



02 How to deal with marks in the motivation of multifaceted education

The statement "Seeking knowledge is not striving for marks" was being propagated on the television for quite a while. However, one day, a friend of mine told me angrily that when he reproached his son for his failing score in the examination, the boy dared to answer back with the above broadcast sentence. Due to this, he asked me that if seeking knowledge was not striving for marks, what should students chase after? He wanted to know could a student be promoted to the higher class with a failing mark and could a low grade student be accepted into the university.

It is true that seeking knowledge is not striving for marks. The fact is that the objective of school establishment is to impart to the children the Five Educational Disciplines of "Morality, Intelligence, Physical Training, Group Life and Beauty". However, practically, greater weight is given to the nourishment of intelligence and its grades. The mark scored is almost noted to be equivalent to the manifestation of intelligence and the marks obtained by the pupils form the important indication (may be the only indication) for class promotion. Seeing into the situation, how can the students, the parents and the teachers not be led along by the element of marks?

Recently there rises the trend of multifaceted education as the present mode of knowledge impartation does bear some defects. Adolescents dislike learning and the problems of the students do become serious day by day. Besides blaming it to be influenced by the society, it is believed there should be some reformation in the educational system. It is said "The same rice raises hundred sorts of people" and we have to admit different persons have different talents and shortcomings. Requiring everyone to own the same qualities is violating the principles of education. To motivate multifaceted education, a set of multidimensional evaluation system should be established. It is grading the students not only through their academic performance in tests and examinations but also their manifestation in various sectors of their school life, for example: the ability of

utilizing the knowledge acquired to solve problems, the learning capacity, the reading capability, social contact competence, etc. Otherwise, no matter how much effort the teacher has exerted to develop multifaceted education, the final grading is still based on tests and examinations of the memorized lessons causing the campaign of the multifaceted education to labour in vain.

As we all know that language utilization is the significant means which human beings communicate with. Language usage is to be acquired through the practice of listening, speaking, reading and writing. However, for a big class of many pupils, most of the assessments have to be in the form of tests and examinations. Since there is little chance for them to express themselves, the students are tongue-tied in English and in Putonghua. Moreover, many will be in mute astonishment when they have to speak in public. All these are due to the emphasis on a certain phase of nourishment, neglecting the others.

Perhaps there is still room for improvement in the present practice of motivating multifaceted education. Nevertheless, it is the correct direction to which all teachers and parents have to proceed. People may ask what can be done as they are not teachers. I would suggest that they should not give too much attention to the marks scored, though grading the performance is quite a way to reveal a pupil's outcome of the learning. Is a mark of 90 a high grade? It could be the lowest in the class, or, of course it could be the highest. May I ask should a child who gets a score of 78 be really worse than another who obtains 79? Therefore, marks are only superficial results. It is only when parents hold appropriate views on their children's marks that multifaceted education can be well motivated in schools.

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Excerpted from "Perfect Parents" 13th. Issue, March 2005



03 如何透过终身学习来适应社会发展需要

澳门近年的社会发展讯息万变，不同行业、不同领域有著不同程度的发展，加上澳门正融入区域经济的洪流中，社会渐趋向多元化发展。过去澳门以制造业为主的景象已不再复，曾经十分沉寂的酒店业亦再见繁盛，销售百货业在上个世纪末至今经历了不同程度的起伏，博彩业发展则是百花齐放。在这种变化迅速的大气候下，人有时会变得无所适从。过去很多从事制造业的工人、地盘工人或从事手工加工业者都认为以澳门的生活水平，只要勤奋努力工作便可以安居乐业；当时的大学毕业生是天之骄子；公务员是铁饭碗等等。但时移势逆，社会发展对人力资源的需求，已经把过去的观念几近彻底粉碎。我们也许预测不到澳门新一轮的发展将会如何，但要在社会发展洪流中成功上游，提升自身的竞争能力实在是不二之法。

近期澳门人力资源求过于供，部分中学毕业生放弃继续升学的机会，投身社会工作。无可厚非，经过数年经济低迷，很多人饱受失业的困扰，在有机会的情况下，“赚快钱”的观念很容易盖过一切。我记得在1988年刚中学毕业的时候，当时澳门的经济发展情况相对80年代初期为好，有点像去年初的小阳春。由于刚毕业，急不可待想脱离读书的压力，希望早日有经济能力，做点自己想做的事。经过一轮的求职申请后，有三所机构表示愿意聘请，其中一间是博彩业机构。经过深思熟虑后，我放弃了较高薪的博彩业而投身电脑行业，决定向自己的兴趣方向发展。

往后的6年里我作了两次转职，但职级和工种大致相同，只是转换公司环境而已。我开始发觉我的竞争力不及后来毕业的中学毕业生，因为知识水平仍停留在6年前，加上相当部分的学识已经遗忘，更遑论与当时的天之骄子大学毕业生相比。再经过深思熟虑之后，我决定重拾学袍，报读夜间大学课程，而且选择当时得令的公共行政课程。这个决心和勇气实在不小，因为想到以后4年里，大部分晚上都需要上课；周末需要温习，考试需要拼搏...年复一年，只要有了开始，就会有结束，转眼已

经接近毕业阶段。大学课程开拓了我的视野，进一步了解到社会的情况。我明白到提升个人竞争力是一个持续的过程，并不以一纸证书为终止，每个课程的结束都只不过是学习阶段的另一个开始。1998年大学毕业后，同学们各散东西，当时人力资源市场已经大不如前，大学生不再是天之骄子，我意识到大学教育正逐渐普及，要提升竞争力，非要付出更大努力不可。因此，我在同一时间开始进入研究生课程阶段和报读另一个范畴的本科课程。由于早已把看电视和玩乐的习惯改为上课和学习，所以一下子已经可以进入状态。在研究生课程快要完成的时候，我第三个范畴的本科课程亦同时展开。而在一些长假期间，我也会参加不同类型的短期课程如电脑绘图、中医、烹饪、急救、翻译等，学习显然已经成为我生活的一部分。

另一方面，虽然不断地学习，但工作方面却原地踏步，然而有些同学已经找到理想的工作，说实在的有时确实会有点气馁和疲倦。到了去年，我终于在事业上踏上一个新的阶梯，找到一份新工作。但有点传奇，我转到了一个与我过去所学习过的多个专业项目并不大相干的行业去。起初心里有点忐忑，抱著尝试的心态去应徵，但其后公司决定聘请。工作下来，我意识到这也许是社会发展的需求—专业知识可以通过学习和培训来提升，但对学习的精神和观念，却不容易转变过来。现今社会所需要的，正是具有多方面知识和能力的人，最重要的是，个人对接受事物和学习所抱的态度。

诚然，有时身边的朋友会问：你哪里有那么长时间读书、学习？难道不需要休息和陪伴家人？答案当然是否定的。终身学习的精神在于一个人的学习态度，只要每日花一点时间，少看一点电视，已经可以平衡学习与休息的时间。正如1997年德国汉堡举行的第五次国际成人教育会议中所倡导「一天一小时、一年一星期」的理念，学习并不是那么一件令人烦闷和困扰的事情，只要持之以恒，定会有所收获。至于