



**The Hong Kong Sheng Kung Hui School Education Policy
– Proposed Paper
(Resolved by the General Synod)**

1. To affirm the following as its Mission Statement in Education :

“The Hong Kong Sheng Kung Hui’s Mission in Education is to promote the ethos of Christian whole-person education which can be best summarised in the Book of Proverbs Chapter 22 Verse 6 “Train children in the right way, and when old, they will not stray.” Such Mission shall be fulfilled through operating kindergartens, schools and educational institutions which are committed to providing students with quality education based upon the ethos of Christian whole-person education. In so doing it is sharing God's love and the Gospel with teachers, staff, students and their families; and helping students explore their lives with meaning and purpose basing upon Christian values and the Anglican traditions. Working through well-trained teachers, chaplains and lay helpers, Hong Kong Sheng Kung Hui is introducing teachers, staff, students and their families to the spiritual dimensions of life.”

2. To affirm the following as its objects and vision in education :

“To establish and operate efficiently, strategically placed Anglican schools offering quality education, which are financially accessible to local communities, to evangelize the Gospel of Jesus Christ to students, staff, parents and the wider community.

3. to promote the following core values and policies in education to all its dioceses, relevant standing commissions, committees, working groups, the vestry of parishes, relevant bodies including the Religious Education Centre, the Ming Hua Theological College, the Anglican (Hong Kong) Primary Schools Council, the Anglican (Hong Kong) Secondary Schools Council, the Anglican (Hong Kong) Kindergartens Council, and all Anglican Schools.

3.1 Management of Anglican Schools

The Anglican identity of its schools depends upon and is nurtured by the continuing presence of a predominant number of Anglican intellectuals. What the HKSKH asks of all its school teachers, administrators, students, and parents of students, however, is not a particular creedal affiliation, but an acceptance of the mission statement of HKSKH's education service and a willingness to fulfill its objects and vision. Top management of the school should be committed to the HKSKH's education ideal embodied in its core values, which include:

- 3.1.1 The teaching of a biblically based programme of Christian studies as an integral part of the curriculum
- 3.1.2 The incorporation of Christian values and the development of personal ethics
- 3.1.3 Encouragement of students' spiritual awareness, inquiry and an informed response to the claims of Christ
- 3.1.4 Promotion of a culture of active service for others as a reflection of learning about the Christian faith
- 3.1.5 A strong focus on learning for life and intellectual rigour
- 3.1.6 A regard for academic excellence and a commitment to high academic standards
- 3.1.7 A broad curriculum that values the arts and sciences, physical fitness, personal development and health, technology and the environment
- 3.1.8 A culture in which staff undertake continuous learning through professional development
- 3.1.9 An affirmation of and respect for the integrity of the individual
- 3.1.10 A high standard of purposeful pastoral care for all students
- 3.1.11 Opportunities for the development of talent
- 3.1.12 Support for students with special needs
- 3.1.13 The development of a sense of social justice
- 3.1.14 Offering a safe, orderly and disciplined environment
- 3.1.15 An emphasis on personal responsibility and respect for others.

3.2 Nurturing of students, teachers and parents in the school environment:

Pre-school students are to be brought up in the ethos of Christ's love and care; while primary and secondary schools can be one of the most effective services we offer to people because they can provide a solid academic and Anglican formation during the formative early years.

All HKSKH schools encourage a way of living consonant with a Christian community in the Anglican tradition through corporate liturgical worship, religion education, fellowship activities and Christian values and ethics that manifest in prayer, liturgy and service through collaboration with their respective parish church, should be both as education institutions and as centers of faith for lay collaborators, for families of students and former students, and through them for the whole community.

3.3 Connection between parishes and schools

Parishes of the HKSKH shall identify and locate the Anglican schools/educational institutions situate in the vicinity of the parish. Such schools/ institutions shall be recognized and regarded as integral parts of the parish. As such the parish shall endeavor to work its mission and services planning on and with such schools and institutions.

The Anglican schools/educational institutions within the vicinity of a parish of the HKSKH shall likewise regard themselves as parts of the parish. As such they accept and work together with the vicar and vestry of the parish in the teaching of religious education and in organizing religious activities and liturgical worship as well as pastoral care for teachers, staff, students and their families.

The Dioceses of the HKSKH should work towards facilitating and building the relationship between parishes and the Anglican schools/educational institutions in the vicinity of the parishes. The Dioceses should also encourage and support the parishes in undertaking the responsibility of establishing the chaplaincy in each of the Anglican schools/educational institutions in their vicinities.

3.4 Chaplaincy at schools

A chaplain is a value add for every school community and a key part of the school 'welfare team'. The chaplain provides a professional, confidential and spiritual presence in the school. The chaplain's role can include the formation and implementation of programs targeting core and specific school issues.

A chaplain can also provide support and leadership in the more sensitive events that affect a school community.

3.5 Promoting HKSKH members in pursuing a career in teaching

The education apostolate in all its ramifications recommended in a special way by the HKSKH, is to be valued as of great importance among the ministries of the HKSKH for promoting today's mission in the service of faith. All HKSKH members can exercise this apostolate in various ways through participation in practical programmes to be devised in collaboration with other institutions, such as parish churches, and the Religious Education Centre. Parish priests are encouraged to take the initiative in identifying and grooming potential teachers and school administrators among HKSKH members.

3.6 Training of church members in serving in education including serving as school managers

In order to ensure the proper character of Anglican schools and a fruitful clergy-lay cooperation, it is altogether necessary to carefully select, nurture and groom younger generation of administrators and teachers to form them adequately in Anglican spirituality and pedagogy, especially those who will assume positions of major responsibility.

4. to ask the Standing Committee to appoint a steering committee to co-ordinate the implementation of this resolution in particular in monitoring implementation by the various bodies and report back to the resumed session of this General Synod.