移課室，減省老師與同學到不同課室上課所浪費的時間，從而增加教學時間。

新時間表與舊時間表的分別在於新時間表的每一節課縮減了5分鐘，擠出時間增加一節課。上課的時間由一天8節課，每節40分鐘，變成一天9節課，每節35分鐘。

小息時間方面，則由以往一節25分鐘的小息，變為兩節小息，第一節為20分鐘，第二節為10分鐘。

而午飯時間由過往的12:15改為12:30，學生同樣有70分鐘午飯時間。

雖然校方的出發點是為學生的好處著想，但毫無疑問地，新時間表確實存在不少問題。




小息

小息時間總數看似增加，但事實上，現時的小息未能給予充裕的時間讓同學或老師休息或處理公務。根據同學們的經驗，一旦課堂稍為延長，小息便轉瞬即逝，有時還要找老師詢問或商談事情，遲到下一節課可說是無可避免。正如校方所言，學生們會花費小息時間去到不同課室上課準備下一節課。對高年級的同學而言，一旦下一節課是選修科，需要前往其他課室，令時間顯得更不足。事實上，第二個小息的時間實在短得令人咋舌，有一種雞肋的感覺。就此看來，計算上課堂延長，及同學平均用在轉移課室的兩至三分鐘時間，小息時間實際上是減少了。

課時

根據梁華偉副校長所言，學校在計算課時比例是否達標準時，首先按照各科各級的需要分配，假若某年級的A科目課時不足，學校則會以初中、高中為單位分別計算，在另一年級補回課時。現時，由於中三的科目較多，在分配上減少了某些科目的課時，並把時間補予從前課時較少的科目，而整體的課時比例仍符合教育局的標準。雖然校方的做法能使各科目課時比例達致標



準，但似乎無法彈性處理各科的需要。部分需要較多教學時數的科目課時被削，令老師很可能趕不及完成課程，需要為學生補課。根據測驗日及中期試的觀察，不少初中同學要補課追趕課程。根據現況推斷，在往後的測驗考試前，同學也可能需要補課。可見上述課時不足的問題對同學們造成不少影響，值得關注。

還有另一個問題，就是體育課和倫理課課時太短了。讓大家可以舒展筋骨的體育課，本為80分鐘，現在改為70分鐘。換體育服往往需時10分鐘，而某些班級可能要到秀雅道球場上課，來回需時。可想而知，真正能給我們活動的時間，是很有限。

午飯時間

在新時間表落實之前，我們的午飯時間是12:15PM，這個時間避免了與觀塘區其他中學重疊午飯時段。從前，我們較能閒適地走到食肆，而當同學在享用完午飯後，其他學校的學生也就陸續到達，或只需等候一段短時間。而我們當然也能閒適地返回學校——但現時一切也不同了。

今年的午飯時間是12:30PM，從圖表可見，現時觀瑪的午飯時間雖然是比其他學校開始得早，但也早不了多少，而且觀瑪位於其他學校的中心，步行前往各食肆所需時間，實際上與其他學校的到達時間相約。結果輪候時間比從前大大加長，出現了和其他學校學生競爭的現象。相信大家也有過跑遍幾家食肆都是滿座的經驗，到你找到有空位的食肆，或終於輪候到座位時，午飯時間早已所餘無幾。現在我們需要比較急趕地前往食肆，因為如果你慢了一點，就可能要付上大量的時間候席。區內大部分食肆在十二時半的午飯時段基本是座無虛席。即使你能夠得到一席位，相比以往，食肆需要招待的可不只有我們，等待食物的時間絕對是長了不少。

潛在問題

縮短了的小息和失去了轉堂的空隙，令同學失去了放鬆一下的機會，使學生出使了的集中力不足的問題。根據過往研究顯示，普遍成年人大約能集中精神45分鐘；而青少年則只有40分鐘。



現在新時間表的課堂編排大多都是兩連堂，甚至三連堂，期間沒有轉堂，學生需要集中70-105分鐘，這對於普遍的青少年來說是有一定的負荷。以往的時間表學生雖然仍然至少需要上80分鐘課堂才能放小息，可是其中卻有至少一次的轉堂空隙。

對於學生來說，這短短幾分鐘的空隙是相當重要的。校方過往的說法是：有鑒於不少學生因於轉堂時間逗留在課室，並沒有即時收拾課本到下一個課室上課，因而延遲了課堂開始時間，所以校方特地編排連堂，從而增加每一堂課堂的上課時間。可是校方或許忽略了另一個問題。其實真實的情況會不會是學生真的有需要去休息？集中太長時間容易在一放鬆的時候，出現疲倦的感覺，這正正是身體給我們的警號：該休息了。以往就是因為有幾分鐘的轉堂時間，使同學可以稍微放鬆一下，活動伸展手腳，去補充應付下節課所需的精神。會不會我們真的忽略了學生們最真實的需要？如果讓學生在精神疲憊的情況下上課，會不會適得其反，降低學習效能？

總括而言，經歷了半年多的新時間表，對學生們而言，要面對的問題不少。校方應檢討一下新時間表的種種不足，看看是否有改進的空間，從而得出一個更適合學生的時間表。



編輯們的話

能夠為觀瑪編寫長青，留下筆跡是我們嚮往的事情。從中一來到觀瑪開始，我們便成為了長青的讀者。閱讀師兄們製作的長青，自己心中也萌生「為大家編寫長青」的想法，想要用文字為觀瑪留下足印。我們便是懷著這份心意，組建了這個編委會內閣。雖然也曾有點憂慮是否有足夠的能力勝任這份工作，但想到有機會為同學服務，為觀瑪出力，很自然就接受了挑戰。

這是我們第一份的長青。我們不敢說這份長青做得完美無瑕，但當中蘊含的，是我們一眾編委會成員的心意。我們希望能道出同學的心聲。同時也希望同學讀過後能對觀瑪的生活多一份思考。希望大家欣賞。

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