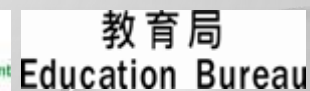


第十六屆綠色學校獎
邁向綠色幼兒學校
THE 16TH HKGSA
HEADING TOWARDS GREEN PRE-SCHOOLS
2017-2018

主辦



協辦



環保基礎建設 ENVIRONMENTAL INFRASTRUCTURE (20%)

- 校園綠化 CAMPUS GREENING
 - 傳播訊息及收集意見 COMMUNICATION & OPINION SHARING
 - 勘查校舍，確認需要 KNOWING THE CAMPUS AND NEEDS
 - 創造概念及計劃工序 SHAPING CONCEPTS & PROCESSES
 - 發放成果 OUTCOMES ANNOUNCEMENT
 - 效用及教育元素 EFFECTIVENESS, ESP. IN TERMS OF EDUCATION
 - 多樣性 DIVERSITY
 - 對本地生態有益 BENEFITS TO THE LOCAL/ REGIONAL HABITAT
 - 分工 ALLOCATION OF MANPOWER
 - 簡潔且醒目的標示 CLEAR AND EYE-CATCHING LABELS
 - 回饋、檢討 FEEDBACK, EVALUATION

環保基礎建設 (續) ENVIRONMENTAL INFRASTRUCTURE (20%) (CON'T)

- 校園環保設施 ENVIRONMENTAL FACILITIES ON CAMPUS
 - 引入時機及目的 TIMING OF INTRODUCTION & PURPOSE
 - 受眾、頻率與規模 USERS, OCCASIONS & SCALE
 - 運作成本 OPERATIONAL COST
 - 減少(需要)、取代、拒絕、重用、再造、維修...THE 6”R”S
 - 投資未來 VS 增加開支 INVESTMENT? BURDEN?
 - 回饋、檢討 FEEDBACK, EVALUATION

環境管理 ENVIRONMENTAL MANAGEMENT (20%)

- 環保政策 ENVIRONMENTAL POLICY
 - 對環境、未來的承諾 PROMISE
 - 具策略性：主旨及目標 BE STRATEGIC: THEME AND GOAL
 - 全校師生必須清楚明白 STAKEHOLDERS' ACKNOWLEDGEMENT
 - 可供家長或有關人士翻閱 ACCESSIBLE
 - 簡明文件 CONCRETE, EASY TO BE UNDERSTOOD
 - 管理層確認 ENDORSED BY THE MANAGEMENT LEVEL

環境管理 (續)

ENVIRONMENTAL MANAGEMENT (20%) (CON'T)

- 環保措施實踐
 - 室內空氣質素 INDOOR AIR QUALITY
 - VOCS、微生物MICROBES、有害氣體TOXIC GAS、異味ODOURS、傳播媒介AGENTS、致敏原ALLERGENS
 - 噪音控制 NOISE CONTROL
 - 源頭SOURCE: 外來噪音 (外→內) EXTERNAL/ 內部噪音 (內→外 或 內→內) INTERNAL
 - 措施MEASURES: 硬件HARDWARES、協商COLLABORATIONS、指引GUIDELINES...
 - 節約用水 WATER CONSERVATION
 - 視乎CONSIDERATIONS: 淡水FRESH WATER、鹹水FLUSHING WATER、灰水GREY WATER、污水SEWAGE...

環境管理 (續)

ENVIRONMENTAL MANAGEMENT (20%) (CON'T)

- 廢物管理 WASTE MANAGEMENT
 - 6R原則 THE 6 “R”S PRINCIPLES
 - 存放 STORAGE
- 節約能源 ENERGY CONSERVATION
 - 6R原則 THE 6 “R”S PRINCIPLES
 - 安全 SAFETY
 - 別忘記「燃料」也屬此項 “FUEL” SHALL ALSO BE INCLUDED
- 運輸交通 TRANSPORTATION
 - 大眾運輸、單車、車輛共乘...等 MASS TRANSPORTS, BIKES, SHARED CARS, ETC.
 - 校巴 SCHOOL BUSES: 除了「停車熄匙」還可以做更多 TRY TO DO MORE THAN ONLY “IDLING ENGINE OFF”
- 綠色採購 “GREEN” PURCHASING
 - 嘗試了解產品生命週期 TRY TO UNDERSTAND PRODUCTS LIFE-CYCLE
- 環保膳食 “GREEN” MEALS
 - 碳足印 CARBON FOOTPRINT
 - 加工、處理、包裝，都在透支 UNPAID DEBT FROM PROCESSING, HANDLING, PACKAGING...

環境教育

ENVIRONMENTAL EDUCATION

(40%)

- 融合環境教育於各學習領域 INTEGRATION OF ENVIRONMENTAL EDUCATION INTO OTHER DISCIPLINES OF STUDY
 - 教學計劃 TEACHING PLANNING: 把環境教育的元素加入學習中 INFUSION WITH DAILY LEARNING
 - 引進/自製所需的特別環境教材 TEACHING AID INTRODUCTION OR CREATION
 - 環保資源目錄 CATALOGUES/LISTS
 - 參與外界活動 COOPERATION WITH OUTSIDE PARTIES
- 校內舉辦環保活動 ENVIRONMENTAL ACTIVITIES
 - 有計劃、具主題性 WELL-PLANNED, THEMATIC
 - 師生及家長參與 STAKEHOLDERS' PARTICIPATION
 - 完備記錄 (計劃、進程和評估) DOCUMENTATIONS (PLANS, PROGRESS AND EVALUATIONS)

環境教育(續) ENVIRONMENTAL EDUCATION (40%) (CON'T)

- 評估及回顧環境教育成效 REVIEW OF EFFECTIVENESS OF ENVIRONMENTAL EDUCATION
 - 制定有效機制評估 AN EFFECTIVE ASSESSMENT MECHANISM IS IN PLACE TO EVALUATE...
 - 正規課程 REGULAR CURRICULA
 - 聯課活動 CO-CURRICULAR ACTIVITIES
 - 了解成效 KNOWING THE ENVIRONMENTAL AWARENESS ON
 - 教師 TEACHERS
 - 學生 STUDENTS
 - 家長 PARENTS

學生家長對環保活動的參與性 PARENTS' PARTICIPATION IN ENVIRONMENTAL ACTIVITIES (20%)

- 成立家長會 (或類似群體) SETTING UP A PARENTS' COMMITTEE
 - 組織/協辦環境教育及活動 ORGANIZE AND FACILITATE EDUCATIONAL ACTIVITIES
 - 建議和意見 PROVIDE OPINIONS AND SUGGESTIONS
 - 修訂學校的環保政策 FINE-TUNE SCHOOL'S GREEN POLICY
 - 回饋平台 PLATFORM TO FEEDBACK
- 舉辦環境教育活動考慮家長的角色 PARENTING ELEMENTS IN ENVIRONMENTAL EDUCATION ACTIVITIES.
 - 加入親子元素 MORE INTERACTIONS FOR FAMILIES
 - 常鼓勵家長參與/策動環境教育活動 (被動→主動) ACTIVE INVOLVEMENT

自我評核表

SELF-ASSESSMENT FORM

- 評分0, 1, 2, 3 及「不適用」 SCORES FROM 0 TO 3, OR “N/A”
- 「不適用」：相關項目不適用於學校，從計分中剔除 “N/A” MEANS THE ITEM SHALL NOT BE APPLIED, TO BE EXCLUDED.
- 0：沒有任何環保考量 NO INVOLVEMENT
- 1：初步進行，分散而零碎 IN EARLY STAGE, SEGREGATED, LIKELY A TRIAL
- 2：環保考量深入，普及面廣，有連繫及策略 WIDELY AND DEEPLY INVOLVED, WITH ORGANIZATION AND CONNECTION
- 3：全面推行且不斷檢討和改進 FULLY ADOPTED WITH REGULAR EVALUATION AND IMPROVEMENT

2. 計分表

計分方法

(一)環保基礎建設	=	$\frac{\text{分數總和}}{\text{適用問題數目} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
(二)環境管理	=	$\frac{\text{分數總和}}{\text{適用問題數目} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
(三)環境教育	=	$\frac{\text{分數總和}}{\text{適用問題數目} \times 3}$	x 40 =	$\frac{\quad}{\quad \times 3}$	x 40 =	
(四)學生家長對環保活動的參與性	=	$\frac{\text{分數總和}}{\text{適用問題數目} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
						總分

2. Calculation Sheet

Calculation Method

(1) Environmental Infrastructure	=	$\frac{\text{Total Scores}}{\text{No. of Relevant Questions} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
(2) Environmental Management	=	$\frac{\text{Total Scores}}{\text{No. of Relevant Questions} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
(3) Environmental Education	=	$\frac{\text{Total Scores}}{\text{No. of Relevant Questions} \times 3}$	x 40 =	$\frac{\quad}{\quad \times 3}$	x 40 =	
(4) Parents' Participation in Environmental Activities	=	$\frac{\text{Total Scores}}{\text{No. of Relevant Questions} \times 3}$	x 20 =	$\frac{\quad}{\quad \times 3}$	x 20 =	
						Total Score

總分數	狀況
76 – 100	優良
51 – 75	良好
26 – 50	普通
少於 25	須立刻進行改善

Total Scores	Performance
76 – 100	Excellent
51 – 75	Good
26 – 50	Fair
25 or below	Immediate Improvement Required

初選評審 (3~4月) PRELIMINARY ADJUDICATION (MAR-APR)

- 全程限時一小時 LAST FOR ONE HOUR IN MAXIMUM
- 無固定流程，由校方主導 GUIDED BY SCHOOL, NO FIXED FORMAT
 - 建議流程為「先講解、後巡視」"BRIEFING FOLLOWED BY CAMPUS TOUR" IS SUGGESTED
 - 可以邀請其他持份者參與但需衡量合適性及控制比重 INVOLVEMENT OF OTHER STAKEHOLDERS IS ALLOWED, BUT PROPORTION IN PRESENTATION AND SUITABILITIES SHALL BE GAUGED CAREFULLY
- 審視學校環境 ON-SITE INSPECTION
- 聽取校方匯報 REPORTING FROM SCHOOL REPRESENTATIVES
- 翻閱佐證 SUPPORTIVE PROOFS OR REFERENCES SHALL BE PREPARED
- 提問或要求額外證明 INQUIRY OR REQUEST FOR ADDITION PROOF MAY TAKE PLACE
- “3”分項目需要實證支持 SOLID PROOF IS A MUST FOR ITEMS SCORED AT “3”
- 不會即場回應實際成績 NO PROMPT RESPONSE REGARDING THE RESULT

得獎學校經驗分享
EXPERIENCE SHARING FROM
AWARDED SCHOOLS

博愛醫院任永賢夫人
幼稚園幼兒中心

P.O.H. MRS.YAM WING YIN
KINDERGARTEN DAY NURSERY

楊伊琪校長

MS Y.K. YEUNG, PRINCIPAL

得獎學校經驗分享
EXPERIENCE SHARING FROM
AWARDED SCHOOLS

香港靈糧秀德幼稚園

HK LING LIANG CHURCH SAU TAK
KINDERGARTEN

陳翠兒主任

MS T.Y. CHAN, HEAD TEACHER

The background features a light gray gradient with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance.

分組討論

GROUP DISCUSSION

討論方式及題目

- 分為4小組 INTO 4 GROUPS: A B C D
- 每組集中討論一個範疇 EACH GROUP HAS A FOCUSED CATEGORY FOR DISCUSSION
- 就範疇內各項逐一討論 DISCUSS ON EACH ITEM
 - 該怎樣做才可以獲取”2” 分或以上 HOW TO GET A SCORE “2” ON THAT PARTICULAR ITEM
 - 哪些項目有困難有待克服 ANY DIFFICULTY, YET TO BE OVERCOME
 - 討論時須考慮同組成員自身學校條件能否配合 INDIVIDUAL SCHOOL BACKGROUND SHALL BE CONSIDERED
 - 挑選最有信心及最困難的項目各一作匯報 CHOOSE TWO ITEMS FOR REPORTING: THE MOST CONFIDENT ONE AND THE TOUGHEST ONE
 - 匯報時間15分鐘 EACH GROUP HAS 15MINS ON STAGE

思考方向

WHAT MAY COME UP IN YOUR MIND

- 引入某些「環保」的硬件要考慮些什麼? WHAT SHOULD YOU THINK BEFORE INTRODUCING A “GREEN HARDWARE” ?
- 單兵作戰? 全校響應? LONG WOLF OR WHOLE SCHOOL?
- 下而上? 上而下? 持份者包括誰? WHO INITIATES AND WHOM INVOLVES?
- 持份者的定位, 能力, 責任及授權? POSITIONS, ABILITIES, RESPONSIBILITIES AND AUTHORIZATION?
- 「長官的期望」, 你們有嗎? DO YOU FEEL THE EXPECTATION OF YOUR BOSS?
- 資源何來? RESOURCES, WHERE ARE THEY?
- 評估怎樣做? 是否做問卷? EVALUATION = QUESTIONNAIRES?
- 有哪些校外資源? ANY EXTERNAL RESOURCE AVAILABLE?
- 有什麼工作要跟進? ANY FOLLOW-UP?
- 新措施的種類、規模如何拿捏? SELECTION OF NEW MEASURE AND ITS SCALE?
- 家校合作時會遇到什麼阻力、疑慮? RESISTANCE OR WORRY RAISED FROM PARENTS?

總結 CONCLUSION

- 標榜「環保」的硬件是否環保? 必要性? 成效? 運作成本? 對它(們)的認識有多深?
IS IT REALLY “GREEN” AS IT WAS CLAIMED? NECESSARY? EFFECTIVENESS? COST?...THINK TWICE
- 全校參與, 切勿單打獨鬥
EVERYONE SHALL TAKE PART.
- 下而上、上而下都可成功, 只要上下一心 (持份者共識)
CONSENSUS IS THE KEY.
- 認清持份者的定位, 能力, 責任及授權
UNDERSTAND DIFFERENT STAKEHOLDERS AND GIVE THEM TRUST AND POWER
- 善用現成資源, 減少重覆投資 (E.G. 業界共享、社區資源)
LOOK FOR AVAILABLE RESOURCES (EXISTING IN OTHER SCHOOLS OR COMMUNITY). DO NOT INVENT THE WHEEL AGAIN.
- 評估的設計: 不妨由家長入手 (訪談/問卷的取捨?)
PARENTS CAN BE VERY HELPFUL IN EVALUATION
- 改善現有的工作習慣和流程往往較易適應
DO NOT PUSH YOUR PEERS TOO HARD
- 良好的存檔
PROPER DOCUMENTATION
- 從小/少做起, 逐漸演變/擴展、形成習慣 (「21」天效應?)
SHAPING A GOOD HABIT TAKES TIME & REPETITIONS (THE 21-DAYS EFFECT?)
- 注重行為實踐, 家校合作培養環境公民習慣 PRACTICE MAKES PERFECT. FAMILIES HAVE CRUCIAL ROLES IN NURTURING ENVIRONMENTAL CITIZENSHIP

聯絡及查詢 FOR INQUIRY

- 電郵BY E-MAIL: YIPSK@EDUHK.HK
- 電話BY PHONE:
 - 2948 8129 MR EDDIE YIP

- 資源及表格可於以下網站獲取

RESOURCES AND FORMS DOWNLOADABLE FROM:

[HTTP://SCHOOL.ECC.ORG.HK](http://SCHOOL.ECC.ORG.HK)

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it, primarily concentrated in the top-left and bottom-right corners. The text is centered in the middle of the slide.

歡迎提問
Q & A
SESSION