



香港中學校長會
六十周年特刊

THE HONG KONG ASSOCIATION OF
THE HEADS OF SECONDARY SCHOOLS
60TH ANNIVERSARY MAGAZINE

The cover design draws inspiration from the theme “Raising the Bar: To Go Above and Beyond”. At its heart lies a visual metaphor: dots gradually coalesce into lines, stretching from the near foreground into the distant horizon. This elegant transition evokes the steady accumulation of challenges met and breakthroughs achieved—each moment a stepping stone toward greater aspirations and unfolding possibilities.

From the intimacy of close-range discovery to the vast unknown that lies ahead, the composition reveals a layered depth and dynamic flow. It charts a journey of transformation—from solid foundations to bold innovation, from constraint to boundless potential. This visual narrative mirrors the spirit of the theme: a fearless embrace of adversity, a steadfast commitment to exploration, and an unwavering pursuit of progress. It is a testament to the belief that through resilience and vision, we strive to go above and beyond—toward a future shaped by curiosity, courage, and continual growth.

封面設計以「上下求索·跨高越遠」為主題，帶出不畏艱難，堅持探索，跨越阻礙，不斷追求進步，迎向未來發展的信念。構圖採用由近至遠的圓點匯聚成線，延伸至遠方；象徵我們多年來突破每個挑戰，積累成功經驗，從近距離探索到前瞻未來的發展。另外，透過視覺上的層次感與構圖的深度，呈現出一種動態的進程；反映從基礎到創新，從局限到無限的過程。

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***Preface by Chairman
Mr. Lin Chun Pong***



It is with great honour and deep appreciation that I write this preface for the 60th Anniversary Magazine of the Hong Kong Association of the Heads of Secondary Schools (HKAHSS). This publication commemorates six decades of professional commitment, collaboration, and advocacy by secondary school leaders in Hong Kong, and serves as a testament to our shared vision of advancing quality education in our city.

Established in 1964, the HKAHSS has grown into a respected professional body that brings together principals of secondary schools operating on different financial modes (such as government, aided, DSS and private). The Association is founded upon a strong vision: to promote a dynamic, student-centred, and future-ready education system in Hong Kong. Our mission is to uphold the professionalism of school leadership, foster trust and collegiality among principals, and engage meaningfully in educational discourse and policy development.



Over the past sixty years, HKAHSS has made significant contributions to the evolution of Hong Kong's education landscape. We have consistently provided principled, forward-thinking perspectives on educational reform, and have offered constructive input to the government and stakeholders through papers, surveys, and consultation responses. Through conferences, research projects, professional exchange activities, and mentorship programmes, the Association has empowered school heads to lead with integrity, competence, and vision. HKAHSS has not only nurtured a culture of professional trust and collaboration, but also established itself as a valued voice in public education policies and practices.

To mark this important milestone, the Association has launched a year-long series of commemorative events under the theme: "Raising the Bar: To Go Above and Beyond" (上下求索·跨高越遠). This theme reflects our continuous aspiration to enhance the quality of educational leadership and our unwavering commitment to excellence.



The celebration began in November 2024, with a Professional Study Tour to Guangzhou, which aimed at fostering regional educational exchanges and leadership development. This was followed by the 60th Anniversary Opening Ceremony, which served as a formal inauguration of the commemorative year. In January 2025, the Association organised the Hong Kong Education Colloquium 2025, an international platform for educators and scholars to explore global education trends and local implications. On the same occasion, the 60th Anniversary Celebration Luncheon brought together members, partners, and friends of the Association to honour our shared legacy and renew our collective commitment to the future.

We are deeply grateful for the generous support provided by our sponsors, whose contributions have made this anniversary programme possible. We would like to express our sincere thanks to The Lee Shau Kee Foundation (李兆基基金), The Hong Kong Pei Hua Education Foundation (香港培華教育基金會), The Miramar Group (美麗華集團), and The Tin Ka Ping Foundation (田家炳基金會), for their unwavering belief in the importance of educational leadership and their commitment to the advancement of Hong Kong's education sector.

We also extend our heartfelt appreciation to all those who have contributed to the work of HKAHSS over the past six decades — including past chairpersons, executive committee members, partner organisations, countless school leaders and front-line teachers. Your dedication, wisdom, and spirit of service have shaped the Association into what it is today. We look forward to building on this legacy through deeper partnerships and continued collaboration with all sectors of the education community.

As we embark on the next chapter of our journey, may we remain inspired by our past and united in our pursuit of excellence. Let's continue to raise the bar — not only in our leadership, but in our shared commitment to nurturing future generations with courage, compassion, and vision.

Together, we go above and beyond for our students, for our schools, and for Hong Kong's future education.





*Sharing by our Honorary
Executive Secretary
Mr. Wong Wai Yu Michael*

“Sixty Years On: Embracing Change, Enriching Education”



The iconic opening line from Charles Dickens’ *A Tale of Two Cities* - “It was the best of times; it was the worst of times” - resonates deeply and remains profoundly relevant across different contexts. I have had the privilege of sharing my reflections on numerous occasions during the HKAHSS celebrations, including its 50th and 55th anniversaries. Indeed, it is not an exaggeration to say that Hong Kong, like many places, embodies both the “best of times” and the “worst of times.”

We often hear narratives of Hong Kong’s journey “from chaos to prosperity.”¹ In this light, one could argue that we are living in “the best of times.” Prosperity has laid the groundwork for new developments and has widened the pathways ahead. The education sector in Hong Kong stands at a pivotal juncture — poised for transformation. This is a golden opportunity not to be missed. Now is the time to hit the ground running, as remarkable achievements in education are within reach.

It is the “best of times”. Prosperity enhances new development and broadens the path for way forward. Hong Kong’s education sector should and can seize this golden opportunity for leaps in advancement. Opportunities may now be open for eye-watering achievements for Hong Kong’s education.

¹ The second paragraph of the website of Hong Kong Chief Executive’s “Welcome Message”.

There are certainly moments when we feel the urge to pause and catch our breath. People yearn for stability — but it is precisely within discomfort that hope springs forth. Dear colleagues, without movement, we cannot make waves. Shouldn't the HKAHSS take bold and decisive steps for Hong Kong's education as we approach its 60th anniversary?

Conversely, butt heads may argue that “it is the worst of times”, citing an unclear and tumultuous environment. Efforts will cut no ice as real and fruitful outcomes in education can only be produced by long and intensive efforts with focuses. In the grand tapestry of



education, there are moments that truly test our resilience. We often find ourselves in what can only be described as “the worst of times”, where technology glitches, budget cuts, and unexpected snow days converge to create chaos. Hong Kong educators have to deal with challenges including the most serious protests in Hong Kong caused by the proposed legislation of the 2019 Hong Kong extradition bill, followed by the outbreak of COVID.

Yet, amid these challenges - akin to herding cats while blindfolded - educators and administrators continue to innovate and adapt. My reflections aim to spark discussions on how, despite these trials, the spirit of education thrives, proving that even in the most trying circumstances, laughter and creativity can flourish.

Hong Kong educators have the inevitable role for the upholding of “national security”²³ Then we have to face an ever-changing world. The lightning development of artificial intelligence simply takes away any moment to take a break for thoughts and planning. However, areas of serious concerns for Hong Kong educators are many and it is easy, and no high horses, for us to enlist these concerns as I do in the appendix of this article.

² Link for An Overview of the 2025 National Security Activities for 2025



³ 《香港國家安全教育課程框架》(2025) The Curriculum Framework of National Security Education in Hong Kong 2025



Besides the enormous duties for school principals¹⁴, educators face immense challenges when we have to face ever waves of changes in spheres surrounding us and beyond us. We may simply have no room nor the opportunity to breathe and digest, not to mention thoughts fostering. Nevertheless, we should keep reminding ourselves that we all have a holy duty in education because as Karl Theodor Jaspers rightly pointed out that “Education is one tree shaking another tree, one cloud to pushing forward another cloud, one soul awakening another soul”. There are undoubtedly justifications for us to say, “give me a break”, People wish to be settled; only as far as they are unsettled is there any hope for them.¹⁵ Dear folks, as mentioned earlier, without movement, we cannot make waves. We should run “the extra mile”¹⁶. Allow me to bury the hatchet and ask once again, “Shouldn’t HKAHSS at the drop of a hat, without hesitation and delay, take bold and enormous steps for Hong Kong’s education at the celebration of its 60th Anniversary?” Our Chief Executive, Mr. John KC Lee, in his 2024 Policy Address, restated that “we must embrace a reform mind-set” and we “need further revamping”.¹⁷

Hong Kong’s position as the world’s leading trade and financial center is undeniably strong. However, its advancements in education are equally important. Our central government in Beijing has taken its role as leader and spares no effort in prioritizing education, despite having other significant tasks at hand. We have witnessed the Communist Party of China Central Committee and the State Council published the 2024-2035 master plan to establish China as a leader in education. It is “the best of times”¹⁸ for us! It is time to “break out of the cocoon to seek changes”¹⁹



¹⁴ Referring to a link provided by Google website, there are some basic and fundamental duties for school principals



¹⁵ Ralph Waldo Emerson, The Essential Writings of Ralph Waldo Emerson

¹⁶ Matthew 5:41

¹⁷ Para. 3 of the 2024 HK Chief Executive’s Policy Address

¹⁸ 新華社北京25年1月19日電：「中共中央、國務院印發了《教育強國建設規劃綱要（2024—2035年）》，並發出通知，要求各地區各部門結合實際認真貫徹落實。」 The report from the xinhua News Agency on 19 January 2025 on The 2024-2035 Master Plan on Building China into a Leading Country in Education

¹⁹ The Chief Executive, John Lee, June 29, 2025, News, Radio Hong Kong



Let me conclude by the following quotes:

“Life is like riding a bicycle. To keep your balance, you must keep moving.”^{*10}

“Your attitude, not your aptitude, determines your altitude”^{*11}

“We would rather be reformers who rise to challenges than become complacent idlers.”^{*12}

Appendix

A few selections of issues handpicked for in-depth studies for HK

- Students' well being
- Students with education needs – support for students, parents and schools
- Turnover rate of school heads, teachers and university lecturers
- Fall of Student population
- Class size - what is the optimum size
- Curriculum review & design for the future; should also collect views from politicians, commercial & financial sectors, educators, social workers, parents, students and other stakeholders
- Policy on artificial intelligence^{*13}

^{*10} Albert Einstein

^{*11} Zig Ziglar

^{*12} Speech by the Chief Executive at reception in celebration of 28th anniversary of establishment of HKSAR on July 5, 2025

^{*13} The Steering Committee for Teaching in Basic Education under the Ministry of Education of the People's Republic of China (MOE) has recently published the “Guidelines for artificial intelligence (AI) general education in primary and secondary schools (2025)” and the “Guidelines for the use of generative AI in primary and secondary schools (2025)”



***A Constellation of our Forerunners
Heart to Heart Talk
with Former Chairpersons***

A Constellation of our Forerunners *Heart to Heart Talk with Former Chairpersons*



Wong Wai Yu Michael
1994 - 2003, 2007 - 2009



Yuen Pong Yiu
2009 - 2012



Lee Suet Ying
2012 - 2018



Tang Chun Keung Teddy
2018 - 2020



Lin Chun Pong
2020 - present

On 13 May 2025, a gathering of some of the chairpersons who have been at the helm in the past decades was held. Our incumbent Chairman Chun Pong was also present and the group had very inspiring and intriguing dialogues on various issues at this very precious juncture when the HKAHSS is celebrating its 60th anniversary.

HKAHSS and I

While being asked about how the chairpersons came to get connected with the HKAHSS, all had interesting stories to tell. Yet, there are some commonalities – all were attracted by the unique focus of the HKAHSS on nurturing education leaders who have vision, passion, independent thinking, and critical mind. In the strive for professionalism, they are also very passionate about working for the common good for students and education.

Before the gathering, Pong Yiu revisited the Association's publication list on different education issues in the past 2 decades and he was proud of what the HKAHSS has done and achieved.

Chun Pong echoed that the visions and goals of the Association are not just lofty ideals. The Association's work is really down to earth in keeping frontline leaders and teachers company on very practical issues. It has been in touch with the actual needs and addressed them through translating theories and thoughts into real practices. One example is the recent publication of booklet titled "Lessons Learnt from COVID-19" which is a reflection from principals with an aim to help schools consolidate the experiences and be better prepared for the unknown and uncertainties that may come up in the future. Similarly, the topic of the recent Happy Hour Forum on External School Review and School Self Evaluation was well attended by more than 200 Principals, Vice Principals and School Leaders. To keep in touch with and register frontline needs, surveys have been conducted from time to time on different issues to tap needs and solicit informed and professional practices.



When You are 'in the water'

Hong Kong went through unprecedented changes in the last 2 decades which are challenging and the impacts on education are not slight. Suet Ying mentioned that taking up the chairmanship, one should be brave and ready to shoulder responsibilities, making professional voice heard and taking the lead. Issues related to the Medium of Instruction (MOI) in secondary schools, reduction in class size, class optimisation, controversies over Moral and

National Education in 2012, 'lead in water' incident in 2015, social incidents in 2014 and 2019 are some of the challenges facing school heads.

Teddy and Suet Ying recounted the challenges they faced in which students were involved in the social incident in 2019. In that very trying period, their single concern was on students' well-being, helping them and bringing them to safety. They were impressed by the courage of many colleagues who took care of their students even at the expense of their own risks.



Down Memory Lane

All reminisced that in the past, the relationship between the Education authorities and the HKAHSS were open and trusting. There were a lot of consultations on policies to be formulated. While consultations might imply time for meetings, big and small, formal and informal, the joy of working together, contributing different perspectives to address education issues and formulate relevant policies are surely something to relish. Perspectives might be different. Yet, the goals are the same.

The HKAHSS also participated in the initiation of the “Respect Our Teachers Campaign” in the hope to raise social recognition of the teaching profession. On the relationship with members, Michael mentioned the Happy Hour Forum (HHF) during which principals came for informal gatherings. In the earlier days, with no formal agenda, the HHF was an open, relaxing, and collegial platform for exchanges of views on education issues and building up solidarity in the professional community. Up till today, this is still a very good occasion for members to gather and exchange views on recent education policies and practices. It is through the channel like this that the membership of the Association has been expended ever since.

Besides, the comradeship amongst the Executive Committee members is touching. They treat one another as brothers and sisters. It was pointed out that Michael is a very good host himself. In most of the Executive Committee meetings under his chairmanship, members were able to enjoy the homemade breakfast prepared by him very early in the morning, which included congee, Chinese fried pastries, cakes etc. Michael also recounted that in a dinner to bid farewell to a retiring Executive Committee member, all were amazed with the thoughtful selection and arrangements of various desserts which were the favourite of the retiree! It was heartwarming that the bonding on the journey to strive for professionalism was garlanded by these very kind acts.



Riding on Changes – Turning Challenges into Opportunities

Michael mentioned that the HKAHSS has always been taking proactive steps in embracing challenges. As early as 1994, in view of the imminent return of Hong Kong to China, the Association organized an exchange tour to Guangzhou which was nearly the first of its kind. A special group was also set up to prepare for education issues regarding the return in 1997. Subsequently, there were liaison and collaboration with the Liaison Office of the Central People’s Government and the Executive Committee members even visited the Ministry of Education in Beijing.

Facing the MOI policy with the clear demarcation of CMI (Chinese as the Medium of Instruction) and EMI (English as the Medium of instruction) schools, the Association worked very closely with the Education authorities and schools on ways to capture the opportunities and resources to enhance the quality of education under the provisions of the new policies. In face of the decline in student population, the Association took the lead and liaised with principal representatives of the 18 districts to discuss with the Education authorities and that later resulted in the “Voluntary Optimisation of Class Structure Scheme”. It was also during this period that the Association consolidated its efforts to explore curriculum tailoring and alternative mode of learning that meet students’ diverse needs and unleash their potentials. All such efforts have led to the later development of Self-Regulated Learning (SRL), AI-assisted learning and the endeavour to try out the Adaptive Learning Platform for students’ individualized learning needs and progress.

Besides, all recalled the challenges to address teachers’ and students’ psychological needs after the 2014 social incidents and the rising mental health concerns. The HKAHSS then worked with professional bodies not only on remedial follow-up but also preventive measures to enhance students’ resilience. As a result, projects like “Getting out of the Gloom” and “Stories Untold” were developed jointly with some other professionals. The Association also worked with the media on the appropriate reporting of relevant issues and cases.

All these have also been proven very helpful in carrying schools through the challenges posed by the pandemic in the past few years.

Expectation and Words of Encouragement

While taking pride in what the HKAHSS has done and achieved, Pong Yiu mentioned that there is still room for further development. All along, the training and preparation by the Education Bureau for education leadership have been more inclined to the nurture of managerial and administrative skills which are the more tangible aspects. Yet, we can still do more on the intangible essence such as leadership with vision, passion, courage and stamina. Also, we should make greater strides in applying AI in learning and teaching to



keep up with the pace of our international counterparts. Pong Yiu also encouraged fellow principals to stay united and not to deviate from the vision and mission of the Association. While collaboration with other organisations or principal bodies is a good move, we should be careful that our core values would not be compromised.



In face of the increasing rapid changes and demands, Teddy pointed out that it is important for the Association to revisit our vision and keep professionalism and students' welfare in mind. While some might not be too optimistic about the recent developments in education, Teddy opined that there is still room for many things. There are always opportunities for us if we have students in our heart. We can still educate, nurture, and help them develop good qualities, virtues and global perspectives. This can be a series of small actions with coherent core values. We can stay down to earth with well-conceived plans. We can still take small steps one at a time and work in areas of our influence. For instance, there is a lot to be done in the area of Learning and Teaching.



Michael pointed out that it is important to build cohesion amongst principals and consolidate professional strength. This is extremely important in face of the challenges today. Overwhelmed by the daily routines, there is a danger that our focus would become too narrow. We need to stand on the shoulders of the giant, refuse to give up and be courageous. We need to have professional and moral determination to lead and chart through the turbulent sea. Always hold onto our education vision. Take principalship as a vocation with calling instead of merely doing a job. We should continue to build up professional image and soft power through professional means. At the same time, our focus should always be about how to equip our students to be fit for the game of life with aspiration and hope for the future regardless how uncertain and fast changing it may be. We need to examine how to help them make progress in life and strive for goals endearing to them instead of 'lying flat'. For this, we need to listen to students' voices and take them seriously.

Suet Ying pointed out that it is important to address education concerns at the fundamental level. Teacher training is therefore very important – how good a school is depends on how good its teachers are. This is best described in a Chinese saying – “Better teach a man how to fish than give him fish; Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime” (授人以魚不如授人以漁) .

Epilogue

As Friedrich Nietzsche once said, “He who has a why to live can bear almost any how.” This insightful quote also resonates with the work of renowned psychiatrist Viktor Frankl, who developed logotherapy in which he emphasized the importance of finding a compelling reason to navigate the challenges we face. We see from the thought-provoking exchanges amongst chairpersons the compelling reasons behind their dedicated services. In the passing of and taking over the baton, may the succeeding team continue to hold onto the compelling reasons for the journey to pursue the ultimate vision, mission and values of the education profession.



Interview and write up: Ruth Lee



***Celebrating the
Professional Fellowship of
our 60th Anniversary***

60th Anniversary Kick-off Ceremony cum Annual General Meeting 2024

The Annual General Meeting (AGM) 2024 was successfully held on 29 November 2024, with Dr. the Honourable LAM Ching-choi, GBS, JP (林正財醫生) serving as the keynote speaker. Dr. Lam delivered an inspiring address on the theme “Raising the Bar: To Go Above and Beyond (上下求索·跨高越遠) – Unity in Community: Empowering Well-being in Schools (同心同行：共建校園幸福感)”. Drawing from his extensive experience in community service, Dr. Lam emphasized that a happy campus begins with a happy principal. He highlighted the significance of genuine connections, mutual support, and trust-building to enhance well-being in the school community while also encouraging principals to prioritize their own mental health and well-being.

Cheers! Many members showed their support in the 60th Anniversary Kick-off Ceremony.



The event also featured the HKAHSS 60th Anniversary Kick-off Ceremony, which was enhanced by the participation of three inspiring young speakers. Mr. CHAN Ho-yuen Daniel, MH (陳浩源先生), a silver medalist from Hong Kong's para-badminton team at the 2024 Paris Paralympics; Mr. CHAN Yan-shek Tom (陳恩碩先生), a musical theatre director; and Mr. HUEN Yin-fan Denis (禰彥勳先生), a medical robotics expert, shared their unique perspectives on the theme “Raising the Bar : To Go Above and Beyond (上下求索 · 跨高越遠) – Insights on Secondary Education: If I were the Principal...(中學教育的一點啟示：假如我是校長……).” Their engaging stories and insights offered valuable inspiration to all attendees.

Mr. CHAN Ho-yuen Daniel



Mr. HUEN Yin-fan Denis



Mr. CHAN Yan-shek Tom



Ribbon cut! Let's raise the bar to go above and beyond!



The officiating guests shared the joy with the full Executive Committee.

Both the 60th Anniversary Kick-off Ceremony and the AGM 2024 were well attended and warmly received. We extend our heartfelt gratitude to all members and guests for their continued support and active participation.



Dr. Lam has given us a very insightful speech.



Four Principals elected as Executive Committee Members



Members applauded in support

Study Tour Overview: Exploring Education and Innovation in Guangzhou



The group arrived at Guangzhou South railway station

On the morning of 14 November, 2024, Typhoon Signal Number 8 was hoisted as Tropical Cyclone Toraji approached Hong Kong. Despite the weather, all 35 participants, except for two who reached Guangzhou later that evening, gathered at Hong Kong West Kowloon Station. They arrived via carpool or self-drive, ready to embark on a three-day study tour led by Chairperson Mr. Lin Chun Pong, with deputy group leaders Mr. Lo Shiu Ming Tommy and Mr. Cheng Kai Lam. The tour was sponsored by the Hong Kong Pei Hua Education Foundation and jointly organized with Jinan University. Ms. Kristine Li Keng Yan, the representative of the Hong Kong Pei Hua Education Foundation and General Manager of the Henderson Land Group also went with us under Typhoon Signal Number 8.

The group first arrived at Jinan University, where they were warmly welcomed by the Vice Chancellor. The occasion began with a group photo and a welcome speech by the Vice Chancellor, followed by a response from Mr. Lin Chun Pong and an exchange



The group was received by Jinan University upon arrival



Seminar 1 by Professor Zhong Yun

of souvenirs. Professor Zhong Yun, Deputy Head of the Department of Economics, then delivered a talk on “Opportunities in the Construction of the Guangdong - Hong Kong - Macao Greater Bay Area.” Her expertise greatly enhanced the participants’ interest and understanding of the topic, which was highly appreciated. Afterwards, university personnel hosted the group for lunch at the university restaurant.



Visit to Huamei International High School upon arrival



Welcoming Dinner by Mr. Fok Kai Man

In the afternoon, the group visited Huamei International High School in Tianhe District, where they were welcomed by the Principal and administrative staff. Following a brief introduction and exchange of ideas, participants were divided into three small groups for lesson observations in Chinese Language, Mathematics, and Chinese History. After the lessons, the teachers involved held a post-lesson meeting with the Principals and teachers from Hong Kong to discuss ways to improve the lessons. The day concluded with a delightful dinner hosted by Mr. Fok Kai Man, Vice President of Fok Ying Tung Group and the representative of the Hong Kong Pei Hua Education Foundation, at Bingsheng Mansion. Participants enjoyed rich conversations and shared their educational experiences, with Mr. Fok expressing his willingness to support educational initiatives.



Visit to GAC Aion New Energy Automobile Co., Ltd



Visit to Zinan Village



Hosting Dinner by the Association

On the second day, the group traveled to Chancheng District to visit Zinan Village, which has received numerous accolades since 2012, including “National Demonstration Village for Democracy and Rule of Law” and “China’s Most Beautiful Village.” Participants marveled at the village’s natural beauty and enjoyed a boat ride on the river, with some seizing the opportunity to purchase souvenirs. In the afternoon, the group visited GAC Aion New Energy Automobile Co., Ltd. in Panyu District, where they witnessed the installation of vehicles using automated robotic arms, requiring minimal personnel. Dinner was graciously hosted by the Association for the Personnel of Jinan University. Some participants enjoyed a boat ride on the Pearl River, while others engaged in lively discussions with Mr. Fok Kai Man about future educational sponsorship opportunities.

On the third day, the group visited Seewo Technology Company in Huangpu District, where they experienced how advanced technology reduces lesson preparation time and engages students through interactive tools. The company is renowned both in Chinese Mainland and internationally. After lunch, the group returned to Jinan University for a final talk by Professor Zhang Zhenjiang from the Department of International Relations. He outlined how diplomacy fostered relationships between countries and people.



Seminar 2 by Professor Zhang Zhenjiang



Visit to Seewo Technology Company



Participants received Certificates of Attendance at the closing ceremony

The trip concluded with a closing ceremony where each participant received a certificate of attendance and a commemorative group photo taken on the first day. This enriching journey not only deepened participants' knowledge and appreciation of Chinese Mainland but also fostered friendships and a sense of togetherness, energizing everyone to move forward with hope and professionalism.



Celebrating Six Decades of Excellence

The Hong Kong Association of the Heads of Secondary Schools (HKAHSS) marks a monumental milestone, celebrating 60 years of unwavering dedication to education. Over the years, HKAHSS has not only shaped the educational landscape in Hong Kong but has also earned its place as the largest and most inclusive association for secondary school principals in the region. This anniversary celebration is a tribute to the association's profound legacy while setting the stage for future innovation.

HKAHSS held two colloquia in 2018 and 2019, receiving enthusiastic responses and acclaim. The present one is our third colloquium, and our aim has remained unchanged. The aim of the Colloquium is to provide a platform for local and international experts to discuss the most pressing debates in education today, gain insights for our education community, and illuminate our way for future secondary education in Hong Kong.

We hope that the professional dialogues developed in the Colloquium can help us find a way forward for Hong Kong's education, meet new makers and experiment with new ideas, share experiences and best practices for education, explore new trends, and discover innovative solutions.

The colloquium brings together all stakeholders, including principals, vice-principals, teachers, school sponsoring bodies, government officials, university scholars, parents and students. It will provide opportunities for the sharing of perspectives, discussion and debate on new horizons for diversity and inclusion within schools.

Hong Kong Education Colloquium 2025: Raising the Bar: To Go Above and Beyond

(上下求索，跨高越遠)

A highlight of the 60th anniversary celebration was the Hong Kong Education Colloquium 2025, held on January 17. This prestigious event brought together over 300 local and international education leaders, including secondary school principals, educators, and scholars, to explore transformative ideas for the future of education.





The colloquium, titled “Raising the Bar: Going Above and Beyond,” featured seven internationally renowned scholars from Chinese Mainland, abroad, and locally who provided valuable insights into the future of education in Hong Kong.



In a video address at the opening ceremony, Mr. Chan Kwok-ki, the Chief Secretary for Administration of Hong Kong, emphasized the importance of quality education to Hong Kong. He stated, “It is encouraging to see how our strong and sustained commitment to education has made Hong Kong’s education system one of the best in the world.” Mr. Chan also congratulated the HKAHSS on its 60th anniversary and appreciated its dedication to education.

The Colloquium delved into three sub-themes: academic development, student development, and professionalism. These themes are interconnected and collectively drive education to new heights.



Reinventing the Curriculum for Future-ready Learners

Mr. Lu Zhiwen, Honorary Dean of the New Education Research Institute, and Professor Wong Kwok-yin, Vice President (Teaching) of the Hong Kong Polytechnic University, focused on “Reinventing the Curriculum for Future-ready Learners,” demonstrating how basic education in Chinese Mainland and the Polytechnic University are fostering positive small environments through various curriculum reforms.

Mr. Lu compared those who are involved in the new education initiatives in Chinese Mainland to a group of “modern-day Yu Gong (愚公 Foolish Old man)”, who have worked over the past 25 years to dismantle the three “mountains” of over-emphasis on examination, classroom knowledge, and scores. He believes, “The purpose of education is not success, but happiness; the quality of education is not measured by scores, but by growth. While success does not necessarily lead to happiness; happiness itself is success. (教育的目的，不是成功，而是幸福；教育的品質，不是分數，而是成長)” Maintaining a positive outlook on new educational approaches, Mr. Lu believed that work could be a source of fun and joy.



Professor Wong highlighted three key drivers affecting university education development: cultivating students’ information and moral literacy, interdisciplinary knowledge and skills, and lifelong learning abilities to tackle technological advancements and complex social issues. He also shared the Polytechnic University’s six-year development strategy, which aims to enhance student quality through cross-curricular design, a revised general education programme, and service-learning projects.



During this session, the emphasis was on “ Reinventing the Curriculum for Future-Oriented Learners.” The discussion centered on cultivating students’ critical thinking, creativity, and adaptability through cross-curricular design. Additionally, it explored how to effectively integrate technology to provide personalized learning experiences that best prepare students for the future.

Balancing Academics and Well-Being

During the session on “Balancing Academics and Student Well-Being,” Professor Dianne Vella-Brodrick from Australia and Professor Hau Kit-Tai, Emeritus Professor at the Chinese University of Hong Kong, discussed “Balancing academics and student well-

being,” emphasizing holistic student development and the integration of mental health with academic progress to foster an environment that supports students’ overall growth.

Professor Dianne Vella-Brodrick, Director of the Wellbeing Science Centre at the University of Melbourne, emphasized the importance of balancing academics and student well-being. She highlighted the 6 C’s necessary for positive youth development: Competence, Confidence, Connection, Character, Caring, and Contribution, and referenced Self-Determination Theory, which includes Relatedness, Competence, and Autonomy.

Her presentation introduced positive education theories, focusing on a strengths-based approach, holistic development (e.g., PERMA-H), character strengths, positive relationships, empowerment, and evidence-based practices. She emphasized “Flourishing” supported by Positive Emotions, Engagement, Relationships, Accomplishment, and Health, and outlined a four-step process: Learn It, Live It, Teach It, and Embed It.



She also discussed initiatives in Hong Kong and Victoria, Australia, and concluded with key elements for promoting well-being in schools. While schools always have academic development plans, Professor Dianne Vella-Brodrick, reminded educators that providing wellbeing plans for students is equally important.

Professor Hau Kit Tai, Emeritus Professor at The Chinese University of Hong Kong, analyzed data from the OECD’s Programme for International Student Assessment (PISA) to challenge ingrained ideas about education. Despite Hong Kong’s high rankings in mathematics, science, and reading, Professor Hau highlighted the difficulty in comparing student happiness across countries. He posed thought-provoking questions: Are high math scores linked to a positive view of life? Is there a correlation between reading performance and life satisfaction? Data from 2018 showed a negative correlation between reading performance



and life satisfaction in most countries. He also explored the relationship between academic performance and fear of failure, noting regional differences. Through analysis of OECD's PISA data, Professor Hau challenged conventional perspectives on academic success and happiness, provoking deep reflection among participants.

Empowering Educational Leadership: Building a Legacy of Excellence

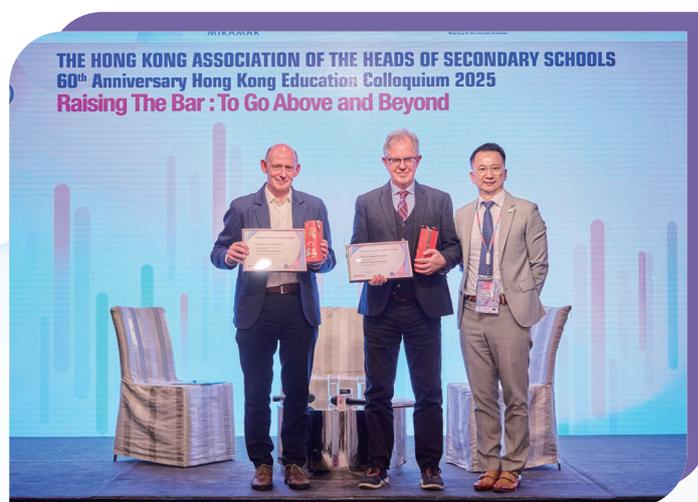
Professor Cheng Kai-ming, Emeritus Professor at the University of Hong Kong, delivered a keynote speech titled "Challenges Facing Education." He addressed the challenges and future of education in a rapidly changing world, emphasizing the impact of technology, particularly AI, on traditional roles, including teachers. He argued that education should evolve to leverage student agency by strengthening student-centered learning and enabling self-regulated, proactive learners. Professor Cheng highlighted the need to adapt education to incorporate advanced technologies without replacing teachers, recognize cultural characteristics, and promote active engagement and collaboration among learners. He stressed the moral responsibilities of educators in cultivating a just and equitable society and advocated for a balance between traditional values and modern practices. Professor Cheng called on educators to create spaces for positive student development, embrace innovation, and prioritize moral and cultural dimensions to prepare students for a complex future. He remarked, "Although we often find ourselves in unfavourable environments, humanity excels at creating positive 'small environments'; perhaps that is the mission of school principals."



Professor Andy Hargreaves of Boston College emphasized the pivotal role of teacher and student engagement in achieving educational excellence. Using examples from Canadian schools, he illustrated middle leadership characteristics, focusing on transformative learning, well-being, stronger connections, collective responsibility, and proactive action. His case study of Canadian schools

highlighted the power of collaborative cultures in enhancing teachers' well-being and driving transformative change. Professor Hargreaves noted that while Hong Kong's bar (education level) is already high, raising the bar requires reflection on novel ways, such as increased teacher participation. He illustrated how a collaborative culture in four Canadian schools can improve teachers' well-being and drive transformational change.

Professor Bruce Macfarlane of The Education University of Hong Kong emphasized the need for a multifaceted approach to educational leadership to address local, national, and global challenges. He highlighted key aspects such as global and cultural awareness, innovative leadership, diverse perspectives, student-centered approaches, and leading by example. He presented a framework for "Future Talents" to possess both ability and virtue—where "ability" encompasses specialized, general, and creative talents, and "virtue" refers to professional ethics, patriotism, integrity, and respect for diversity. He also discussed visionary and adaptive leadership, collaborative leadership, and ethical and culturally responsive leadership. Emphasizing collaboration, he highlighted partnerships with industries, universities, and community support. Finally, he focused on curriculum innovation, training leaders, and integrating technology responsibly.



In the Closing Remarks, Mr. Michael Wong Wai-yu, our Honorary Executive Secretary of HKAHSS, thanked all speakers for their wonderful insights about the future education. Michael's presentation covered various topics, emphasizing the importance of continuous professional growth, setting clear goals, continuous learning, seeking feedback, networking, enhancing soft skills, gaining diverse experiences, and staying informed on industry trends. He also addressed the impact of AI in education was explored, from reducing workload

to enhancing teaching and learning processes, and promoting student-centered learning. He finally highlighted the importance of adapting to AI and other technological advancements.

Good Food for Thoughts and Exchanges

While participants enjoyed the very inspiring and thought-provoking talks delivered by the speakers, they were also delighted with the good food and student performances during lunch time. This was indeed a good platform for social and professional exchanges amongst participants. At the same time, through students' impressive sharing and performances, we witnessed the kind efforts of all front-line workers and see the hope in our younger generation.





Gratitude and Aspirations

The Hong Kong Education Colloquium 2025 not only celebrated HKAHSS's journey but also served as a platform for exchanging visionary ideas among local, national, and international educators. The event reaffirmed HKAHSS's commitment to fostering professional development, curriculum innovation, and student holistic growth.

HKAHSS sincerely thanks sponsors such as the Lee Shau Kee Foundation, the Hong Kong Pei Hua Education Foundation, the Tin Ka Ping Foundation, and the Miramar Group for their generous support. As the Association reflects on its storied past, it also looks forward with a steadfast commitment to nurturing future generations and advancing Hong Kong's unique educational strengths.

As HKAHSS enters its seventh decade, its vision remains clear: to continue being a cornerstone of excellence in education, shaping future leaders, and contributing to society through an unwavering dedication to learning and development.





Major Events *2021-2025*

22/12/2020

Annual General Meeting 2020

The AGM 2020 was held via Zoom. We paid our tribute to the late Sister Wong May-may for serving as a core and valued member of the Association for 27 years.



25-29/1/2021

Survey on “Streamlining 2022 and 2023 HKDSE Assessment Framework.”

8/2/2021

SRL Joint-School Teachers’ Professional Development Day

Keynote Speaker: Professor Tse Chi-shing, CUHK



16/4/2021

Happy Hour Forum

Theme: Optimising the Four Senior Secondary Core Subjects



13/5/2021

Self-Regulated Learning (SRL) Startup Sharing Session

1/6/2021

Annual Conference

Keynote Speech: Professional Status and Social Recognition of Secondary School Teachers in Hong Kong by Professor A. Lin Goodwin, HKU



Press Conference

Release of Research Report by HKAHSS & HKPRI: How to Promote Hong Kong Secondary School Teachers' Professional Status and Social Recognition



18/9/2021

Retreat for Executive Committee and Task Force Members



24/9-25/10/2021

Survey on "Student Withdrawal from School and Teacher Turnover"

29/10/2021

SRL Sharing Session on "Leadership Strategies on Promoting Self-Regulated Learning 2021"

5/11/2021

Happy Hour Forum on "Building Resilience in the Face of Change"



2022

1/12/2021

Annual General Meeting 2021

Theme: “Colloquy on Education: Opportunities and Challenges”

25/4-16/5/2022

Survey on “Applied Learning (ApL)”

1/6/2022

Annual Conference 2022

Theme: Inno Tech & Future Education (創新科技與未來教育)



7/6/2022

Launch of “Staff Professional Development Service 2022-23”

16/6/2022

Happy Hour Forum on “From Optimizing the Four Core Subjects in Senior Secondary to Holistic Review of School Curriculum”

18/10/2022

Retreat for Executive Committee & Task Force Members



20/10/2022

Happy Hour Forum on “Recent Trends in Assessments & Survey on ApL”



24/10/2022

Self-Regulated Learning Schools Charter Signing Session

19/12/2022

Retreat for members: “A Secondary School Principal, Me at this Moment”



1/12/2022

Annual General Meeting 2022

Theme: Cultivating Talent for Hong Kong:
Inheritance, Innovation, Ingenuity



11/5/2023

Happy Hour Forum on “How to Build a Professional Team of Teachers”



2/6/2023

Annual Conference 2023

Keynote Speech: “The Future of Education: How Open Data, Cloud and AI are Transforming Learning”



30/6/2023

Survey on the design and implementation of STEAM Education

19/9/2023

Tea Gathering for Newly-Appointed Principals (NAPs) on Recent Development of HKAHSS



17/10/2023

SRL Workshop on Lesson observation and post-observation discussion



2024

7/12/2023

Annual General Meeting 2023

Theme: From Surviving to Thriving: Seizing Education Opportunities in the Post-Pandemic Era



2/2/2024

SRL Joint-School Teachers' Professional Development Day

Keynote Speaker: Professor Erwin Huang, HKUST

24/4/2024

Happy Hour Forum on “Exploring the Use of AI in the Classroom” at PolyU



6/6/2024

Annual Conference 2024 cum launching of the book titled “Lessons Learnt from COVID-19”

Theme: Green Living and Basic Law Article 23 Legislation

Keynote Speakers: Mr. Wong Kam-sing & Mr. Lam Ting-kwok Paul





2024

19/6/2024

Retreat for Executive Committee & Task Force Members at St. Paul's House of Prayer

14-16/11/2024

60th Anniversary Study Trip to Guangzhou, organized by Hong Kong Pei Hua Education Foundation and Jinan University



29/11/2024

60th Anniversary Kick-off Ceremony cum Annual General Meeting 2024

Theme: Raising the Bar: To Go Above and Beyond



2025

17/1/2025

Hong Kong Education Colloquium (HKEC) 2025 cum 60th Anniversary Celebration Luncheon

Speakers: Professor Cheng Kai-ming, Mr. Lu Zhiwan, Professor Dianne Vella-Brodrick, Professor Andy Hargreaves, Professor Hau Kit Tai, Professor Wong Kwok Yin and Professor Bruce Macfarlane



14/2/2025

SRL Joint-School Teachers' Professional Development Day on "Empowering Self-Regulated Learning in the AI Era"



8/5/2025

Happy Hour Forum on "Enhancing School Development: New Strategies for Focus Inspection (School Self-Evaluation) and External School Review"



Task Groups and Activities

To better focus, address and resolve various issues and to take appropriate action, the following Task Groups have been set up under the Executive Committee. We believe that fosters our professionalism to fulfil our vision and mission.

The Executive Committee also sets up ad hoc committees from time to time to address emerging education issues which include the decline in student population and its impacts.

Task Group

Focus of work

Continuous Professional Development (CPD)

The Task Group aims to foster professionalism of principals and teachers serving in the secondary education sector through various means and platforms such as workshops, training, Happy Hour Forums and staff development programmes.

Curriculum Review & Development (CRD)

The Task Group aims to explore how to drive Hong Kong's educational innovation from curriculum reforms to technological integration. It is hoped that Hong Kong's secondary schools will remain adaptive and forward-thinking.

Policy & Strategic Planning (P&SP)

The Task Group aims to take proactive steps in keeping close watch of and sensitivity towards the latest development of issues/factors that may affect Hong Kong's education.

Self-Regulated Learning (SRL)

The Task Group embraces a vision to enhance learning and teaching effectiveness through the promotion of self-motivation among students. It takes initiatives which aim to shift the learning and teaching paradigm, utilizing resources from the classroom arrangements to address challenges under the new academic system.

Events

The Task Group takes care of the important events of the Association, namely the Annual General Meeting and the Annual Conference.

Continuous Professional Development (CPD) Task Group

Introduction

From 2021 to 2025, the CPD Task Group equipped principals and leadership teams to navigate curriculum and assessment reforms, risk governance, rapid advances in AI, staffing volatility, and fiscal-demographic pressures. Our work is organised into four strands: Happy Hour Forum, Retreat, NAP Support, and Staff Professional Development Services: showing how agile sensemaking, reflective renewal, onboarding, and school-based implementation formed a coherent capacity-building ecosystem.

Happy Hour Forum (HHF) for Members

HHFs were our rapid-response, practice-focused platform where principals, vice-principals, curriculum leaders, and panel heads turned system shifts into school strategies. Formats blended concise briefings, expert inputs, live demonstrations, and case-informed peer dialogues, with pre-reads and “commit-to-try” prompts to drive transfer. The series integrated deep dives (assessment, Applied Learning, AI, quality assurance) and PLC development so participants left with conceptual clarity and ready-to-use artefacts.

In 2021, “Optimising the Four Core Subjects in Senior Secondary” clarified reform rationale, timetabling and assessment redesign, and opportunities for diversified student pathways. “Building Resilience in the Face of Change” addressed leadership posture amid migration-driven staffing shocks, covering staff deployment, SDD priorities, and succession safeguards.



2021 Nov HHF: Building Resilience in the Face of Challenge



2022 Oct HHF: Assessment & Applied Learning



2023 May HHF: Building a Professional Team of Teachers



2024 Jan HHF: Risk Management in Schools



2024 April HHF: AI in the Classroom



2025 May HHF: SSE, Focus Inspection & ESR

In 2022, we pivoted from initiative awareness to systems coherence. “From Optimizing the Four Core to Holistic Curriculum Review” emphasised value-added strategies, retention, and PLC structures, using small-group exchanges and collaborative IT tools to generate transfer-ready ideas. The deep dive “New Trend of Assessment & Survey on Applied Learning” brought HKEAA leaders to translate policy trajectories into internal assessment calibration, moderation routines, and practicable ApL timetabling, with decision heuristics and guidance talking points for parents.

In 2023, “How to Build a Professional Team of Teachers?” embedded PLC development: inquiry cycles, peer observation with calibrated rubrics, knowledge products (playbooks, exemplars), and manageable data use (attainment trends, work samples, quick checks). Leaders drafted PLC charters and mapped how outputs feed School Self-evaluation (SSE) evidence.

In 2024, we targeted risk governance and classroom innovation. “Risk Management in Schools” operationalised mandatory reporting and documentation hygiene through incident triage, timelines, role delineation, and communications, using case walkthroughs to clarify thresholds. “Exploring the Use of AI in the Classroom,” co-hosted with PolyU, demonstrated AI-assisted lesson design, formative assessment augmentation, workload relief, and ethical guardrails, offering tool-evaluation criteria and phased upskilling plans. A subject forum on the HKAHSS Mathematics Adaptive Learning Platform covered pilot design, teacher facilitation, analytics dashboards, and assessment policy integration.

In 2025, quality assurance came to the fore. “SSE, Focus Inspection & External School Review (ESR)” decoded updates and reframed compliance as capacity-building. Principals aligned annual and three-year plans with SSE cycles, curated lean evidence trails with impact indicators, clarified roles, rehearsed focus inspections, and set post-review action tracking — linking ESR recommendations to improvement plans and PLC agendas.

Event Summary Table:

| Date | Title | Focus & Takeaways | Participants |
|-------------|---|--|--------------|
| 16 Apr 2021 | Optimising the Four Core Subjects | Reform rationale; timetabling/ assessment redesign; diversified pathways | 116 |
| 4 Nov 2021 | Building Resilience in the Face of Change | Leadership stance; staff deployment; SDD; succession | 68 |
| 16 Jun 2022 | From Four Core to Holistic Review | Value-added; retention; PLC structures; IT-enabled exchange | 84 |
| 20 Oct 2022 | Assessment & Applied Learning | HKEAA insights; internal assessment calibration; ApL timetabling | 59 |
| 11 May 2023 | Building a Professional Team of Teachers | PLC architecture; feedback protocols; knowledge management; data use | 52 |
| 9 Jan 2024 | Risk Management in Schools | Mandatory reporting; documentation; workflows; case thresholds | 92 |
| 22 Apr 2024 | AI in the Classroom | Lesson redesign; AI-augmented assessment; ethics; upskilling plan | 50 |
| 15 Oct 2024 | Math Adaptive Learning Platform | Personalisation; demo; pilot plans; analytics dashboards | 60 |
| 8 May 2025 | SSE, Focus Inspection & ESR | SSE cycles; lean evidence; role clarity; rehearsal; tracking | 179 |

Retreat

Retreats renewed purpose, trust, and stamina — integrating well-being with professional practice. In 2021, 「同心踏浪」 reframed the Association’s role amid societal shifts, strengthening hope-centred leadership and mutual support. In 2022, 「分享·同行」 deepened heart-to-heart exchange and alignment on education’s purpose under constraint; later, the all-member retreat “A Secondary School Principal, Me at this moment” fostered reflection on mission and boundaries, yielding calmer decision-making.



2021 Retreat Passion and Succession



2022 Retreat Group Sharing



2024 Retreat Leader in Me



2025 Retreat Sharing with positive mind

In 2024, “Professional Leadership” with Professor Rainbow Ho (“Leader in Me”) and Professor Eva Man (“Leadership in the Face of Challenges”) connected intrapersonal skills (emotional regulation, presence) to navigating complexity and expectations, leading to routines such as reflective debriefs and decision audits. In 2025, “Discovering a Happier Self — Principals’ Well-Being” integrated the PERMA framework and Values in Action (VIA) strengths, using pre-work and “treasure” sharing to build trust and convert insights into routines for recovery, strength-based delegation, and gratitude practices that permeate staff culture.

Event Summary Table:

| Date | Audience | Theme | Highlights | Participants |
|-------------|--------------------|-------------------------|---|--------------|
| 18 Sep 2021 | ExCom & Task Group | 「同心踏浪」 | Role reframing; hope; trust | 23 |
| 8 Oct 2022 | ExCom & Task Group | 「分享 · 同行」 | Heart-to-heart sharing; renewed outlook | 25 |
| 19 Dec 2022 | All Members | “Me at this moment” | Purpose, boundaries; NAP inclusion | 25 |
| 19 Jun 2024 | ExCom & Task Group | Professional Leadership | “Leader in Me”; facing challenges | 13 |
| 16 Jun 2025 | All Members | Principals’ Well-Being | PERMA; VIA; actionable routines | 23 |

Newly-Appointed Principals (NAP) Support

The NAP strand blended early outreach, practical onboarding, and sustained companionship to accelerate effective transition. Each year began with the Chairman’s welcome note and ExCom sunshine calls to surface needs and signpost mentors. September Tea Gatherings then provided facilitated, psychologically safe spaces to turn complex demands into action. In 2021, participants co-developed approaches for staff communication, timetables, and stakeholder alignment under school suspensions. In 2022, focus shifted to restoring rhythms and aligning expectations, producing scripts and prioritisation matrices. In 2023, problem clinics addressed induction, complex parent cases, and early interventions, clarifying



decision rights and escalation. In 2024, we sharpened alignment with system priorities: SSE-linked annual/three-year planning, staff stabilisation, and decision-rights clarity. NAPs co-created a 90-day onboarding plan, a leadership decision-rights matrix, an SSE-aligned planning canvas mapping goals, evidence, milestones, and PLC cycles, and communication maps for staff, parents, and School Management Committee (SMC). Risk-governance prompts (mandatory reporting, documentation hygiene) were embedded, with ExCom follow-ups 4–6 weeks later to sustain momentum.



2023 Sep NAP gathering



2023 Sep NAP Group Sharing

Event Summary Table:

| Date | Focus | Participants |
|-------------|--|--------------|
| 24 Sep 2021 | Navigation under suspension; issues briefing; peer network | 25 |
| 22 Sep 2022 | Rhythm restoration; stakeholder alignment; scripts/matrices | 19 |
| 22 Sep 2023 | Induction; parent cases; early data-informed action | 18 |
| 26 Sep 2024 | 90-day onboarding; SSE planning; decision-rights; comms; risk/QA | 20 |
| Annual | Personal outreach; resource signposting; continuity | 30-40 |

Staff Professional Development Services (School-Based)

We launched and scaled a flexible school-based Professional Development Service translating system insights into daily practice. In 2021–22 we offered 40 topics across six domains, emphasising induction systems, middle leadership consolidation, and succession planning, with artefacts such as onboarding playbooks, role charters, and walkthrough rubrics. In 2022–23, we delivered 12 customised sessions on PLC set-up, data-informed instruction, and change leadership with embedded co-planning for ready-to-use tools. In 2023–24, a refined 36-topic catalogue supported 21 deliveries emphasising coaching routines, evidence use, role clarity, and impact tracking.

By 2024–25, services integrated with SSE/ESR cycles and fiscal/demographic realities. Sessions aligned annual and three-year plans with SSE; curated lean, meaningful evidence;

and linked PLC outputs to quality assurance expectations. Workshops also addressed workforce planning, programme redesign for enrolment stabilisation, and resource optimisation to protect student support and middle leadership. Schools cited responsiveness, customisation, and concrete outputs—smoother induction, clearer roles, more consistent instructional feedback, and stronger evidence for improvement conversations.



2025 School Development Services

Event Summary Table:

| Year | Topics Offered | Areas | Deliveries | Focus Highlights |
|---------|----------------|-------|------------|--|
| 2021–22 | 40 | 6 | 10 | Induction; middle leadership; succession |
| 2022–23 | 40 | 6 | 12 | PLC design; data-informed instruction; change leadership |
| 2023–24 | 36 | 6 | 21 | Coaching; evidence; role clarity; impact tracking |
| 2024–25 | 31 | 6 | 30 | SSE/ESR alignment; workforce; programme redesign; optimisation |

Summary

Across 2021–2025, HHFs provided agile sensemaking and implementation tools; Retreats embedded well-being and reflective practice; NAP Support accelerated first-year leadership with concrete artefacts and follow-through; and Staff Professional Development Services translated strategy into school routines aligned to SSE/ESR and resource realities. These strands shifted practice from compliance to capacity-building, strengthened collaborative professionalism, and supported resilient, people-centred school development.

Curriculum Review and Development (CRD) Task Group



Over the past five years, the Curriculum Review and Development Task Group has played a pivotal role in exploring how to drive Hong Kong's educational innovation. From curriculum reforms to technological integration, the group has worked tirelessly to find ways for Hong Kong's secondary schools to remain adaptive and forward-thinking.

One of our ongoing initiatives is the comprehensive curriculum review. A significant change has been the evolution of humanities education, particularly the transition from Liberal Studies to Citizenship and Social Development in senior forms, and from Life and Society to Citizenship, Economics, and Society (CES) in junior forms. The curricula for Chinese History and History have also been refined. The Task Group has actively engaged in discussions about implementation challenges, resources development, and assessment methods to support schools through these transitions. Additionally, the Hong Kong Diploma of Secondary Education (HKDSE) has undergone continuous review, with the Task Group advocating for greater flexibility. This includes adjustments made during the COVID period and continuous feedback on School-Based Assessment (SBA) in various subjects. We have also explored alternative assessment models, along with the use of technology in marking and feedback.



The Task Group has conducted several surveys to gauge perceptions and challenges within the educational landscape. One major initiative in Hong Kong education has been the promotion of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. A survey conducted by the Task Group revealed diverse approaches with half of schools integrate STEAM into existing subjects, while the other half teach it separately. Nearly all schools offer STEAM-related extracurricular activities, with many targeting junior students. However, challenges remain, particularly in teacher training and resources allocation.

Another survey on Applied Learning as an alternative curriculum and a means to multiple pathways was conducted, aiming to garner the perception and difficulties encountered by school, and the future direction of development. Subsequent sharing sessions on the above surveys were held to share the relevant findings and discussions on further development. Moving forward, the Task Group aims to facilitate more cross-school collaboration and professional development.



The rise of artificial intelligence (AI), particularly tools like ChatGPT, has been a major topic in recent years. The Task Group has collaborated with experts such as Professor Hau Kit Tai and Professor Morris Jong to explore AI's role in education. Key focus areas include developing AI-based teaching materials, addressing ethical concerns, and shifting pedagogy towards critical thinking rather than rote learning. Many schools have begun experimenting with AI in all subjects, indicating a potential transformation in teaching and learning methodologies.

Beyond curriculum and technology, the Task Group has explored internationalization and Greater Bay Area integration. By examining global curricula such as IB, GCE A-Levels, and AP programs, the group seeks ways to align Hong Kong's education system with international standards while fostering regional collaboration.

Looking ahead, the Task Group remains committed to addressing emerging challenges, including student mental health, digital literacy, and inclusive assessment models. We look forward to continued collaboration among educators, policymakers, and stakeholders.

Self-Regulated Learning (SRL) Task Group

Introduction

As the Hong Kong Association of the Heads of Secondary Schools (HKAHSS) celebrates its 60th anniversary, it is an opportune moment to reflect on the significant strides made in the realm of Self-Regulated Learning (SRL). Since its inception in 2012, the SRL initiative has grown into a cornerstone of our education philosophy, fostering a culture of enhancing the effectiveness of learning and teaching, promoting education innovation, and professional learning communities among schools.



Study Tour to Guangzhou Baiyun in May 2013



Study Trip about the Flipped Classroom of Guangzhou Tianhe Schools in 2014

Trip to Weifang, Shandong (山東濰坊) about the Educational Reform in April 2012

会议时间非常宝贵。

我们必须保证所处理的事实和建议来自精确分析，而不是捕风捉影；

我们必须保证会议的结果是执行的决定而不是坐在一起玄思冥想、空谈哲理。

—— 阿尔·盖茨





Study Trip to Japan: Renovating Schools as Learning Community in May 2015



Study Trip to Taichung: Adaptive Learning @ SRL in April 2017



Hong Kong based Adaptive Learning Platform Trial Scheme 2017



Artificial Intelligence Study Trip to Shanghai in May 2019

Background and Development

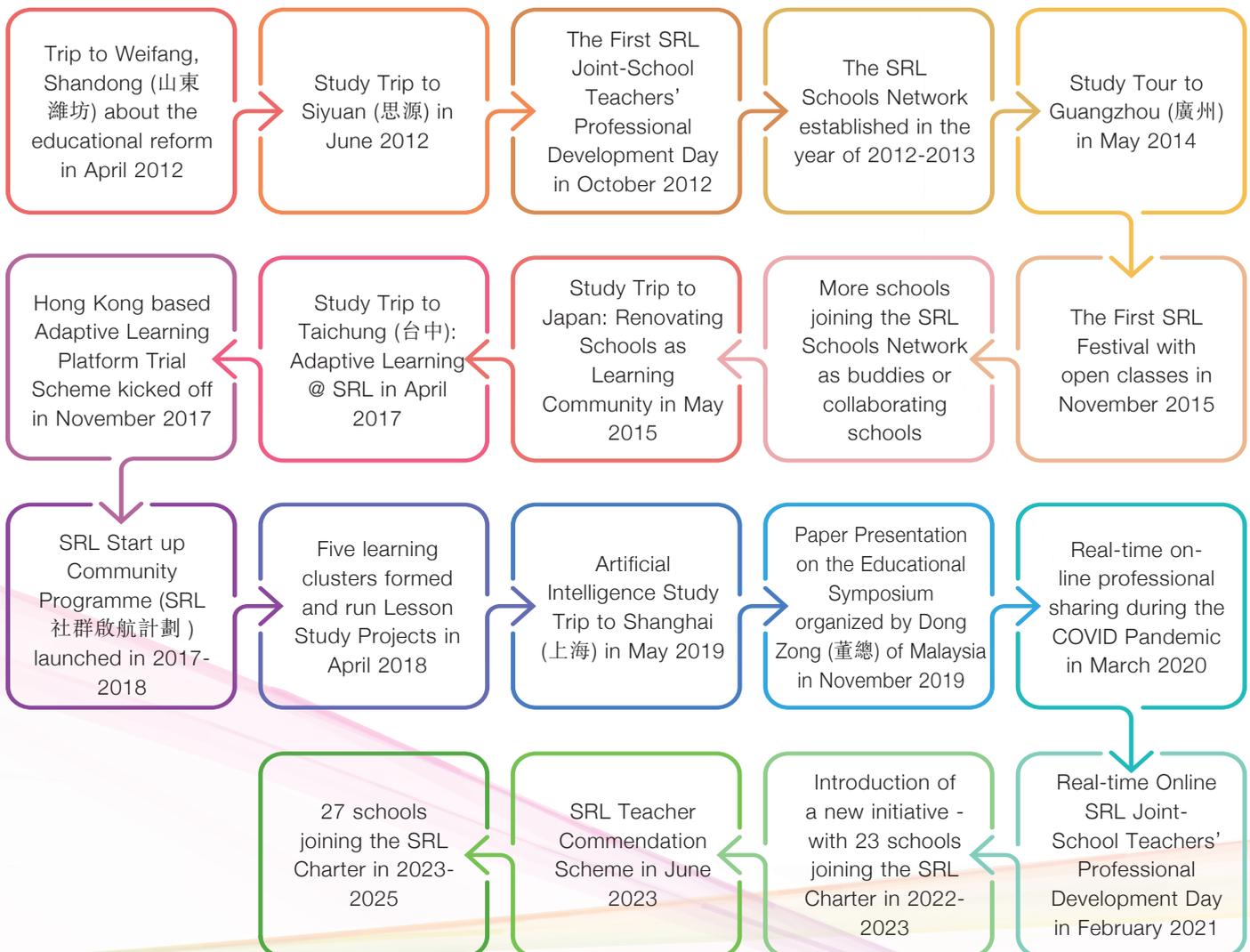
In 2012, the HKSAR Government introduced the “Voluntary Optimisation of Class Structure” Scheme, allowing schools to reduce class sizes while retaining additional teaching staff. The HKAHSS Executive Committee saw this as an opportunity to enhance teaching and learning by helping students “learn how to learn.” Inspired by Jim Collins’ Hedgehog Concept from *Good to Great* (2001), the Executive Committee engaged in extensive discussions and studies, resulting in the proposal of the “Golden Five Years” initiative focused on Self-Regulated Learning (SRL).

Drawing from educational reforms in Chinese Mainland, Japan, and Taiwan, a circle of core schools from HKAHSS Executive Committee was formed to study and work on promoting SRL to enhance the effectiveness of teaching and learning in the academic year of 2012-2013. At that time, notable reforms in independent learning in regions in Chinese Mainland like Dulangkou, Weifang, and Siyuan School attracted global attention and inspired local adaptations. The Executive Committee also reviewed international literatures on SRL, integrating theories from scholars like Zimmerman, Pintrich, and Manabu Sato.



The journey of SRL at HKAHSS began with a vision to enhance learning and teaching effectiveness through the promotion of self-motivation among students. The initiative aimed to shift the learning and teaching paradigm, utilizing resources from the classroom arrangements to address challenges under the new academic system. The approach included collaborative lesson preparation, open classes, and post-lesson discussions, fostering a professional learning community among teachers. This initiative has significantly impacted teaching effectiveness and collegiality within schools, marking a crucial milestone in the development of SRL at HKAHSS.

Over the years, this vision has been realized through a series of strategic initiatives and collaborative efforts. The following are the key milestones we have achieved:



Achievements and Impacts

The impact of SRL at HKAHSS has been profound. It has not only improved pedagogical leadership among principals but also fostered a professional learning community across schools. The SRL initiatives have empowered students to take charge of their learning, leading to improved academic outcomes and personal growth.

Principal's Instructional Leadership Practice

The principal plays a crucial role in the school, and his/her leadership style significantly impacts the school's overall development and continuous improvement. In the early stages of implementing SRL, our focus was on helping principals develop school-based leadership strategies that consider the school's specific context, its culture, the characteristics of the teaching team, and the needs of the students. In 2017-2018, the "SRL Start up Community Programme" was launched for core network schools to share their SRL experiences. The programme has successfully enhanced principals' instructional leadership and support school teams in promoting SRL.



SRL Start up Community Programme (SRL社群啟航計劃) launched in 2017-2018

Promote Professional Exchanges and Dialogues Among Teachers

To reform SRL classrooms, we draw on the findings of educational researches and Professor Manabu Sato's ideas, emphasizing internal changes, which are changes in teachers' mentality. Teachers play a key role by fostering a supportive, collaborative environment, shifting from traditional training to collegiality and mutual learning.

Since 2015, the "Self-Regulated Learning Festival" has encouraged teachers from different schools to observe various SRL models. This annual festival has enhanced professional exchanges and dialogues in teaching, allowing teachers to share experiences and insights by opening their classrooms to one another. Besides, there are lesson preparation, observation, and post-lesson discussions which are crucial elements for professional learning, creating a cycle of action inquiry. Such practices have reignited teachers' motivation and helped them become 'learning experts'.

In a collaborative community, teachers reshape their professional identities and produce localized knowledge of practice through contextualized co-learning in authentic classroom settings. By collaborating on lesson preparation, participating in peer observations, and engaging in meaningful communication, teachers have established a culture of learning both inside and outside their schools.

Over the years, the number of participating schools has grown consistently, with a significant increase in teachers opening their classrooms for observation. A robust culture of observation, study, and exchange has taken shape, strengthening the practice of professional learning and growth.



The SRL Joint-School Teachers' Professional Development Day in February 2023

23 schools Joining the SRL Charter in 2022-2023



Joint School Learning and Sharing of Good Practices

To promote the SRL and classroom reforms, inter-school learning and sharing are the most important. Schools collaborate and support one another through the annual SRL Festival which is also regarded as a Joint-School Teachers' Professional Development Day. During this event, experts and scholars deliver thematic lectures, and teachers from various schools share their experiences and subject-specific practices.

This collaborative environment not only allows teachers to review key theories and recent developments related to the SRL but also to conclude their experiences and present innovative teaching ideas. More importantly, it provides an opportunity for reflection on practical experiences.

Since 2022, we have been promoting the SRL Schools Charter in the hope to help schools pledge commitment and share good practices. So far, 27 schools have joined the SRL Charter.

Way Forward

As we look to the future, the SRL task group is committed to further advancing this transformative endeavour. Our key focus areas include:

1. **Expanding the SRL Network:** We aim to increase the number of schools participating in the SRL Schools Charter, fostering a larger community that can share resources, good practices and insights.
2. **Leveraging Technology:** The integration of AI and open data into SRL practices will continue to be a priority. Technologies offer new ways to personalize learning and provide real-time feedback, enhancing the effectiveness of SRL.
3. **Professional Development:** Ongoing training and support for teachers will be crucial in sustaining the momentum of SRL. We will continue to organize workshops, festivals, and professional development days to equip teachers with the skills and knowledge they need to implement SRL effectively.
4. **Fostering a Culture of Excellence:** We will continue and expand recognition programmes like the SRL Teacher Commendation Scheme to acknowledge and celebrate outstanding SRL practices in schools. Highlighting and sharing success stories of SRL implementation across schools will certainly inspire and motivate other colleagues to further adopt SRL practices.

Conclusion

The journey of SRL at HKAHSS is a testament to the power of collaboration, innovation, and dedication. As we celebrate our 60th anniversary, we are proud of the progress we have made and excited about the possibilities that lie ahead. Together, we will continue to empower students and educators, fostering a culture of innovative learning communities that prepares our students for the challenges of the future.

HK Laureate Forum



The Hong Kong Association of the Heads of Secondary Schools (HKAHSS) proudly served as the co-organizer for the first-ever Hong Kong Laureate Forum held on 17 November 2023. This ground-breaking event brought together 17 distinguished Shaw Laureates with over 1,500 secondary students across multiple venues, creating an unprecedented opportunity for intellectual exchanges between world-renowned scientists and Hong Kong's youth.

The forum's unique format featured parallel sessions hosted at four secondary schools across the territory. Students had the extraordinary chance to engage directly with laureates including pioneering astronomers, groundbreaking medical researchers, and eminent mathematicians. Each session combined formal presentations with interactive discussions, allowing participants to explore cutting-edge scientific concepts while learning about the laureates' personal research journeys and career paths.



The Shaw Laureates presented their world class research in engaging ways tailored for young audiences, with moderators who were local scientists, ensuring discussions remained both challenging and comprehensible. Topics ranged from cosmic phenomena to cellular biology, demonstrating the incredible breadth of modern scientific inquiry.

Extended Q&A sessions allowed students to satisfy their curiosity about everything from research methodologies to career advice. Many participants reported leaving with not just new knowledge, but transformed perspectives on their own academic and professional potential.

Student-presented souvenirs and group photographs symbolized the meaningful connections formed between generations of scientific thinkers. These moments beautifully captured the forum's spirit of inspiration and mentorship.

This event stands as a testament to HKAHSS's commitment to fostering connections between academic excellence and real-world impact. The overwhelmingly positive feedback from participants has led to another series of Hong Kong Laureate Forum for secondary school students on 7 November 2025 (Friday). We hoped seeds were planted for future breakthroughs that may one day emerge from Hong Kong's next generation of researchers and innovators.





*Recent Policy Papers
and Publications
2021 - 2025*

2021

1. A Letter to the Secretary for Education: The Third Cycle of the Fine-tuned Medium of Instruction (19 January 2021)
致教育局長的信：第三周期「微調教學語言安排」
2. A Letter to the Secretary General, HKEAA: HKDSE 2022 & 2023 (1 February 2021)
致香港考試及評核局秘書長的信：2022 及 2023 年香港中學文憑考試安排
3. A Letter to the Secretary for Education: HKDSE 2022 & 2023 (1 February 2021)
致教育局長的信：2022 及 2023 年香港中學文憑考試安排
4. A Letter to the Secretary for Education: Our Worries for EDB's Request to Conduct Regular Virus Testing for All School Staff to Satisfy the Condition of Full Class Resumption (4 February 2021)
致教育局長的信：對教職員檢測以讓全體學生回校復課安排的憂慮
5. A Letter to our Members: Report on the Survey on "Teacher Turnover and Student Withdrawal from Schools" (22 February 2021)
致會員的信：《學生離校及教師離職情況問卷調查》報告
6. A Letter to the Chief Executive of the HKSAR: To Keep, Attract, Nurture and Respect our Talents – HKAHSS's Recommendations for the Chief Executive Policy Address 2021 (19 July 2021)
致行政長官的信：「保才、納才、育才、尊才」——香港中學校長會對2021施政報告的建議

2022

1. A Letter to the Secretary for Education: Our Pressing Concerns Regarding the Adjustment in the Arrangements for Holidays (23 February 2022)
致教育局長的信：對調整放假安排的緊切關注
2. A Letter to the Secretary for Education: Opinions, Concerns & Suggestions Collected Regarding the Adjustment in the Arrangements for holidays (Earlier Commencement of Summer Holidays) (24 February 2022)
致教育局長的信：對調整放假安排（提早放暑假）的意見、關注和建議
3. A Letter to the Secretary General, HKEAA: HKDSE 2022 & 2023 (21 March 2022)
致香港考試及評核局秘書長的信：2022年香港中學文憑考試安排
4. A Letter to the Secretary for Education: Concerns on the Proposed Changes to the Future Enhancement of the Implementation of the School Development & Accountability (SDA) Framework (11 April 2022)
致教育局長的信：關注局方「學校發展與問責架構」的修訂建議



5. A Letter to Candidate – 2022 Chief Executive Election: Hong Kong’s Education – Present Constraints and Future Prospects (14 April 2022)
給2022年行政長官候選人的信：「香港教育——今天的局限、明天的發展」
6. A Letter to the Chief Executive of the HKSAR: HKAHSS’s Recommendations for the Chief Executive Policy Address 2022 (13 September 2022)
致行政長官的信：香港中學校長會對2022施政報告的建議

2023

1. A Letter to the Chief Executive of the HKSAR: HKAHSS’s Recommendations for the Chief Executive Policy Address 2023 (20 September 2023)
致行政長官的信：香港中學校長會對2023施政報告的建議
2. A Letter to the Legislative Council: HKAHSS’s Submission on “Mandatory Reporting of Child Abuse Bill” (6 November 2023)
致立法會的信：香港中學校長會對《強制舉報虐待兒童條例草案》的意見書
3. A Letter to the Secretary of Education and the Chairman of the Advisory Committee on Mental Health on the issue of Student Mental Health (10 November 2023)
致教育局局長和精神健康諮詢委員會主席的信：香港中學校長會對《學童輕生和精神健康》的高度關注與建議

2024

1. Letter to EDB and HKEAA: Our Suggestions on the Optimisation of Senior Secondary Chinese History and Economics (2 July 2024)
致教育局、香港考試及評核局的信：我們對高中中國歷史科及經濟科優化方案的意見
2. Letter to the Chief Executive of the HKSAR: HKAHSS Recommendations for the Chief Executive Policy Address 2024 (19 September 2024)
致行政長官的信：香港中學校長會對2024施政報告的建議

2025

1. Letter to the Chief Executive of the HKSAR: HKAHSS Recommendations for the Chief Executive Policy Address 2025 (26 August 2025)
致行政長官的信：香港中學校長會對2025施政報告的建議
2. A Letter to our Members: Report on the Survey on “Secondary School Principals’ Opinions on HK Education Policies & Development” (18 September 2025)
致會員的信：《中學校長對香港教育政策及發展的意見問卷調查》報告



Our Aspiration for the Future

Our Aspiration for the Future

As we celebrate the 60th Anniversary of the Hong Kong Association of the Heads of Secondary Schools (HKAHSS), we do so not only with pride in our past achievements, but also with a clear and determined vision for the future. The theme of our 60th Anniversary, “Raising the Bar: To Go Above and Beyond” (上下求索·跨高越遠), encapsulates our unwavering commitment to excellence, innovation, and leadership in education. It challenges us to aim higher — not just for our schools and students, but for the continued advancement of our profession and the education system as a whole.

Looking ahead, the HKAHSS is focusing on key areas that are critical to the future of education. After the Hong Kong Education Colloquium 2025, we will continue to address two of the most pressing and promising themes in global and local education: Artificial Intelligence (AI) in Education and Student Well-being. These are not just topics of current relevance — they are transformative forces that will shape how we teach, lead, and care for our students in the years to come.



As school leaders, we recognise the potential of AI to revolutionise learning, enhance administrative efficiency, and provide more personalised and equitable education. At the same time, we must balance this with a deep commitment to student well-being — ensuring that as our schools become more technologically advanced, they also remain human, compassionate, and responsive to the social and emotional needs of every learner.

To realise this vision, we understand that collaboration is the key. In the years ahead, the HKAHSS will proactively seek to forge stronger partnership with universities, various sectors and foundations in Hong Kong, as well as with educational organisations across the Mainland and beyond. We believe that through cross-sector and cross-regional collaboration, we can bring new insights, resources, and opportunities to Hong Kong’s education system, while also expanding the professional horizons of our school leaders.



We are particularly committed to supporting the ongoing professional development of principals, who are the anchors of school communities and the driving force behind education transformation. Through joint initiatives, research exchanges, study tours, and innovation projects, we aim to empower principals with the tools, knowledge, and networks they need to lead with confidence in an increasingly complex and fast-changing world.



As we embark on this new chapter, we remain guided and inspired by our 60th Anniversary theme: “Raising the Bar: To Go Above and Beyond.” With this spirit, the HKAHSS will continue to lead with courage, serve with purpose, and work tirelessly for the betterment of education in Hong Kong. Together, with our partners and our community, we will embrace the challenges and opportunities of tomorrow — and strive always to go beyond what is expected, for the good of our students, our schools, and our society.



Lin Chun Pong
Chairman



*List of Executive Committee
Members and Honorary Posts
(1964 - present)*

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| 1965 – 1966 | Dr. A. Hinton | Rev. G. L. Speak | Ms. J. A. O'Hanrahan | Fr. J. F. Foster | Rev. F.J.G. Foley, Mrs. K.E. Cheung, Mr. K. F. Wong |
| 1966 – 1967 | Dr. A. Hinton | Rev. G. L. Speak | Mr. N. E. Barnes | Fr. J. F. Foster | Mr. K. F. Wong, Sr. Stella Marie, Mr. Watt Hoi Kee |
| 1967 – 1968 | Mr. N. E. Barnes | Rev. G. L. Speak | Ms. E. Jenkins | Fr. J. F. Foster | Ms. K. Barker, Mr. K. F. Wong, Sr. Isabel of the Angels |
| 1968 – 1969 | Rev. G. L. Speak | Mrs. C. J. Symons | Ms. E. Jenkins | Fr. J. F. Foster | Mr. K. F. Wong, Mr. J. Stokes, Ms. K. Barker |
| 1969 – 1970 | Rev. G. L. Speak | Mrs. C. J. Symons | Mr. W.D.F. Williams | Fr. J. F. Foster | Mr. J. Stokes, Fr. D. Reid |
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| 1973 – 1974 | Mr. R. F. King | Dr. Su Chung Jen 蘇宗仁博士 | Sr. Isabel of the Angels | Mrs. Yau Ho Yan Tak, Katherine | Mr. W.D.F. Williams, Rev. Lionel Xavier, O.P., Rev. Joyce Bennett |
| 1974 – 1975 | Dr. Su Chung Jen 蘇宗仁博士 | Mr. R. F. King | Sr. Isabel of the Angels | Mrs. Yau Ho Yan Tak, Katherine | Rev. Lionel Xavier, O.P., Bro. John Latini, Mr. Yeung Po Kwan |
| 1975 – 1976 | Dr. Su Chung Jen 蘇宗仁博士 | Mrs. Yau Ho Yan Tak, Katherine 邱何恩德女士 | Sr. Lorraine Turcotte | Mr. Yeung Po Kwan | Mr. R. F. King, Sr. Isabel of the Angels, Mr. Albert S. B. Li |
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| 1978 – 1979 | Mrs. Yau Ho Yan Tak, Katherine 邱何恩德女士 | Fr. Howard Stunek, O.F.M. | Mrs. Chau Ma Pui Kin, Katherine | Mr. Yeung Po Kwan | Sr. Isabel of the Angels, Sr. Lorraine Turcotte, Mr. Alberto C. Morales, Mr. Chan Ho Tung, Sr. Esther Ling |
| 1979 – 1980 | Fr. Howard Stunek, O.F.M. | Mrs. Yau Ho Yan Tak, Katherine 邱何恩德女士 | Mr. Yeung Po Kwan | Mr. Alberto C. Morales | Sr. Isabel of the Angels, Mrs. Chau Ma Pui Kin, Katherine, Mr. David C. K. Cheung, Ms. Sherifa Kwan, Mr. Poon Chun Kau |
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| 1985 – 1986 | Mr. Cheung Chun Kwok 張振國先生 | Mr. Soo Yee Yau, Hudson 蘇義有先生 | Ms. Kwan Wei Yin, Hilda | Mr. Chan Kin Hung | Mrs. Rosalind Chan, Ms. Yip Suk Ping, Mr. Chu Fu Yau |
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| 1987 – 1988 | Mr. Cheung Chun Kwok 張振國先生 | Mr. Soo Yee Yau, Hudson 蘇義有先生 | Ms. Kwan Wei Yin, Hilda | Mr. Chan Jan Wai | Mr. Chow Yiu Wing, Mrs. To Kwong Wai Yin, Ella , Mr. Ying Yu Hing |
| 1988 – 1989 | Mr. Cheung Chun Kwok 張振國先生 | Mr. Soo Yee Yau, Hudson 蘇義有先生 | Ms. Kwan Wei Yin, Hilda | Mr. Chan Jan Wai | Mrs. To Kwong Wai Yin, Ella , Mr. Ying Yu Hing, Mr. Chow Yiu Wing |
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| 1990 – 1991 | Mr. Au Yeung Ying Cheong 歐陽英昌先生 | Ms. Kwan Wei Yin, Hilda 關慧賢女士 | Mrs. To Kwong Wai Yin, Ella | Mr. Ying Yu Hing | Mrs. Chow Zee, Lisu , Mr. Man Kwong Cheung, Mr. Wong Chun Man, Vincent |
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| 1992 – 1993 | Mrs. To Kwong Wai Yin, Ella 杜鄺惠賢女士 | Mr. Fung Chi Wah, Alex 馮洽華先生 | Mrs. Chow Zee, Lisu | Mr. Wong Chun Man, Vincent | Mr. Ying Yu Hing (Hon Auditor), Mr. Lam Wing Biu, Mr. Man Kwong Cheung, Mr. David To |
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| 1995 – 1996 | Mr. Wong Wai Yu, Michael 黃謂儒先生 | Mr. Lam Wing Biu 林榮標先生 | Mrs. Tam Cheung Kit Ying, Grace | Mr. Koo Chao Ming | Sr. Wong May May, Mr. Yau Yat Heem, Paul, Mr. Chui Hong Sheung |
| 1996 – 1997 | Mr. Wong Wai Yu, Michael 黃謂儒先生 | Mr. Lam Wing Biu 林榮標先生 | Mrs. Chow Zee, Lisu | Mr. Koo Chao Ming | Mr. Cheung Man Sun, Sr. Wong May May, Mr. Yau Yat Heem, Paul |
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| 2000 – 2001 | Mr. Wong Wai Yu, Michael 黃謂儒先生 | Mr. Koo Chao Ming 顧兆敏先生 | Mrs. Lee Shek Yuk Yu, Ruth | Mr. Ng Sui Kou | Mr. Lam Wing Biu, Mr. Lam Kwok Ping, Mr. Yau Yat Heem, Paul, Mr. Yip Kam Yuen, William |
| 2001 – 2002 | Mr. Wong Wai Yu, Michael 黃謂儒先生 | Sr. Wong May May 黃美美修女, Mr. Yip Kam Yuen, William 葉錦元先生 | Mrs. Lee Shek Yuk Yu, Ruth, Mr. Lam Wing Biu | Mr. Lam Kwok Ping | Mr. Koo Chao Ming, Mr. Yau Yat Heem, Paul, Mr. Ng Sui Kou |
| 2002 – 2003 | Mr. Wong Wai Yu, Michael 黃謂儒先生 | Sr. Wong May May 黃美美修女, Mr. Yip Kam Yuen, William 葉錦元先生 | Mrs. Lee Shek Yuk Yu, Ruth, Mr. Ng Sui Kou | Mr. Wong Chun Man, Vincent | Mr. Koo Chao Ming, Mr. Lam Wing Biu, Mr. Yau Yat Heem, Paul |
| 2003 – 2004 | Mr. Yip Kam Yuen, William 葉錦元先生 | Sr. Wong May May 黃美美修女, Mr. Koo Chao Ming (until August 2004) 顧兆敏先生, Mr. Yau Yat Heem, Paul (since September 2004) 丘日謙先生 | Mrs. Lee Shek Yuk Yu, Ruth, Mr. Ng Sui Kou | Mr. Wong Chun Man, Vincent | Mr. Wong Wai Yu, Michael, Mr. Lam Wing Biu, Mr. Yau Yat Heem, Paul |
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| 2006 – 2007 | Mr. Yip Kam Yuen, William 葉錦元先生 | Mr. Wong Wai Yu, Michael 黃謂儒先生, Mrs. Lee Shek Yuk Yu, Ruth 李石玉如女士 | Mr. Ng Sui Kou, Ms. Lee Suet Ying | Mr. Wong Chun Man, Vincent | Mr. Ho Ki To, Mr. Lam Wing Biu, Dr. Yuen Pong Yiu |
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| 2014 – 2015 | Ms. Lee Suet Ying 李雪英女士 | Dr. Ho Sai Mun, Stanley 何世敏博士, Mrs. Lee Shek Yuk Yu, Ruth 李石玉如女士 | Ms. Pang Wai Lan, Helena, Ms. Yau Kit Ying, Veronica | Mr. Tang Chun Keung, Teddy | Mr. Chau Hau Fung, Mrs. Cheung Wai Yee, Addy, Ms. Lau Yiu Hung |
| 2015 – 2016 | Ms. Lee Suet Ying 李雪英女士 | Dr. Ho Sai Mun, Stanley 何世敏博士, Mr. Tang Chun Keung, Teddy 鄧振強先生 | Ms. Pang Wai Lan, Helena, Ms. Yau Kit Ying, Veronica | Ms. Lau Yiu Hung | Mr. Chau Hau Fung, Mrs. Cheung Wai Yee, Addy, Mr. Lo Shiu Ming, Tommy |
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| 2017 - 2018 | Ms. Lee Suet Ying 李雪英女士 | Mr. Lin Chun Pong 連鎮邦先生, Mr. Tang Chun Keung, Teddy 鄧振強先生 | Mr. Lo Shiu Ming, Tommy, Ms. Pang Wai Lan, Helena | Dr. Lau Yiu Hung | Ms. Chan Shin Kwan, Mr. Chau Hau Fung, Ms. Yau Kit Ying, Veronica |
| 2018 - 2019 | Mr. Tang Chun Keung, Teddy 鄧振強先生 | Dr. Lau Yiu Hung 劉瑤紅博士, Mr. Lin Chun Pong 連鎮邦先生 | Ms. Chan Shin Kwan, Ms. Pang Wai Lan, Helena | Mr. Lo Shiu Ming, Tommy | Mr. Chau Hau Fung, Mr. Cheng Kai Lam, Joe, Ms. Yau Kit Ying, Veronica |
| 2019 - 2020 | Mr. Tang Chun Keung, Teddy 鄧振強先生 | Dr. Lau Yiu Hung 劉瑤紅博士, Mr. Lin Chun Pong 連鎮邦先生 | Ms. Chan Shin Kwan, Ms. Pang Wai Lan, Helena | Ms. Yau Kit Ying, Veronica | Mr. Cheng Kai Lam, Joe, Mr. Lo Shiu Ming, Tommy, Mr. Wan Ka Kit, Andy |
| 2020 - 2021 | Mr. Lin Chun Pong 連鎮邦先生 | Ms. Chan Shin Kwan, 陳倩君女士, Dr. Lau Yiu Hung 劉瑤紅博士 | Mr. Cheng Kai Lam, Joe, Ms. Pang Wai Lan, Helena | Ms. Yau Kit Ying, Veronica | Dr. Cheng Kin Tak, Samuel, Ms. Lin Mau Tong, Kitty, Mr. Wan Ka Kit, Andy |
| 2021 - 2022 | Mr. Lin Chun Pong 連鎮邦先生 | Dr. Lau Yiu Hung 劉瑤紅博士, Ms. Yau Kit Ying, Veronica 邱潔瑩女士 | Ms. Chan Shin Kwan, Ms. Pang Wai Lan, Helena | Mr. Cheng Kai Lam, Joe | Dr. Cheng Kin Tak, Samuel, Ms. Lin Mau Tong, Kitty, Mr. Wan Ka Kit, Andy |
| 2022 - 2023 | Mr. Lin Chun Pong 連鎮邦先生 | Dr. Lau Yiu Hung 劉瑤紅博士, Ms. Yau Kit Ying, Veronica 邱潔瑩女士 | Ms. Chan Shin Kwan, Ms. Lin Mau Tong, Kitty | Mr. Cheng Kai Lam, Joe | Dr. Cheng Kin Tak, Samuel, Ms. Pang Wai Lan, Helena, Mr. Wan Ka Kit, Andy |
| 2023 - 2024 | Mr. Lin Chun Pong 連鎮邦先生 | Dr. Lau Yiu Hung 劉瑤紅博士, Ms. Yau Kit Ying, Veronica 邱潔瑩女士 | Ms. Chan Shin Kwan, Mr Wan Ka Kit, Andy | Mr. Cheng Kai Lam, Joe | Dr. Cheng Kin Tak, Samuel, Ms. Lin Mau Tong, Kitty, Mr. Mak Man Chiu |
| 2024 - 2025 | Mr. Lin Chun Pong 連鎮邦先生 | Mr Cheng Kai Lam, Joe 鄭繼霖先生, Ms. Yau Kit Ying, Veronica 邱潔瑩女士 | Ms. Chan Shin Kwan, Dr. Lau Yiu Hung | Mr. Wan Ka Kit, Andy | Ms. Chan Shuk Man, Ella, Ms. Lin Mau Tong, Kitty, Mr. Mak Man Chiu |

List of Honorary Posts

| Year | Honorary Adviser |
|-------------|-----------------------------------|
| 2009 – 2014 | Mr. Wong Wai Yu, Michael 黃謂儒先生 |

| Year | Honorary Resources Adviser |
|-------------|--------------------------------------|
| 2015 – 2021 | Mrs. Lee Shek Yuk Yu, Ruth 李石玉如女士 |

| Year | Honorary Executive Secretary |
|-------------|-----------------------------------|
| 2014 – 2025 | Mr. Wong Wai Yu, Michael 黃謂儒先生 |

| Year | Honorary Company Secretary |
|-------------|----------------------------------|
| 2020 – 2025 | Mr. Lo Shiu Ming, Tommy 羅紹明先生 |

AS WHEN WE WERE TOGETHER





Message from the Editorial Board

To celebrate its 60th years of professional service, The Hong Kong Association of the Heads of Secondary Schools (The Association) is holding a series of events with the highlight of the Education Colloquium 2025 held on 17 January 2025. While Celebrations are usually filled with fun and joy, they will take on a much deeper meaning if we consider the efforts made on the road travelled through 6 decades which is more than half a century.

Looking back, this has not been a smooth journey all through but with ups and downs, twists and turns. It has been through the economic, social and political developments in Hong Kong alongside its demographic changes. Despite all these and the passing batons from one generation to another, the Association still stands tall in its vision and mission in striving for professional development, excellence and the betterment of education in Hong Kong.

This magazine portrays to readers the work and recent developments of the Association which are in fact the continued efforts of our past work that was recorded in the previous celebration magazines (<https://www.hkahss.edu.hk/publications>).



We would like to thank all the contributors of the articles and pictures to this magazine, for our partners and guest speakers who have been with us along the way, showing support and sharing inspiration. Our gratitude also goes to the most generous donors, namely The Lee Shau Kee Foundation, The Hong Kong Pei Hua Education Foundation, The Miramar Group and The Tin Ka Ping Foundation, making all the celebration events and the publication of this magazine possible. Their support has meaningfully displayed the beauty of cross-sector collaboration.

With continued concerted efforts, the education in Hong Kong will surely go beyond the bar. We hope that you will enjoy reading this magazine with pleasure.

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Miss Chan Shin Kwan Meimei
Miss Chan Shuk Man Ella
Sister Kwok Ming Ying Anita
Miss Lin Mau Tong Kitty
Mrs. Lee Shek Yuk Yu Ruth
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**The Hong Kong Association of
the Heads of Secondary Schools**
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