



專題分享暨交流會

「ChatMeWe：僕人領袖掌握自我省察及與團隊相處共事之道」

為面對各項挑戰，結連學界領導層，共建一個願意效法耶穌基督的群體，並交流如何能將各項僕人領袖素質實踐，現舉辦「僕人領袖團契」第九次聚會，誠邀閣下參加：

專題分享：日期：2023年6月10日（星期六）
時間：下午2:30 - 4:45
地點：浸信會呂明才中學演藝廳
(新界沙田源禾路11號)

1. (與新世代同工共事——領導遇到的困難、挑戰與心得)
盧巧藍校長 (保良局莊啟理幼稚園)

2. (後疫情團隊的變化：復常的衝擊)
徐婉碧校長 (循道衛理聯合教會丹拿山循道學校)

3. (學校領袖的自我認識與掌握)
黃子峰先生 (東華三院教育科高級教育服務主任(策劃及發展))

主題回應：
張文彪博士
(香港中文大學教育學院教育行政與政策學系名譽專業顧問、著有《忙而不亂—僕人領袖反思集》、《僕人領袖之12項修煉》、《僕人怎能領導學校——僕人 領導學與教會辦學》等書)

分界別分組交流與祈禱
報名請按/掃描 QR Code
截止日期：2023年6月6日
查詢：29488848 陳小姐 或 電郵 christianfaith@eduhk.hk

網址：<http://www.eduhk.hk/christianfaith>
電話：2948 8848 或 christianfaith@eduhk.hk



ChatMeWe：僕人領袖掌握自我省察及與團隊相處共事之道

學校領袖的自我認識與掌握

黃子峰

與校長同行的觀察與體會



◆校長甲的苦惱

◆老師乙的憤怒

◆副校長丙的困擾



領袖共建計劃的同儕分享



領袖共建計劃的同儕分享



Midterm Convening

CLJ Journey of Shaper
#36 Gary Wong

KEY LEARNINGS

Compassionate Systems Leadership @ MIT:

Generative Social Fields

Systems Iceberg

Mandala for Systems Change

School Visits @ Parker & NEIA:

- Competency and Skill-based Assessment Framework
- Human Centred Design

Case Training @ HBS:

- Ensure Coherence between Parts - PELP coherence framework to diagnose systemic analysis of complex set of challenges

- Deep Purpose - Satisfied with work, Engaged with strategies and inspired by purpose
- Ambidextrous Leadership - Exploit and Explore; Control and Innovation
- Question Zero, Theory of Change & the Logic Model

"TAKE"

- Inspiration and Wisdom from wide spectrum of Shaper Community
- Pioneers' advice on Compassionate Systems Leadership
- Companionship in Co-creation and Co-learning

"GIVE"

- The Theory and Practice of Servant Leadership for School and System Leaders
- The Professional Development Framework in Action for School Leaders: Self Awareness, Self Efficiency & Self Identity

APPLICATION

April 15, 2023

Succession of School Leadership through TW2.0 Professional Development Model

Gary Wong
Tung Wah Group of Hospitals Education Division

April 15, 2023

Succession of School Leadership through TW2.0 Professional Development Model

Gary Wong

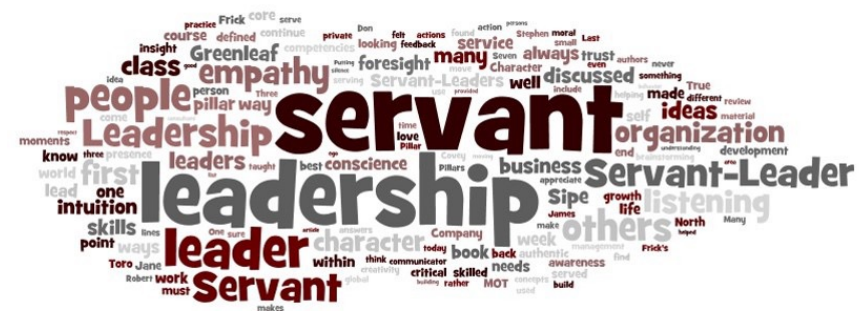
Tung Wah Group of Hospitals Education Division

Harvard Business School
Executive Education

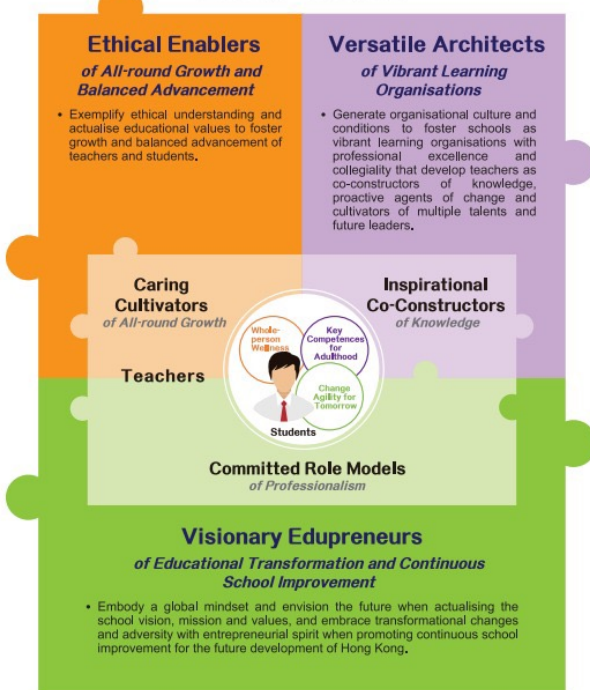
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香港學校領袖相關框架的再思考



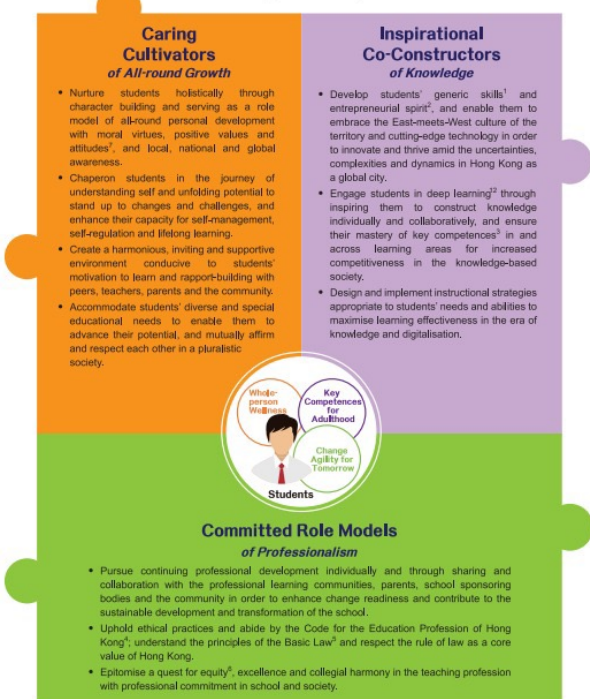
The Three Professional Roles of Principals and Stage Descriptors



Each professional role of principals is supported by three stage descriptors, portraying principals' visions and missions in their professional growth. These stages, however, do not necessarily correspond to the professional experience of a principal. A principal can be at different stages of their professional growth in different professional roles.



The Three Professional Roles of Teachers and Stage Descriptors



Each professional role of teachers is supported by three stage descriptors portraying teachers' visions and missions in their professional growth. These stages, however, do not necessarily correspond to the teaching experience of a teacher. A teacher can be at different stages of their professional growth in different professional roles.



香港學校領袖相關框架的再思考



Key Qualities of the *P*rincipals in HK



Developed and Written by
Allan WALKER and Clive DIMMOCK with the assistance of
Anissa Chan, Daniel CHAN Wing-kwong, Robin CHEUNG Man-biu & Cecilia WONG Yeuk-han

Core Areas for School Leadership	Educational Values	Professional Knowledge	Leadership Skills				Attributes
			Personal	Communicative	Organizational	Influencing	
Strategic Direction & Policy Environment	↑	<ul style="list-style-type: none"> Education Policies Education Trends Legal Context 	<ul style="list-style-type: none"> critical thinking prioritising & goal setting visioning 	<ul style="list-style-type: none"> writing & speaking active listening key-point presenting 	<ul style="list-style-type: none"> prioritising & goal setting planning / vision building Shared decision making 	<ul style="list-style-type: none"> culture building vision building negotiating motivating 	↑
Teaching, Learning & Curriculum		<ul style="list-style-type: none"> Curriculum Design & Evaluation Teaching & Learning Social & Child Psychology Coaching & Counselling Management & Leadership Computer Technology 	<ul style="list-style-type: none"> prioritising & goal setting 	<ul style="list-style-type: none"> giving feedback 	<ul style="list-style-type: none"> planning team building supervising & monitoring appraising goal setting & prioritising 	<ul style="list-style-type: none"> culture building motivating coaching & counselling modelling 	
Leader & Teacher Growth & Development	↓	<ul style="list-style-type: none"> Professional Development Coaching & Counselling Health & Stress Management Technology 	<ul style="list-style-type: none"> self-reflection self-motivation 	<ul style="list-style-type: none"> giving feedback active listening 	<ul style="list-style-type: none"> planning organizing appraising evaluating 	<ul style="list-style-type: none"> culture building motivating coaching & counselling modelling 	<ul style="list-style-type: none"> Courage Resilience Self-confidence Modesty
Staff & Resource Management		<ul style="list-style-type: none"> Service-orientation Empowerment Equity & Fairness Whole-person Development 	<ul style="list-style-type: none"> Curriculum Design & Evaluation Teaching & Learning Social & Child Psychology Management & Leadership Student Assessment 				<ul style="list-style-type: none"> Tough-mindedness Benevolence/ Respect Collaboration
Quality Assurance & Accountability	↓	<ul style="list-style-type: none"> Financial Management Allocating & Deploying Resources Management & Organisation Management of Resources Computer Technology 	<ul style="list-style-type: none"> prioritising & goal setting 	<ul style="list-style-type: none"> writing & speaking 	<ul style="list-style-type: none"> planning & delegating interpreting team building decision making 	<ul style="list-style-type: none"> culture building negotiating motivating modelling 	<ul style="list-style-type: none"> Resourceful/ Decisiveness Integrity Political Astuteness
External Communication & Connection		<ul style="list-style-type: none"> Policy Context Evaluation Processes Data Collection & Analysis Computer Technology 	<ul style="list-style-type: none"> prioritising self-evaluation 	<ul style="list-style-type: none"> writing giving feedback 	<ul style="list-style-type: none"> planning & organising data collection & analysis evaluating appraising marketing 	<ul style="list-style-type: none"> culture building motivating modelling 	↓
	<ul style="list-style-type: none"> External Conditions Parental & Community Involvement Computer Technology 	<ul style="list-style-type: none"> prioritising connecting 	<ul style="list-style-type: none"> writing speaking active listening key-point presenting 	<ul style="list-style-type: none"> organising marketing 	<ul style="list-style-type: none"> culture building motivating modelling 		

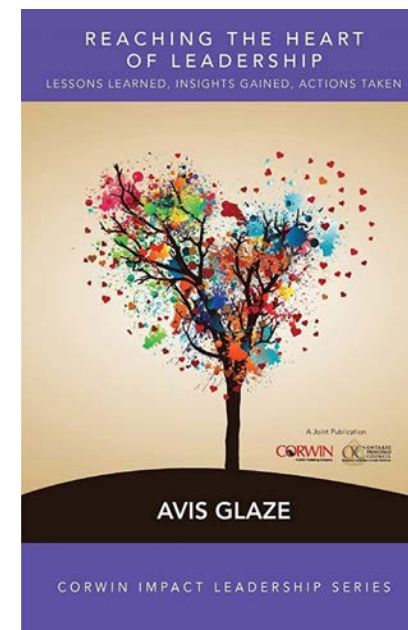
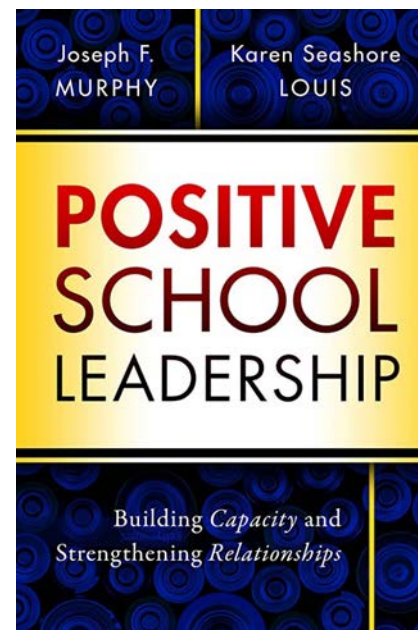
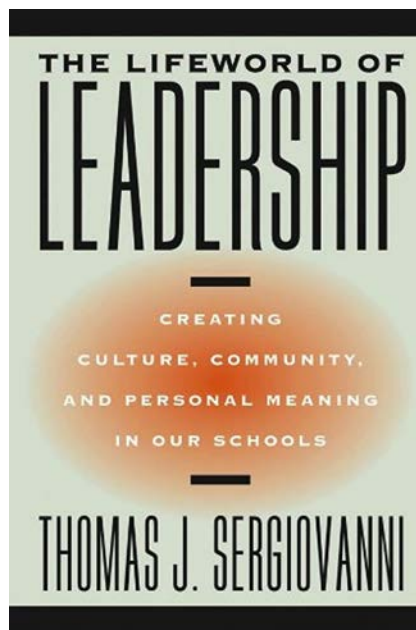
模塑學校文化之基調 領袖的自我認識、自我掌握與效能感



*Purpose Driven
Self Awareness
Self Efficiency
Self Identity*

*Well-being for Self and ALL
Reshape School Culture*

*Key Elements of PD Framework
Leadership Capacity Building
Emotion Management
Social and Communication Skills
Problem Solving Skills*



模塑學校文化之基調 領袖的自我認識、自我掌握與效能感



Disciplines of Positive & Compassionate Leaders

Appreciative Inquiry

Coaching skills

Expectation Management

I Message

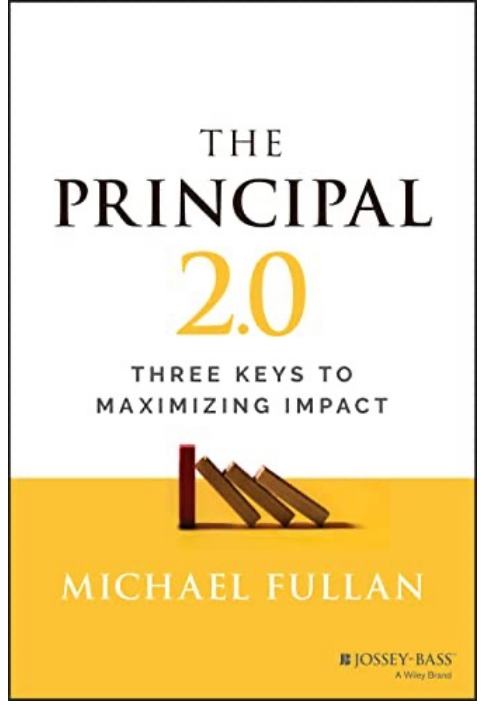
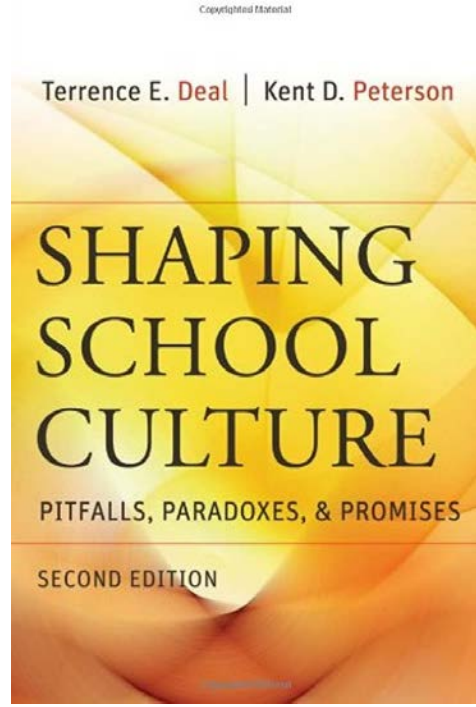
Mindfulness

ACT (Acceptance and Commitment Theory)

PQRS Active Listening Skill

Mediation

Collaboration Map



學校領袖的自我認識與掌握

