基孝人

Keihauers
2026-2027

Stories of Self-Directed Learning and Perseverance ・ 自主學習和自強不息的故事

GLOBAL LEARNING

TEACHER'S ENLIGHTENMENT

PEER LEARNING A.I. LEARNING

TEACHER-STUDENT INTERACTION



聖公會基孝中學

Companionship, Team Spirit & Commitment

1+1 Scheme

Overseas Study Tour for Academic High Achievers

The Culture and Nature Exchange Tour, a sponsored trip under the 1+1 Scheme, took place from 13 to 19 July 2026 in Melbourne, Australia. Aiming to foster international cultural exchange, broaden students' global perspectives, and deepen their understanding of Australian history, native wildlife, and natural ecosystems, the programme accommodated 39 participating students. Free of charge to participants, the tour served as a reward for the students' outstanding performance in the scheme. Throughout the week, students visited central Melbourne landmarks, the Great Ocean Road and the Twelve Apostles, Westerfolds Park, Rayner's Orchard, Moonlit Sanctuary Wildlife Conservation Park, Phillip Island's Penguin Parade, and Churchill Island Heritage Farm, all while completing various learning activities.



What is the 1+1 Scheme?

5A 09 Nie Tai Fu

The 1+1 scheme is a program that gives students a platform to study and grow stronger together. It aims to encourage them to improve their academic performance. In this scheme, a stronger student pairs with a relatively weaker one. They are all encouraged to work hard together throughout the semester. At the end of the scheme, 39 students who achieve remarkable results are given the incredible opportunity to go abroad for the study tour.

When I first learnt about this scheme, I was thrilled by the chance to go abroad on an exchange. At the same time, I was inspired to strive to do well in my examinations.



Working with my partner

5C 11 Liu Chung Yeung

I worked with my study buddy to prepare for our revision. Overall, I really enjoyed working together with him because we could support and encourage each other throughout the process.

Having a study partner not only kept me motivated and accountable, but it also made studying much more engaging and effective.

Through this experience, I learned the importance of teamwork and communication in learning, and I am confident that our joint effort helped us improve our academic performance.

The trip to Melbourne (Part 1)

5C 07 Kwok Ka Wa

Early in the morning, our group set off from the airport to central Melbourne. The city had a special mix of busy modern life and old-world charm, with iconic trams travelling along the roads. Excitement filled me as this was my first visit to Australia.

We first dropped by St Patrick's Cathedral. I was amazed by its high pointed arches and glowing stained-glass windows. Sunlight filtered through the colourful glass and lit up the stone ground. I wandered around and admired the fine artwork.

Afterwards, we headed to the Botanical Gardens. The fresh, gentle air was welcoming. Large lawns, shady trees and unique plants surrounded us. Unlike the packed streets of Hong Kong, this green space offered a relaxing break.



Later in the trip, we drove to the highlight of our trip: the Twelve Apostles on the Great Ocean Road. It was breathtaking to know they were carved slowly by nature over millions of years. Standing there, I realised how tiny humans are next to the amazing forces of nature. I will never forget my time there!

The trip to Melbourne (Part 2)

5B 09 Ma Ho Hin Alex



In the second half of our trip, we visited many fantastic spots. First, we headed to Westerfold Park to see kangaroos. I was enthralled to watch them hopping peacefully on the grass; they were so close to us! Then we went fruit picking at Rayners Orchard. We picked juicy fruits and tasted them straight away. They tasted much fresher than shop-bought ones.

Later, we explored Moonlight Sanctuary and saw different kinds of Australian wildlife. Finally, we visited Brighton Beach. We took lots of photos next to the bright, colourful beach huts.

This wonderful experience stays in my mind and makes me wish I could go back again.



Our Australia trip with our NET, Mr Edward

5C 13 Pang Chun Kit

Having a NET on our Melbourne study tour was a fantastic addition to the trip! The teacher not only took great care of us throughout the journey, but also constantly encouraged us to speak English in real-life settings, helping us quickly build confidence. A true highlight was the food-themed English task at Queen Victoria Market. During this immersive challenge, we had to interact directly with local vendors, inquire about their produce and popular dishes, and complete a video to introduce the market. Through this task, English stopped being just textbook grammar and became a genuine, practical tool for everyday connection—making this trip an incredibly rewarding and unforgettable experience!

What did I learn from the 1+1 Scheme?

5A13 Yu Cheuk Lam



Reflecting on this year's 1+1 Scheme, I can honestly say it has been one of the most rewarding experiences of my student life. Being paired with a partner from the Top 31–60 meant we had different strengths, and that turned out to be a real advantage. We set regular study sessions, which slowly became less of a chore and more of a routine we both looked forward to. Through explaining concepts to each other, I found that I understood the material far more deeply than I would have alone.

Now that I am back from the trip, I feel more determined than ever. The trip reminded me what I'm working towards, and it has made me want to push even harder next year to earn a place on the trip again. The 1+1 Scheme has shown me that effort truly pays off.



Cross-Cultural Connections
Meeting Imogène



When Hilary meets Imogène

Spending time with Imogène has been truly enjoyable and enriching. We have shared meals and attended classes together, including ICT and Physics.

One memorable highlight was having lunch with Mr. Fong, where we enjoyed a lively conversation and learned more about each other. Imogène shared insights about her school life in France and showed us photos of her campus online. I was amazed by its impressive size and specialized subject buildings, which highlighted how French schools differ from Hong Kong ones.

Above all, I deeply admire Imogène's remarkable adaptability. Navigating a new language, food, and daily routine is challenging, yet she communicates confidently and embraces every experience. Her resilience is truly inspiring, and I hope to learn from her!

4A14 He Minghui Hilary



Bonjour! My name is Imogène, and I am a 16-year-old exchange student from France. I will be studying at Kei Hau Secondary School for the coming year. So far, my journey here has been wonderful, even though school life in Hong Kong is quite different from what I am used to back home.

For instance, French students do not wear uniforms, and we are free to wear accessories, paint our nails, and dye our hair. Our schedules are also far more flexible: our day might start at 8, 9, or even 10 a.m., and usually finishes around 5 or 6 p.m., with Fridays often ending early.

Lunchtime brings another exciting contrast. In France, most of us choose from a limited menu in the school canteen. In Hong Kong, however, I love exploring the vibrant variety of food around our school. My absolute favourites are local dishes like chow mein and char siu – they are delicious, filling, and so different from meals in France. All these fresh experiences have made my time here unforgettable, particularly during my favourite classes, ICT and Visual Arts!

4A27 Imogene Misrach



Project Smart
through the students' eyes

Throughout the year, the students along with two of our NETS, Ms Kez and Mr Edward, embarked on a multitude of trips around Hong Kong. The goal was to show students how we can use English in new environments and act like tourists in a place we call home. After a steep walk up from Central in early March, we reached Hong Kong's Zoological and Botanical Gardens. In the following months, we also ventured to the Science Museum, Central Market and the Heritage Museum. We wrapped up our Project Smart with a visit to Disneyland. Let's hear from our students about their experiences.



Mia Zhuang Yalin 5A26

In Project Smart, our foreign teacher brought us to different places in Hong Kong for fun English activities. My favourite stop was the Central Market. Ms Kez gave us a checklist of items in English. We had to hunt for them and take photos of things like a necklace on a cabinet, a shop assistant wearing an apron and egg waffles. After finding each one we had to say its English name out loud. This allowed me to pick up some useful daily vocabulary.

Alex Huang Xuye 3A3

On our trip to the Science Museum, I played chess with another student against AI. It made me realize how well it handles games with clear and stable rules. At the Heritage Museum, I saw a bold and new painting style of the Mona Lisa. This sparked my creativity and encouraged me to paint my own version. Most meaningfully, the trips introduced me to rare animals at the Zoological Gardens and deepened my understanding of Hong Kong's culture. It was an unforgettable and enriching experience that broadened my mind.



Miki Shen Wing Hei 3A27

My favourite trip was definitely visiting Hong Kong's Zoological and Botanical Gardens. There were all kinds of cute animals to see including the orangutans and toucans. They were so cute that I couldn't take my eyes off them. This particular trip greatly expanded my English vocabulary because the names of the animals were written in English on the information plaques.



廢物變寶藏，勇奪科研獎
中三生培養「神隊友」默契

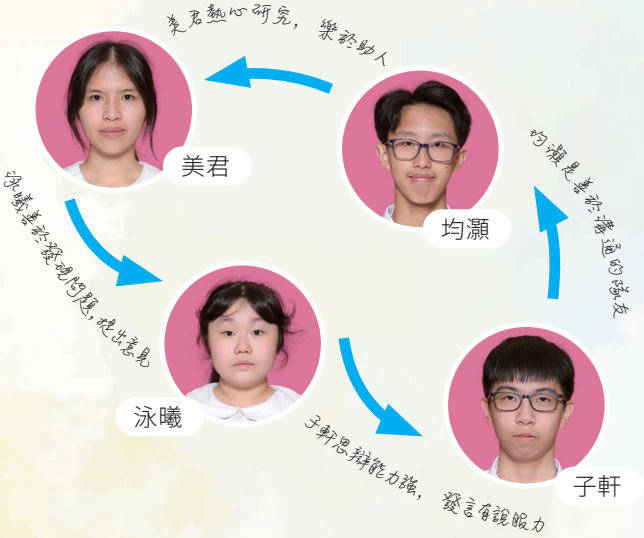
「科研小隊」成立短短兩年，幾位初中同學就玩出了大名堂！他們研發出名為「粟粟加油」的天然環保包裝，巧用廢棄的粟米果葉當作「生物鋼筋」，配上粟米澱粉和甘油，完美替換傳統塑膠。這項兼具創意與環保的發明，一舉奪得「香港創科展2026」全港優異獎及「第八屆大灣區數字教育 STEAM 卓越獎—新材料及新能源」優異獎！

不僅學會科學知識，更學會協作之道

最打動人心的，並非耀眼的獎牌，而是四位隊員——沈泳曦、呂美君、李均灝和傅子軒之間的默契與友愛。

做科研哪有不碰壁的？當評審指出產品缺陷時，孩子們沒有推卸責任，而是聚在一起查資料、擬方案，認真測試。泳曦分享道，大家分工明確，互相幫忙彌補缺點；美君也笑言，最開心的是能與組員互相欣賞，一起在生活中汲取靈感。

細看同學對彼此的評價，更令人心頭一暖。



這種互相信任、懂得欣賞他人優點的團隊氣氛，正是他們屢創佳績的關鍵！

靈活應用知識，讓每個孩子發光發亮

小隊在一次閱讀分享中，談到美國作家拿破崙・希爾 (Napoleon Hill) 著作《思考致富》(Think and Grow Rich) 對他們的的啟發。該書提到：

「很多人以為『知識改變命運』，真正的關鍵是知識的『應用』才能改變命運。……許多偉大的成就來自於將舊有的概念、被忽略的資源或平凡的事物重新組合。看似無用之物，或是尚未發光的人，只要放在對的位置並加以雕琢，就能發掘出巨大的隱藏價值。」

小隊十分認同這些觀點，看！他們的研究項目，不正是實踐了希爾先生的觀點？一群孩子真正享受學習之餘，還能結交到一班互相扶持、共同進步的好朋友，收穫的不僅是科學知識，更是獨立思考與團隊協作的能力。



從害羞男孩，到摘星的全港冠軍
——「師生同行」點亮孩子宇宙夢

陪伴孩子成長的路上，您是否也曾暗自顧慮：

「孩子性格內向、害怕上台，升中後能適應嗎？」

「孩子的興趣太冷門，學校會有足夠資源栽培他嗎？」

在啟田道五號，上演了一段動人的真實故事：一位曾經連說話都雙腿發抖的害羞男孩，在兩位物理老師的悉心陪伴與引導下，不但成為「香港少年太空人」，更親手製作天文望遠鏡奪得全港一等獎，躍升為帶領近百人學會的自信領袖。這不只是一段追夢奇蹟，更是一幅充滿溫度與歡笑的「師生同行」圖卷。

從瑟縮角落，到追尋星空

故事主角王灝鑾的天文夢，始於小二時買的一本《萬個為什麼－天文篇》。同時，看著媽媽煲涼茶、買藥材，他也對中醫產生濃厚興趣。



2024 年 5 月 31 日，灝鑾參加校友陳國樑中醫師主持的健康養生講座



同年 7 月 20 日，與隊友參加全港天文問答比賽



2024 年暑假過關斬將，入選少年太空人計劃

然而，這個滿腦子奇思妙想的男孩，初中時卻極度膽小內向。灝鑾笑著回憶道：

「初中中文課做小組討論，還未輪到我，心跳就開始加速、雙手不斷發抖。」

到了中四，他獲副校長邀請在家長晚會分享參加太空營的見聞時，更是怯場得不敢直視台下觀眾。為了突破自己，他硬着頭皮加入辯論隊。

「記得第一場比賽擔任結辯，我左手拿著提示卡，嘴巴說著話，手和腳卻一直在震！比賽完結後，三位評判甚至特地走過來安慰我，叫我不用太緊張……」
這份既害羞又渴望進步的心情，相信不少家長也會感到深深共鳴。

良師如引航明燈：給予機會，更給予擁抱

害羞的孩子要茁壯成長，最需要的不是嚴厲鞭策，而是懂得欣賞並隨時伸出援手的良師。灝鑾有幸遇上了影響他深遠的兩位物理老師——陳仲寧老師與黃子駿老師。



2024 至 2025 學年加入辯論隊，訓練口才



2024 年 11 月 9 日初次到香港電台接受訪問



事隔兩年，2026 年 9 月 21 日再次受訪

陳仲寧老師是發掘灝鑾的「伯樂」。初中時，陳老師舉辦多場實戰觀星活動，讓灝鑾初次近距離接觸浩瀚星空；全港「少年太空人體驗營」招募時，陳老師第一時間鼓勵他報名，並在選拔前夕親自為他補習天文知識，助他從 180 名全港精英中脫穎而出！

到了中五，黃子駿老師則成為他並肩作戰的夥伴。備戰「第五屆香港青少年航天創新大賽」時，灝鑾不甘於使用現成器材，大膽提出「從零開始自製牛頓反射式望遠鏡」。面對這個高難度任務，黃老師非但沒有質疑，反而運用高階光學知識，與他一起拆解光路設計、計算焦距，並以 PVC 管、3D 打印組件及消光布進行組裝。在學校資金支持下，這部精密的望遠鏡成功誕生，並一舉勇奪高特組一等獎！黃老師讚賞道：「我最欣賞灝鑾知難而進、勇於突破自我的魄力，看著他成長為能以英語向友校簡報的領袖，連我也深感敬佩！」



當觀星遇上颱風：最寶貴的一課「Plan B」

追星之路並非總是晴空萬里。2026 年 7 月，灝鑾作為天文學會主席，帶領團隊與三所友校合辦「四校聯校觀星日營」。不料當日掛起一至三號風球，下午更下起傾盆大雨，原定的戶外觀測全數取消。

看著籌備多時的活動受阻，團隊難免失落。黃子駿老師鼓勵大家：「天文觀測本就是學習『與大自然和未知相處』。天時不可控，但我們準備好的『地利』與『人和』——破冰遊戲和工作坊，就是最棒的學習！」這番話讓灝鑾迅速振作，當晚雨停後立即帶領同學衝出戶外認星、組裝望遠鏡，讓活動圓滿收官。這種「亦師亦友、患難見真情」的互動，無疑是校園裡最迷人的風景。

基孝老師為每一個夢想鋪路！

在愛與資源兼備的環境下，灝鑾帶領的天文學會人數由 68 人躍升至 93 人，他更獲邀接受香港電台《奮發時刻》專訪，如今站在台上已能不看講稿、侃侃而談。

每一個孩子都是一顆獨一無二的星球，有的璀璨，有的初期暗淡，只待適當的光芒去照亮。在基孝校園裡，我們看到的不是冷冰冰的分數，而是一群甘為人梯的老師，用專業、耐心與無條件的信任，牽著孩子的手，從雙腳發抖的起點，一路走向繁星閃爍的遠方！

薪火相傳創作路



這不只是一個關於寫作的故事，更是令人津津樂道的「薪火相傳」故事。

從「不感興趣」到創作新星

吳榕蓉同學真誠地回憶道：

「其實中二之前，我對寫作並沒有太大的興趣……」

轉捩點出現在中二年級，潘海怡老師接任了榕蓉的中文科老師。潘老師敏銳地發現，吳榕蓉雖然害羞文靜，卻擁有相當出色的寫作天份。為了不讓這顆寶石被埋沒，潘老師在教室裡施展了什麼魔法？

「潘老師在日常寫作練習之外，會設計一些充滿啟發性的寫作題目，讓班上同學構思，然後要求同學當功課繳交。每當交上構思，潘老師都會認真評閱，給予細緻又溫暖的意見。讀了老師的評價後，我又會重新思考，然後提筆寫成文章。」

就在這種「構思—點撥—修訂」的互動中，寫作不再是一件苦差，榕蓉的情感與天份被徹底點燃，從此建立起對寫作的濃厚興趣！

一本月刊，串起兩代人的文學夢

這段師生緣分最動人之處，莫過於「薪火相傳」的奇妙巧合。潘老師說：

「高中時，我的中文老師送來了一本《香港中學生文藝月刊》。那是供同學試閱的。我看見該月刊接受同學投稿，便嘗試了，最後作品獲刊登。當我發現榕蓉有寫作潛質，便第一時間鼓勵她向《香港中學生文藝月刊》投稿。」

結果令人振奮！過去一年，榕蓉有兩篇文章成功獲刊登。同一個文學園圃，昔日潘老師獲得肯定，從此愛上了寫作，成長為一位滿懷熱情的中文老師；今天榕蓉得了潘老師的灌溉，長出「愛寫作」的花苗，促使她繼續寫作投稿，樂此不疲。

一本月刊，竟完美地連結了兩代人的文學夢想！

牽孩子手，帶他們欣賞美好世界

《香港中學生文藝月刊》的主編、著名詩人和散文家關夢南先生，十分欣賞榕蓉的才華，不單發電郵鼓勵她繼續投稿，更邀請她加入一個文學愛好者的社交群組。那兒，榕蓉結識了不少愛寫作的同學，也獲預告《香港中學生文藝月刊》即將徵稿的題目，叫她仿如進入了一個奇妙國度。

談到榕蓉如何培養出寫作興趣，潘老師感性地分享說：

「老師給學生展示的，不單是知識。傳授知識是老師的工作。老師經歷過美好的世界，很想跟學生分享。同學未有機會接觸的視角，老師把它帶給同學，期望同學活得精彩，活得豐盛。」

每一個孩子，都擁有獨特的潛能，只要給予適當的啟發，搭建屬於他們的舞台，他們都能發光發亮。除榕蓉外，班上已有好幾位同學受到鼓舞，紛紛嘗試提筆投稿。不管他們將來入讀什麼學系，投身社會後幹什麼工作，這段青蔥歲月，他們都已走過一段永不言悔的創作路。

良師引路 妙筆生花

從昔日語文成績平平，到勇奪第十七屆魯迅青少年文學獎港澳賽區特等獎，何索妮用文字驚艷賽場。這場華麗蛻變，離不開良師的溫暖鼓勵與精準指引。

點燃自信 筆尖綻放

索妮小六來港時正值疫情，需上網課。以往在內地求學，她的中文成績不算出色。來港後，她入讀聖公會基顯小學。

索妮回憶，某次寫作練習後，老師十分欣賞她的作品，在課堂上公開朗讀，對她讚賞有加。這份認同叫她如沐春風，讓她從此建立寫作自信。升上中三後，她受業於蔡美萍老師，至今近四年。蔡老師常鼓勵同學參加徵文比賽，不斷拓寬視野。

多元啟發 巧妙引導

蔡老師指導寫作，講求生動與深度。在一場以「文化傳承」為題的比賽前，為讓同學理解抽象概念，老師特別播放製作竹蒸籠的紀錄片，展現這傳統工藝之美。畫面刻骨銘心，索妮把它牢牢記住。



潘老師熱愛寫作，她在統籌同學參加「魯迅青少年文學獎」的同時，自己也報名參加公開組賽事，結果她與何索妮都奪得比賽的最高榮譽一特等獎。



何索妮與蔡美萍老師、潘海怡老師，以及硬筆書法組得獎同學李梓盈、吳榕蓉於頒獎典禮合照。

2026 年 5 月，索妮報名參加魯迅青少年文學獎，成功晉身 2026 年 6 月 27 日舉行的決賽。決賽採現場作文形式，共設三道命題，參賽者任擇其一寫作。對於三道題目，索妮起初毫無頭緒。突然，蔡老師播放過的紀錄片閃過腦海，紮作竹蒸籠的畫面激發了靈感，她決定選《站在家門口看世界》這道題目，創作父親堅守竹蒸籠店，將手工蒸籠推向世界的故事，讚揚父親傳承香港記憶與文化的精神。

甚麼是「積學儲寶」？索妮與蔡老師完美地為大家示範了。

拆解範文 揮灑自如

除了情境啟發，蔡老師的教學亦非常嚴謹扎實。她經常派發公開試範文與同學分析，剖析不同等級作品的優劣。經年累月下，同學釐清門道、拿捏要訣，寫作時自然融會貫通，揮灑自如。

良師巧思引路，學子妙筆生花。索妮的獲獎傳奇，正是教育最美的一筆。

聽「文學之星」談寫作



在「第二十一屆中國中學生作文大賽」，傅美宁憑著作品《消失的鄉音》，一舉榮獲全國決賽「恆源祥文學之星提名獎」和「一等獎」，以及香港賽區「旭日文學之星」等殊榮。

大賽總主題為「印記」，美宁的文章以爺爺的杭州話與水鄉童年回憶為引子，記述隨現代化遷居市區後對鄉音的疏離與反思，呈現出深刻的親情牽絆與地域文化價值。

人工智能尋靈感
核心仍在真情志

不少人擔心廣泛使用人工智能(AI)後，同學會躲懶或失去獨立思考，但美宁的寫作過程卻提供了一個極佳的學習範例。美宁創作《消失的鄉音》時，巧妙地運用了人工智能。她先把作文題目直接輸入 AI，讓 AI 建議多個寫作方向，然後從中挑選。她強調作品內容必與自己的生活密切關連，否則缺乏真情實感，難以感動人心。文章開首說：

小時候，他（爺爺）總愛抱着我，坐在老宅天井的藤椅裏，看雨水順着黛瓦滴落，暈染在青石板上。

這段對童年生活細致入微的描摹，來自美宁的生活體驗，是她心底最真切的回憶。

擬定方向後，美宁再次借助 AI 搜集寫作素材。她的家鄉在杭州，而決賽地點恰巧在鄰近家鄉的上海，她便聯想到上海話與杭州話都面對失傳的危機。於是，她把保育方言的使命，自然地融入鄉土生活與祖孫溫情之中。文中描寫爺爺播放舊磁帶時對鄉音的感嘆，將祖孫溫情與地域文化危機緊密相扣：

爺爺摩挲着磁帶機，輕輕地喃喃道：「這些腔調啊，只有用杭州話唱才夠味哩，就像龍井要配虎跑水，少了這份鄉音，味道就淡了。」

到了文章後段，表弟重新向爺爺學習鄉音的情節，更展現了文化的世代傳承：

臨走時，表弟用蹩腳的杭州話對爺爺說：「爺爺，我下次回來，你教我唱那個戲腔好不好啊？」爺爺愣了愣，眼眶一下子紅了，顫着手摸了摸堂弟的頭，又看向我，連連點頭：「好，好，爺爺教你們，都教。」

老師重點指導
文章意境昇華

除了良好的構思與豐富的素材，老師的引導也是文章質素飛躍的關鍵。美宁表示，自己在構思作品上花了許多工夫，而指導老師建議她修改文章重心、強化情節，從而讓文章的主題思想更加突出鮮明。文末將鄉音與文化的思考，昇華至全新高度，使主題格外鮮明：

我忽然明白，鄉音從來沒有真正消失，也從來不是普通話的敵人，它只是從喧嘩的「日裏」，退守成了靜默的「夜裏頭」……藏着歷史的印記，藏着我們的根，藏着親人間最溫暖的牽絆。

從美宁的經驗可以看到，現代科技工具（如 AI）可以成為引導靈感與搜集素材的好助手，但文章的靈魂始終來自孩子真實的生活感受與情感累積。日常生活中，不妨多觀察身邊的人事物，再配合師長的適時指引，自然能寫出精彩篇章。



與香港評委謝向榮教授、指導老師蔡美萍老師合照