



PATHWAYS

博思會



2018-19
ANNUAL REPORT
年度報告



早期識別
盡早介入

Early Identification · Early Intervention

博思會簡介 ABOUT PATHWAYS

博思會致力以專業及實証為本的教學方式，幫助有讀寫障礙的兒童，跨越困難，重拾學習的興趣與自信。

本會為註冊慈善機構，於 2001 年成立，現於九龍、沙田及荃灣設有三個學習／支援中心。我們擁有中、英、數及早期讀寫支援的專科教師團隊，並有多位與我們長期合作的臨床心理學家、教育心理學家、職業治療師及言語治療師作為專業夥伴，每年為數以百計的讀寫障礙學生，於課餘或校內提供適切和持續的學習支援、專業評估及治療服務。此外，本會亦定期舉辦家長講座活動，與公眾分享有關讀寫障礙的最新知識及教與學的心得。

The Pathways Foundation (Pathways) strives to help children with dyslexia to bridge the learning gap, rekindle their interest in learning, and build self-confidence through professional and evidence-based intervention programmes.

Established in 2001, we are a registered charitable organization in Hong Kong, currently operating three learning/support centres in Kowloon, Shatin and Tsuen Wan. Our team consists of specialized subject teachers of Chinese, English, Mathematics and Early Literacy Support, as well as allied professionals including clinical psychologists, educational psychologists, occupational therapists and speech therapists. They collaborate to serve hundreds of students with dyslexia each year through individualized and continued after-school or in-school intervention programmes, along with professional assessment and therapy services. In addition, we organize regular parent seminars and activities to share with the public current knowledge on reading difficulties, and insights into the teaching and learning of children with dyslexia.

抱負 VISION

致力為讀寫障礙兒童提供學科及其他支援，幫助他們跨越學距。

To bridge the learning gap of children with dyslexia in Hong Kong through a variety of interventions and education programmes.

使命 MISSION

- 營造一個重視培育、有效益及個別化的學習環境。
- 提供專為讀寫障礙兒童特定，及以實証為本的支援課程。
- 建立互信及協作的伙伴關係。
- 加強公眾認識讀寫障礙，及推廣博思會的工作。

- Create a nurturing, effective and individualized learning environment.
- Provide dyslexia-specific and evidence-based intervention programmes.
- Build trusting and collaborative partnerships.
- Strengthen public understanding of dyslexia and promote Pathways' work.

核心價值 CORE VALUES



卓越專業
Professional Excellence



學生為本
Student - Centered



信任承擔
Trust and Accountability



熱誠投入
Passion and Commitment

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令人振奮的一年

A Year Full of Excitement

主席 張非非女士
Mrs. Phyllis Chang
Chairperson



博思會的會務，從不沉悶；2018-2019 年的博思會，一如以往，令人振奮。

服務方面，我們新增了特別針對學前兒童的教育心理學支援服務，提供相關的甄別測試或評估，廣受學童家長歡迎。與此同時，我們的老師為有讀寫障礙傾向的幼稚園學童，設計了別出心裁的課程，並已順利完成。中文讀寫課程發展小組的工作，亦持續發展和改進，造福更多兒童及家長。儘管博思會因應需要而調整了學費，我們欣然見證受惠人數仍然不斷增加。這一年，我們有 32 名學生更獲得了由香港金紫荊扶輪社贊助的「香港金紫荊扶輪社・博思會學生勤到獎」。香港金紫荊扶輪社的一名會員更協助博思會進行了網站改進工程；對於本會網站常客來說，相信不難察覺到這個改變。

除了跟政府合作，我們亦經常與其他團體進行不同層面的協作。來自香港專業教育學院，修讀特殊幼兒照顧及融合教育課程的學生，於本會的家長講座及親子工作坊幫忙，亦協助教學團隊製作教材。摩根士丹利的義工則到本中心提供行政支援，部份義工更承諾繼續為教材設計插畫。香港上海滙豐銀行的義工，就在整理會計和賬目報告系統方面，積極參與及提供指導。每一次合作的機會，都有助提升普羅大眾對博思會及讀寫障礙的認識。

There is never a dull moment for Pathways Foundation and 2018-2019 has proven to be as exciting a year as any other.

Our Educational Psychologist offers new assessment services, especially geared to, and openly welcomed by, kindergarten-aged children. As well as that service, our teachers developed and completed a special curriculum for kindergarten children who are diagnosed as at-risk of dyslexia. The work of the Chinese literacy project team is continually evolving and improving to benefit the children and their parents. The numbers of those who benefit are expanding to such an extent that the generated energy is fun to witness, and this is the result despite our increased course fees which was necessary to maintain Pathways in a viable position. A total of 32 students proudly received a "Rotary Club of Golden Bauhinia Hong Kong Pathways Student Attendance Award" from Rotary Club of Golden Bauhinia Hong Kong and subsequently one of their members helped Pathways with a web revamp project, an exercise which was easily recognisable for anyone who visits our website regularly.

As we always do on various levels, we collaborated with organisations besides the government. With each collaboration effort, awareness of Pathways and of dyslexia becomes more public and wider. Students majoring in Special Child Care and Inclusive Education from the Hong Kong Institute of Vocational Education helped in our seminars and parent-child workshops, as well as assisting our teaching teams in the production of teaching materials. From Morgan Stanley volunteers attended our Centre to provide administrative support and some of them stayed committed by illustrating teaching materials. Volunteers from The Hong Kong and Shanghai Banking Corporation have become invaluable for their active involvement and guidance in organizing our accounting and accounts reporting systems.



博思會為讀寫障礙學童提供多種支援課程及評估服務。
Pathways offers various intervention courses and assessment services for students with dyslexia.

博思會亦為家長、老師及企業舉行講座，反應相當熱烈。這些講座同樣有助宣揚關於博思會及讀寫障礙的資訊。

本會經常接受不同媒體的訪問，分享學生及他們家庭的故事。除了與本地團體合作提高公眾意識之外，我們亦提升網上傳訊能力，包括優化網站、開設更多社交平台，如 Facebook、Google 及 Instagram 等。我們的傳訊團隊花了不少功夫，使公眾更容易搜索到有關博思會及讀寫障礙的資訊。

在此，我謹代表博思會學生及幹事委員會全體成員，向各位善長、義工、服務供應商、教學及行政人員、家長、照料者及所有支持我們的各界人士，致以衷心感謝。

於家長講座上展示不同的繪本和教材。
Display of picture books and teaching materials during parent seminars.



「香港金紫荊扶輪社・博思會學生勤到獎」獲獎學生與老師、家長及嘉賓。
Winning students with teachers, parents and guests at the presentation ceremony of the "Rotary Club of Golden Bauhinia Hong Kong Pathways Student Attendance Award".

Pathways also conducts seminars for parents and teachers and for corporations. The seminars are highly successful and generally oversubscribed, and extremely beneficial in spreading the word on Pathways and dyslexia.

Media interviews are often granted to share stories of our children and their families. In addition to local collaboration to increase public awareness, our online presence has been improved and augmented with enhancement of our website, an increase in communication entry points, such as Facebook, Google, and Instagram. Plus our communications team worked hard to make it easier to search for information on Pathways and dyslexia.

From our children and the rest of us from Pathways' Council, thank you to donors, volunteers, service providers, staff, both teaching and administrative, parents, caregivers and all of you stakeholders who support us.



摩根士丹利的同事到臨博思會學習中心，為博思會擔任義工，製作教材。
Morgan Stanley colleagues came to the Pathways Learning Centre to work as volunteers, helping to produce learning materials.

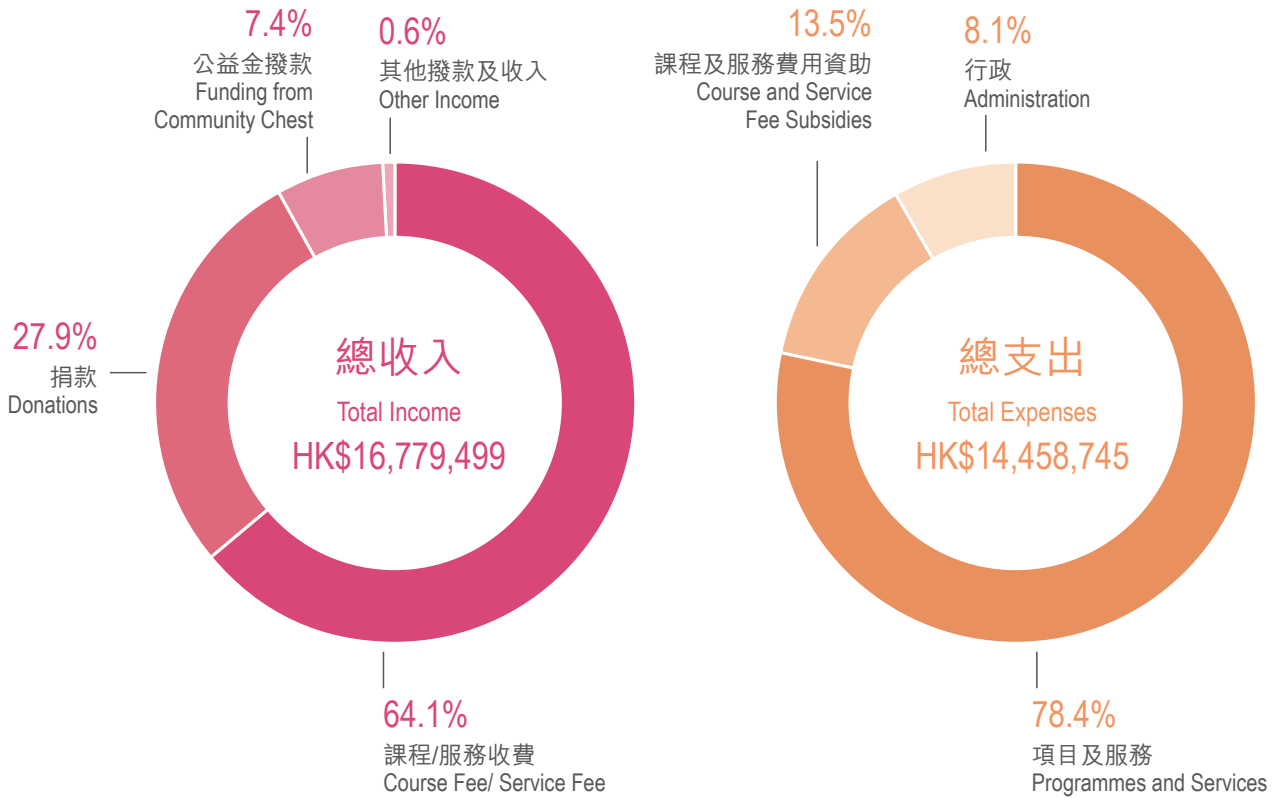
摘要 Summary

博思會現時共有三間學習 / 支援中心，分別位於旺角、沙田及荃灣，主要服務對象為本地讀寫障礙學生及其家庭，提供課餘支援介入、甄別及評估、專業輔導及治療等服務。本會亦致力於教師培訓和家長教育，目的是讓老師及家長們認識讀寫障礙，明瞭這群讀障學童的特質，並學習如何有效地支援他們。

Pathways has an on-going development in services. Currently, there are learning centres in Mong Kok and Shatin, a support centre in Tsuen Wan to provide services to students with dyslexia and their families in Hong Kong. Services include after school intervention support, screening and assessment, professional counselling and therapy. We also provide teacher training workshops and parent education seminars to increase awareness towards dyslexia among teachers and parents, to understand this group of students with dyslexia and to learn how to effectively support them.

學生學習支援 Learning Support to Students	學生學習支援 Learning Support to Students	家長及教師培訓 Training to Parents and Teachers	家長及教師培訓 Training to Parents and Teachers
服務人次 Service Headcount	總服務時數 Service Hours	服務人次 Service Headcount	總服務時數 Service Hours
1,425	24,294	514	1,331.5

財政狀況 Financial Status



專科學習支援 Professional Intervention Support

課餘支援計劃 After School Support Programme (ASSP)

課餘支援計劃主要為就讀中小學的讀寫障礙學生提供中文、英文及數學專科學習支援。課程內容及教導方法以實證為本作為基礎，提升學習動機及興趣為首要。為提高學習成效，學生需經學科評估，有助老師了解學生實際情況。每年學期結束前亦會進行課後評估，並進行家長日，加強與家長們的溝通，了解學生的學習進度。

The After School Support Programme mainly offers learning support for Chinese, English and Mathematics for students with dyslexia in primary and secondary schools. The course content and learning methods are evidence-based, aiming to enhance learning motives and interest. To improve learning effectiveness, new students go through pre-assessments so that our teachers understand the practical situation of the students. At the end of the school year, a post-assessment will also be conducted to monitor progress, and the meeting during Parent's Day helps to strengthen communication with parents, focusing particularly on the learning progress of their children.

九龍學習中心之課餘支援計劃為香港公益金贊助。

After School Support Programme provided in Kowloon Pathways Learning Centre is sponsored by The Community Chest of Hong Kong.

	服務人次 Service Headcount	服務時數 Service Hours
中文 Chinese	194	6,742
英文 English	200	6,537
數學 Mathematics	80	2,955
課前評估 Pre-Assessment	203	271
家長日 Parent's Day	222	72

早期讀寫支援計劃 Early Literacy Support Programme (ELSP)

此支援服務適合有讀寫障礙傾向的學前幼兒，有系統地學習閱讀及朗讀中文，提升其對中文學習的興趣，為小學課程作好準備。

This support service is suitable for children at risk of dyslexia at pre-school age. They can learn how to read and speak Chinese under systematic intervention, thereby enhancing their interest in language learning, and preparing them for transition to primary school.

服務人次 Service Headcount	服務時數 Service Hours
31	858

暑期課程 Summer Programme

暑期是「鞏固基礎 發展潛能」的好時機，博思會每年均舉辦暑假課程，使同學們善用餘暇，除了專科支援外，藝術發展課也多元化，如攝影、多元創意及表達藝術、視覺藝術、舞台話劇及魔術戲法等等。另設有週末親子課程，使家長們學習在家支援孩子學習技巧，了解中英數各方面的有效學習方法。

Summer is a great time for learning and developing potential. Pathways' annual summer programme enables students with dyslexia to fully utilize of their summer holidays. In addition to academic learning, our Atelier courses are also diversified, such as photography, multi-creativity and expressive arts, visual arts, stage drama and magic tricks. And we also launch a series of weekend parent-child workshops that parents can learn the skills and methods of support that they can practice at home, and to understand the effective ways to learn Chinese, English and Mathematics.



針孔攝影及藍曬技術班
Pinhole Photography and Cyanotype Technology Class



創意及表達藝術班
Creative and Expressive Arts Class



週末親子課程
Weekend Parent-Child Workshops

服務人次 Service Headcount
179



服務時數 Service Hours
2,337



校本支援計劃 In-School Support Programme (ISSP)

為配合學校需要，博思會老師及職業治療師亦會親自到訪中小學，提供到校支援讀寫障礙學生服務，範圍包括中文、英文、數學專科支援及職業治療服務。博思會與學校緊密合作，設計合適的支援方案，協助老師們照顧學習困難學生。

In order to cope with the needs of the schools, Pathways' teachers and occupational therapists also provide in school support services to students with dyslexia in primary and secondary schools. Service scope includes intervention programmes for Chinese, English and Mathematics and occupational therapy. Pathways works closely with the schools to develop appropriate support programmes in line with the needs of the schools and students.

參與校本支援計劃名單	ISSP Participating Schools
保良局方王錦全小學	PLK Fong Wong Kam Chuen Primary School
寶血會伍季明紀念學校	Kwai Ming Wu Memorial School of the Precious Blood
麗澤中學	Lai Chack Middle School
德信中學	Tak Sun Secondary School
博愛醫院陳楷紀念中學	Pok Oi Hospital Chan Kai Memorial College
德蘭中學	St. Teresa Secondary School
陳瑞祺（喇沙）書院	Chan Sui Ki (La Salle) College
港大同學會書院	HKUGA College
聖士提反女子中學	St. Stephen's Girl's College
迦密愛禮信中學	Carmel Alison Lam Foundation Secondary School
香港聖公會何明華會督中學	HKSKH Bishop Hall Secondary School
靈糧堂怡文中學	Ling Liang Church E Wun Secondary School
保良局朱敬文中學	Po Leung Kuk C.W. Chu College

參與校本支援服務學校數目：
No. of Participating Schools of In-school Support Programme:

13

服務人次
Service Headcount



服務時數
Service Hours



中文 Chinese

61

1,259

英文 English

74

2,084

數學 Mathematics

8

220

職業治療 Occupational Therapy

15

157

甄別/評估/輔導及治療 Screening/Assessment/Counselling and Therapy

與此同時，博思會亦會為有需要學童及其家庭提供全面讀寫障礙評估、輔導及治療服務，由專業團隊如教育心理學家、臨床心理學家、言語治療師及職業治療師主理，服務項目包括：

- 學前及小學讀寫障礙甄別測驗服務
- 教育心理學支援服務
- 臨床心理學支援服務
- 言語治療支援服務
- 職業治療支援服務

At the same time, the team of allied professionals at Pathways, including educational psychologists, clinical psychologists, speech therapists and occupational therapists, work together to provide the following comprehensive dyslexia assessments, counselling and therapy services for school children and their families:

- Kindergarten & Primary Screening Service (KPSS)
- Educational Psychology Support Service (EPSS)
- Clinical Psychology Support Service (CPSS)
- Speech Therapy Support Service (STSS)
- Occupational Therapy Support Service (OTSS)

服務人次
Service Headcount



服務時數
Service Hours



學前及小學讀寫障礙甄別測驗服務
Kindergarten & Primary Screening Service (KPSS)

54

54

教育心理學支援服務
Educational Psychology Support Service (EPSS)

16

31

臨床心理學支援服務
Clinical Psychology Support Service (CPSS)

42

157

言語治療支援服務
Speech Therapy Support Service (STSS)

34

504

職業治療支援服務
Occupational Therapy Support Service (OTSS)

12

56

家長講座 Parent Seminars

「與博思專家有約」為一系列四個家長教育講座，今年的家長講座以「兒童早期發展支援 刻不容緩」為主旨，針對讀寫障礙的識別與介入，家長亦有機會與專家交流。四場家長教育講座共吸引了 351 人參與。

“Meeting with Experts at Pathways” was a series of four parent seminars. The theme of this year’s parent seminar series was “Support for Early Childhood Development”, focusing on identification and intervention for dyslexia. The four parent seminars attracted a total of 351 participants.

與博思專家有約 Meeting the Experts at Pathways

11/10/2018	情根要早種： 建立讀障學童的正向情緒 陳靜琮博士 資深教育心理學家	Taking Early Action: Build Positive Emotions for Children with Dyslexia Dr. May Chan Senior Educational Psychologist
17/1/2019	一切從口語開始： 聽說根基打得好，讀寫學習無難度 吳國恆先生 資深言語治療師	Promoting Oral Language Development: Foundation for Literacy Development Mr. Ashley Ng Senior Speech Therapist
25/4/2019	數學學習困難： 認知層面的缺損及相關的訓練方向 王天佑博士 香港大學心理學系助理教授	Addressing Mathematical Learning Difficulties: Cognitive Deficit and Related Training Dr. Terry Wong Assistant Professor of Department of Psychology of the University of Hong Kong
8/8/2019	從口語到文字學習： 早期中文讀寫的訓練方向 鄭佩芸教授 香港中文大學教育心理學系客席副教授	From Oral to Literacy Learning: Chinese Early Literacy Training Professor Pui-Wan Cheng Adjunct Associate Professor of the Department of Education of the Chinese University of Hong Kong



陳靜琮博士講解如何建立讀障學童的正向情緒。
Dr. May Chan talked about how to build positive emotions for students with dyslexia.



課堂教學用的繪本及練習。
Picture books and exercise papers for teaching use.



吳國恆先生分享啟發孩子的語言學習的方法。
Mr. Ashley Ng shared methods that inspire children's language learning.



博思會家長講座講者吳國恆先生（中）與博思會副主席藍芷芊醫生（右）及執行總監江淑儀女士（左）。
Mr. Ashley Ng (center), speaker at a Pathway parent seminar, with Dr. Catherine Lam (right), Vice-chairperson of Pathways, and Ms. Sheila Kong (left), Executive Director of Pathways.



博思會執行總監江淑儀女士頒發感謝狀予王天佑博士。
Ms. Sheila Kong, Executive Director of Pathways, presented the certificate of appreciation to Dr. Terry Wong.



博思會數學科老師示範如何利用不同教材支援數學障礙學生。
Mathematics teachers at Pathways demonstrated how to use various teaching materials to support students with mathematics learning disabilities.



鄭佩芸教授在早期中文家長講座中邀請小朋友參與遊戲。
Prof. Pui-Wan Cheng invited children to participate in games during the parent seminar on Early Chinese Literacy.



中文科老師細心解答家長們的提問。
Our Chinese teachers answered parents' questions attentively.

服務人次 Service Headcount

351



服務時數 Service Hours

877.5



教師培訓 Teacher Training

過去一年，博思會為三間教育機構舉行老師培訓工作坊，其中一間為澳門幼稚園，博思會資深老師協助學校老師認識讀寫障礙及了解相關的支援方法，並提供相關教學支援。

此外，本會亦定期為博思會老師提供專業內部培訓，以達致卓越專業，今年由博思會教育委員會成員潘啟祥校長帶領三次員工發展日，潘校長分享其所屬中學的照顧學習差異學生的經驗外，亦跟老師們討論學習障礙學生的需要及如何作出相應評估和報告。

Over the past year, Pathways has organized three teacher training workshops for three educational institutions, including one kindergarten in Macau. Senior teachers of Pathways assisted school teachers in understanding dyslexia and related support methods, and provided related teaching support.

In addition, Pathways also regularly provides professional internal trainings to Pathways teachers to achieve outstanding professionalism. This year, three staff development days were led by Principal Franky Poon, a member of the Education Committee of the Pathways Foundation. In addition to sharing the experience of taking care of students with learning differences in his secondary school, Mr. Poon also discussed with teachers the needs of students with learning disabilities and how to make corresponding assessments and reports.

學校工作坊 Workshops at School

老師工作坊		Teacher Workshop
2019-01-26	澳門安東尼幼稚園暨幼兒院 英文科老師培訓	Training for English Teachers at St. Anthony's Kindergarten & Nursery, Macau
2019-03-26	保良局方王錦全小學英文科 老師培訓	Training for English Teachers at Po Leung Kuk Fong Wong Kam Chuen Primary School
2018-19	港大同學會書院中文科 老師培訓	Training for Chinese Teachers at HKU Graduate Association College



澳門安東尼幼稚園暨幼兒院送贈感謝卡予博思會。
St. Anthony's Kindergarten & Nursery, Macau presented a thank you card to Pathways.



保良局方王錦全小學英文科老師們投入地參與工作坊的培訓。
Teachers from Po Leung Kuk Fong Wong Kam Chuen Primary School participated attentively in the training workshop.

服務人次 Service Headcount
43



服務時數 Service Hours
144



鄭佩芸教授（左）及博思會中文科老師講解如何有效地教導特殊學習困難學生。
Prof. Pui-Wan Cheng (left) and Chinese teacher of Pathways illustrated how to effectively teach students with special learning difficulties.

員工發展 Staff Development

員工發展日		Staff Development Day
2018-10-03	支援課程規劃流程 潘啟祥校長 博思會教育委員會成員	Intervention Programme Lesson Planning Cycle Principal Franky Poon Education Committee Member of Pathways
2019-01-26	了解學生需要 潘啟祥校長 博思會教育委員會成員	Understanding Student Needs Principal Franky Poon Education Committee Member of Pathways
2019-05-15	評估學生表現並向持份者匯報 潘啟祥校長 博思會教育委員會成員	Assessing student performance and reporting to stakeholders Principal Franky Poon Education Committee Member of Pathways



感謝潘啟祥校長（前排中）於博思會員工發展日對老師及職員的分享。
Our gratitude to Principal Franky Poon (front row middle) for his sharing during Staff Development Days with teachers and staff of Pathways.



老師及職員分組討論如何更有效地規劃支援課堂。
Teachers and staff had small group discussions on how to plan lessons more effectively.



博思會教育委員會成員潘啟祥校長分享如何了解有學習困難學生的需要。
Principal Franky Poon, a member of the Education Committee of Pathways, explained how to understand the needs of students with learning difficulties.

服務人次 Service Headcount
120



服務時數 Service Hours
310



其他活動 Other Events

鼓勵博思會學生勤到

第二年設「香港金紫荊扶輪社·博思會學生勤到獎」

為鼓勵博思會學生持續學習，博思會特設「香港金紫荊扶輪社·博思會學生勤到獎」，以獎勵勤學學生，今年共有 32 名學生獲得殊榮，博思會感謝由香港金紫荊扶輪社連續第二年贊助，得獎學生均可得到獎學金、書券及證書，以茲表揚他們重視在博思會的學習支援，從不或甚少缺席課堂。

頒獎典禮已於 2019 年 8 月順利舉行，除了香港金紫荊扶輪社代表范致貞先生出席祝賀各同學外，我們亦邀得博思會舊生兼前香港三項鐵人代表隊運動員郭汝鏗先生 (Abraham) 作主禮嘉賓。

Abraham 同樣是讀寫障礙學生，於中學年代曾於博思會接受學習支援，現為香港教育大學健康與體育學系兼職學生及私人運動教練。他鼓勵各同學應該視這個看不到的障礙為動力，不要介懷他人的目光，努力挖掘自己的潛質，努力去戰勝每一個挑戰。

出席頒獎禮的同學及家長們對於 Abraham 的分享感到十分鼓舞，明白到只要找到自己的興趣，發展成為專業，也是一個不錯的選擇。



得獎學生與博思會代表及嘉賓們。
Winning students with Pathways representatives and guests.



感謝香港金紫荊扶輪社代表范致貞先生（左三）及博思會舊生郭汝鏗先生（右四）出席頒獎禮。
Thank you to Mr. James Fan (third from left), representative from Rotary Club of Golden Bauhinia Hong Kong, and Mr. Abraham Kok (fourth from right), former student of Pathways, for attending the award presentation ceremony.

Encouraging Class Attendance at Pathways

The second year for the “Rotary Club of Golden Bauhinia Hong Kong Pathways Student Attendance Award”

To encourage students at Pathways to learn regularly and continually, Pathways has set up the “Rotary Club of Golden Bauhinia Hong Kong Pathways Student Attendance Award” to reward those who have the highest attendance rate. A total of 32 students were awarded this year, with special thanks to Rotary Club of Golden Bauhinia Hong Kong for their generous sponsorship of the award for the second consecutive year. The winning students each received a scholarship with book coupons and a certificate, in recognition of their effort in maintaining a high attendance, with minimum absence from class.

The award presentation ceremony successfully took place in August 2019. We were graced with the presence of Mr. James Fan, representative from Rotary Club of Golden Bauhinia Hong Kong, who offered congratulations to the winners; and Mr. Abraham Kok, former triathlon athlete of the Hong Kong team, and former student at Pathways, as our guest of honor.

Abraham is also a student with dyslexia. He received learning support at Pathways in his secondary school years. He is now a part-time student at the Department of Health and Physical Education of The Education University of Hong Kong, and also a personal sports trainer. He encouraged all students to treat this invisible disability as motivation and not to mind the views from others. They should discover their own potential, and strive to overcome every challenge.

Students and parents attending the ceremony were all inspired by the sharing from Abraham, and realized that that as long as they find their own interest, and work to develop it into an expertise, that can also be a good choice.



博思會舊生郭汝鏗先生鼓勵讀寫障礙學生應視這個看不到的障礙為動力。
Mr. Abraham Kok, former student of Pathways, encouraged students with dyslexia to treat this invisible obstacle as motivation.



博思會走訪新鴻基地產，向員工簡介有關讀寫障礙的迷思。
Pathways visited Sun Hung Kai Properties, and held an introductory talk on dyslexia for their employees.

企業午間讀寫障礙講座

2019 年 5 月，博思會接受新鴻基地產邀請，派出助理總監丁元春老師及學前幼兒及早期讀寫課程發展高級主任謝寶文老師，出席其內部午間講座，為約 60 名新鴻基地產員工解構讀寫障礙，並介紹及早識別與支援方法；席間老師們亦分享支援個案，並以短片形式展示孩子接受介入訓練後的成果。大部分參與員工均表示講座對讀寫障礙加深了解，亦明白到孩子有學習困難的徵狀時，應盡早尋求專業協助。

Seminar on Dyslexia during Corporate Luncheon

In May 2019, The Pathways Foundation accepted the invitation of Sun Hung Kai Properties to give a seminar on dyslexia during the corporate luncheon. Speakers Ms. Margaret Ting, Associate Director of The Pathways Foundation, and Ms. Terry Tse, Senior Officer of Curriculum Development for Preschool Children and Early Literacy, explained dyslexia to about 60 employees of Sun Hung Kai Properties, and introduced methods of early identification and support. Our teachers also shared support cases, and demonstrated the results in the children after intervention and training. Most of the participating employees expressed that they had a better understanding of dyslexia after attending the seminar. They also understood that one should seek professional assistance as soon as possible when their children showed symptoms of having learning difficulties.



新鴻基地產代表與博思會老師及職員。
Representatives of Sun Hung Kai Properties with teachers and staff of Pathways.



新鴻基地產員工利用午飯時間出席博思會舉辦的講座。
Employees at Sun Hung Kai Properties attended the Pathways seminar during lunch time.

數學科陳偉儀老師

關顧學生情緒 拆解害怕數學主因

Mr. Panny Chan, Mathematics Teacher

Resolving the Fear of Mathematics by Attending to Emotions

陳偉儀老師（陳 Sir）不經不覺已在博思會工作第十個年頭，曾經服務學生人次累積超過 200 名，是博思會的資深數學老師之一。

回想當初，隨著本地教育政策改革，以致全職日校教師行政工作繁重，陳 Sir 遂萌生改變工作環境，尋找一個能夠全心全意教導學生的機會。博思會的學科支援工作，正好跟他的初衷不謀而合，故陳 Sir 一直教導有讀寫障礙的學生至今。

由於博思會課堂主要是小組、甚至單對單教學，故陳 Sir 可以編寫更加個人化的教案，因應學生的步伐而教導。每逢有新學生上課，陳 Sir 都會先以建立彼此友誼為起點，亦會在教學過程中細心觀察，並多與學生溝通，了解他們數學較弱的原因，是純因記憶力差，或是對數感有問題；有時候陳 Sir 更會關注學生的情緒，找出害怕或不喜歡數學的背後因由，對症下藥去指導他們。

陳 Sir 指出：「讀寫障礙的學生通常也是自信心較低、社交能力較弱，所以理解他們的情緒很重要。曾經有學生因父母不斷要他做數學練習，使他生厭，拒絕再學。若遇上學習動機極低的學生，我會嘗試用遊戲方式讓他學習數學，希望他會慢慢重新喜愛數學。唯有學習動機獲得改善，成績才會有顯著進步，而這個過程並非一朝一夕的事。」



陳 Sir 向家長展示教學用的教材。
Chan Sir showcased teaching materials to parents.

Mr. Panny Chan (also known as Chan Sir) is into his tenth year at Pathways. With a total student service count of over 200, Chan Sir is one of Pathways' most experienced mathematics teacher.

Back then, following the reform of the local education policy, the administrative workload of full-time day-school teachers became very heavy. Chan Sir, however, wanted to keep his focus on teaching students. So when he came upon the opportunity of working at Pathways' for its After School Support Programme, he took the offer, and has been teaching students with dyslexia until today.

As classes in Pathways are mostly in small groups or even individual-based, Chan Sir can design individualized teaching plans to suit each student's pace of learning. When a new student joins, Chan Sir will start by establishing a mutual friendship. He will observe closely and communicate often with the student during class, so as to understand whether the student's numeracy difficulty is due simply to a weak memory, or if it is a problem with number sense. Sometimes Chan Sir also pays attention to the emotions of the student, identifying the reason behind the fear or dislike of mathematics, so that the correct intervention method can be applied.

"Students with dyslexia are usually also less confident and lacking in social skills. That is why it is very important to understand their feelings. Once there was a student whose parents consistently urged him to do mathematical exercises. This led to his dislike and refusal to learn mathematics. When I come across students who have poor learning motivation, I try to teach them through games, hoping that they slowly grow to like the subject. Only by increasing their motivation to learn can marked improvements become evident, and this process takes time," Chan Sir explained.



跟學生建立友誼，留意他們的情緒。
Build friendship with students and pay attention to their emotions.

在芸芸的學生中，陳 Sir 最深刻是一位已跟他學習近七年的女學生。她起初來到博思會時只有小二，不願投入課堂，亦抗拒做數學練習。陳 Sir 悉心教導，利用不同多感官方法，讓她對數學產生興趣，從而更容易理解數學的概念。她的數學成績逐漸有所改善，到小學畢業時，數學科更是全級第二名，升上中學後，亦保持名列前茅；現在，這位學生與陳 Sir 更是亦師亦友，每次下課也是愉快地跟老師道別。

陳 Sir 在接觸不同讀寫障礙學生中，發覺盡早識別及支援，十分重要。「家長宜於初小或更早，便要留意孩子的學習情況；一般來說，若孩子在幼兒階段數數字有困難，或出現跳數的情況，家長便應留意孩子是否有讀寫障礙問題，而引致有數學學習困難。」

他解釋道：「若學生年紀較小，未有固定思考模式，會較容易接受新概念，學習效益將比年長的學生來得顯著，支援的成效亦必能更早出現！」



提升學生們的學習動機至為重要。
The most important task is to enhance students' learning motivation.

陳 Sir 於家長日與家長討論學生的表現。
Chan Sir discussed students' performance with parents on Parents' Day.



Among his students, Chan Sir finds most impressive a girl who has been his student for almost seven years. She came to Pathways when she was in Primary 2. She was disengaged in class, and reluctant to do any math exercises. Chan Sir used different multi-sensory methods to arouse her interest in the subject, which facilitated her understanding of the mathematical concepts. Her grades at school gradually improved; she came second in the whole grade when she graduated from primary school, and remained among the top students in secondary school. Teacher and student are like friends now, and every class is a happy experience.

Through his many encounters with students with dyslexia, Chan Sir discovered that it is very important to identify and support children with the difficulty as early as possible. "Parents should pay attention to their child's learning starting from lower primary school, or even before that. Generally speaking, if a child has difficulty counting numbers or skipping over numbers at pre-school stage, parents may want to have screening tests done to identify whether the child is at risk of dyslexia, as this may cause the child to have numeracy difficulty," he said.

He explained, "The thinking pattern of younger students is not fixed yet, so they are more open to new concepts. This helps to make learning efficiency more apparent than in older students, and effect from the appropriate intervention support will come even sooner!"

早期讀寫支援唐詩韻老師
鼓勵家長與孩子同行

Ms. Tracy Tong, Early Literacy Support Teacher
Encouraging Parents to Walk with Their Child

「家長知道孩子可能有讀寫障礙，心裏總不是味兒。跟小朋友溫習時倍感辛苦，但他們千萬不要放棄。」

眼前的唐詩韻老師，是博思會早期讀寫支援老師，與此同時，她亦是一位母親，而兒子同樣有特殊教育需要；她最希望家長們不要害怕這個「障礙」，反而是要協助孩子，共同面對挑戰。

「小朋友是自己的，倘若自己也沒有心去幫他，又如何要求別人幫忙呢？」

唐老師曾任幼稚園教師，注意到很多家長不曾理解過讀寫障礙；每當老師發現孩子有明顯學習困難，欲向家長解釋及提出支援方法時，部份家長就顯得不願接受現實，一直逃避問題，只期望學校會把孩子教好。

相反，懂得來到博思會尋求協助的家長，大部分對讀寫障礙有一定的認識，明白到讀寫障礙的孩子智力正常，只是他們需要不同的學習方式，故他們普遍也會接納建議，及願意協助孩子面對困難。

為鼓勵家長們與孩子同行，唐老師盡心做好與家長溝通的工作。每次課堂後她也會把課堂內容貼在學生日誌內，若家長親自接放學，她務必跟家長簡略報告一下孩子的學習進度。



唐老師以小組遊戲方式令學生更投入學習。
Ms. Tong used group games to make students more engaged in learning.

“When parents learn that their child may be dyslexic, it is natural that they will go through a difficult time accepting it. It will be hard work helping their child cope with their studies, but they must never give up.”

Ms. Tracy Tong is Pathways' Early Literacy Support teacher. Being also a mother to a son who has special education needs, what she wants to see most is for parents to support and face the challenges together with their child, instead of being frightened and avoiding the “difficulty”.

“If we, as parents, are not committed to helping our child, then how can we ask for help from others?”

Ms. Tong used to be a kindergarten teacher. She noticed that many parents do not understand dyslexia. When a teacher discovers that a child had apparent learning difficulties and wishes to explain and suggest support methods, often parents are unwilling to accept the reality, and avoid facing the problem. They simply hope that the teachers at school will help their child overcome such learning difficulties.

In contrast, parents who seek help from Pathways mostly possess a fair amount of knowledge about dyslexia. They understand that children with dyslexia have normal intelligence, they only need a different way of learning. That is why most of these parents accept the suggested intervention methods, and are willing to help their child face the difficulties.

To encourage parents to support their child outside of class, Ms. Tong tries her utmost to maintain close communication with the parents. Every time after class, she pastes the content of what she taught in the student journal; if the parents come to pick up their child after class, she makes it a point to brief them on their child's progress. For those who are unable to pick up after class themselves, she communicates with them every month to understand more about the child, so that she can design customized content for them.

Since Ms. Tong mainly teaches kindergarten students, she is experienced in handling pre-school children with mood problems in class. If a child does not want to participate in the small group activity, she will tell them softly: “It is fine if you don't want to play now; you can join us when you want to play later.” Usually the child will be aroused by the group interaction, and will gradually overcome the negative mood and join the group activity.

至於一些未能親自接送的家長，她也會每月致電，互相溝通，了解更多關於學生的情況，有助日後再貼身設計合適課堂內容。

由於唐老師所接觸的以幼稚園學生為主，面對幼兒的情緒已駕輕就熟。每當小朋友不願參與課堂小組遊戲時，她會用其溫柔的聲線跟學生說：「你而家唔想玩唔緊要，一陣想玩嗰陣就加入啦。」小朋友在互動氣氛的感染下，通常也會慢慢放下負面情緒，順其自然地投入小組活動。

在她曾教導過的 50 多位學生之中，其中最深刻的是一位學習進度十分緩慢的學生。當時，該學生在博思會上課已近兩年，體驗過不同的教導方法，卻似是沒有任何進展。怎料踏入第三年，他卻像變成另一個人，表現突飛猛進，升上小學後更變得更有自信。

唐老師分享自己的心情，尤如像坐過山車。她說：「當時我也有懷疑自己，是否在教學上出錯？現在回頭看，原來學生需要時間消化所學的知識，只要方向是對的，始終會有收成的一天。當我跟同事分享此個案時，其他老師也跟我一樣感到十分驚喜。」

學生成長了，懂得學以致用，相信這就是老師滿足感的泉源。



唐老師（右一）已加入博思會五年，與各同事相處融洽。
Ms. Tong has joined Pathways for five years, and she enjoys the company of her colleagues.

老師以不同的繪本及教材教導學前學生。
Teachers use different picture books and teaching materials for preschool students.



Ms. Tong has taught over 50 students. The one who impressed her the most was a student whose progress in literacy learning was very slow. That student had been at taking class at Pathways for almost two years, and had experienced different methods of literacy learning. Yet he did not seem to be making any progress. But in the third year he was like a changed person all of a sudden, and made great strides in learning. He became even more confident when he entered primary school.

Ms. Tong revealed that her feelings during the time she taught this student was like a roller coaster ride. “I doubted whether I had used the correct method to teach him. Looking back, I realized that what he needed was time to absorb the knowledge he had been taught. As long as the direction is correct, the reward will eventually come. When I shared this case with my colleagues, they were just as amazed and delighted as I was.”

As our students grow up, they will be able to master and apply the skills they learnt. This is the source of satisfaction for our teachers.

張爸爸的分享： 一起走過學習的日子

Sharing from Mr. Raymond Cheung:
Walking Together along the Journey of Learning



思傲、思若與爸爸和媽媽。
Raegan and Ariel with their parents.

思傲、思若兩兄妹已在博思會學習多年，除了得到老師們的悉心教導外，父母的全方位的關顧更是功不可沒。

兩兄妹的爸爸張威文先生是一名兒科物理治療師。當年兒子思傲就讀一年級時，出現認字及記字困難，亦有跳行跳字的情況；在因緣際會下，張爸爸認識了博思會，讓思傲接受了評估，確診為讀寫障礙。其後，思傲於博思會接受了中英文介入支援，在學習上找到方向。

有了這次經驗，張爸爸漸漸對讀寫障礙有更多的了解，亦明白到這困難有機會遺傳，所以他一直留意妹妹思若的學習情況。妹妹就讀一年級時的學習表現不錯，更當上了班長，惟隨後發現她經常執筆忘字、讀錯字或寫鏡面字。當時父母心裏仍盼望，妹妹只是不小心才記不下來，豈料到了二年級時，情況愈來愈嚴重。

及早評估 及早處理

張爸爸說：「妹妹二年級才接受評估，斷定她的讀寫障礙程度為 borderline（邊緣線）；負責評估的心理學家說，若然孩子在一、二年級的評估中只是剛好合格，卻又不接受訓練的話，升上高年級再接受評估，就必定會不及格。」

因此，妹妹亦開始在博思會接受學科支援。老師會教她形聲字及象形字等，以往出現的認字問題也有改善，不再把「峽」字讀作「山」，「故」字讀作「古」了。

Siblings Raegan and Ariel have been taking lessons at Pathways for a number of years. Apart from the attention and guidance from teachers, the comprehensive care from their parents has also proven indispensable.

Mr. Raymond Cheung, father of Raegan and Ariel, is a pediatric physiotherapist. When Raegan was in Primary 1, Mr. Cheung noticed that Raegan had difficulty recognizing and writing words, and would often skip words or jump lines when reading. During that time, Mr. Cheung learnt about Pathways. He decided to send Raegan for an assessment, and was informed that Raegan was diagnosed as having dyslexia. After that, Mr. Cheung signed Raegan up at Pathways to receive intervention support for both Chinese and English literacy, and from there Raegan was able to find his direction in learning.

With this experience, Mr. Cheung learnt more about dyslexia, and realized that the condition could run in the family. Therefore he paid special attention to their younger daughter Ariel's learning. Ariel performed well in Primary 1, and was even chosen to be class monitor. However, she showed difficulties in learning later on, often forgetting how to write words, misreading them, or writing mirrored characters. At that time, Ariel's parents still hoped that it was simply due to carelessness. However, the situation got worse when Ariel was in Primary 2.

Early Assessment Allows Prompt Treatment

"Ariel was assessed when she was in Primary 2, and she was diagnosed as being borderline dyslexic," said Mr. Cheung. "The assessing psychologist mentioned that if a child only barely passes

the assessment in Primary 1 or 2, and therefore not given any further training, they will certainly fail further assessments in upper grades."

張爸爸指出，他和太太也慶幸，有為妹妹提早做評估，並且在知道她的情況後，及早作出處理。兩夫婦亦明白到孩子們的學習需要，每逢考試前會預留更多時間去準備，就是在暑假期間，亦會鼓勵看一篇閱讀理解，只看不用做練習，看兩本短的英文故事書，寫日記等等；以積少成多的概念，累積知識，為的不是要孩子考得更好，而是想他們將來學得更易。

學習歷程 如長跑比賽

除了學習知識外，張爸爸更會從小灌輸讀書的重要性，讓孩子在心態上亦有所準備。大多數讀障孩子也不喜歡文字，在主流學校上課更是一項苦差，但張爸爸會用長跑比賽比喻這個學習歷程。他會先教孩子們要有爭勝的心態去比賽，因為有了這個心態，才會想到如何積極訓練及備戰。

張爸爸說：「前題是孩子自己想參與比賽，否則一切訓練也變得是強人所難，最終家長及孩子均以淚洗面，成為雙輸局面。」

在兩兄妹的父母眼中，孩子不會考得差，只要有努力預備，勝過從前的自己便可以。作為父母，永遠都是孩子們的後盾，陪著他們一起走過學習的日子！



張爸爸接受報章訪問，講述如何支援讀障子女的學習。
Mr. Raymond Cheung was interviewed by the press on how to support his child with dyslexia in learning.

the assessment in Primary 1 or 2, and therefore not given any further training, they will certainly fail further assessments in upper grades."

Therefore, arrangements were made for Ariel also to have intervention support at Pathways. The teacher taught her phonograms and pictograms, improving her ability in word recognition. She stopped pronouncing characters by their radicals; 「峽」 was no longer read as 「山」, and 「故」 was no longer read as 「古」.

Mr. Cheung expressed that he and his wife were glad to have arranged for an early assessment for Ariel, and to have dealt with it as soon as they knew of her condition. By now, they understand the learning needs of both their children, and therefore the family will always reserve more time for exam preparations. During summer holidays, they will encourage Raegan and Ariel to read passages for comprehension, yet without completing the written exercises; the children will also read short English storybooks, write diaries, etc. The purpose is for them to accumulate knowledge little bit by bit over time - not for getting better grades in exams, but to make it easier for them to learn in the future.

Learning is a Long-Distance Running Race

Apart from being the way to acquire knowledge, Mr. Cheung also instilled the importance of learning to his children from a young age, preparing them mentally for their growth. Most children with dyslexia do not like words, and it is difficult for them to attend class in mainstream schools. However, Mr. Cheung compares this learning process to a long-distance running race. He wants to equip his children with the mindset to win the race. With this mindset, they can then think of how to actively prepare for the goal.

"It is important that the children themselves have the willingness to compete, otherwise all the training will just be forced upon them, and it will be a lose-lose situation where both the parents and the children will be unhappy about," said Mr. Cheung.

In the eyes of Mr. and Mrs. Cheung, Raegan and Ariel are not under-performers in exams. As long as their children try their best in preparation, and they do better than they did before, that will be fine. Being parents, they will always have their children's back, and accompany them along this journey of learning!

靖沂媽媽分享： 博思會的學習對女兒很重要

Sharing from Mrs. Li:
Learning at Pathways is Important to My Daughter

靖沂媽媽（右二）十分支持靖沂（右三）在博思會的學習。
Mrs. Li (second from right) is very supportive of her daughter Chloe's (third from right) learning at Pathways.



靖沂媽媽回想當天踏出尤德夫人兒童體能智力測驗中心，拿著靖沂被評定為有早期讀寫障礙、專注力不足及性格衝動的評估報告的一刻；她十分焦慮，皆因靖沂當時還是一名幼稚園生，學習路上應如何走下去？

為了增加對讀寫障礙的認識，靖沂媽媽參加了博思會舉辦的家長講座，聽到講者的分享後，明白愈早開始支援，訓練成效會愈顯著。她遂幫靖沂報讀了博思會的支援課程；由 K3 展開的早期讀寫課程，到現在小學四年級的中英數專科支援，靖沂已在博思會學習近五年之久。



靖沂媽媽和靖沂。
Chloe with her mother, Mrs. Li.

Mrs. Li, mother of Chloe, looked back to the day she stepped out of the Pamela Youde Child Assessment Centre, holding in her hand the assessment report indicating that her daughter showed early signs of dyslexia, along with ADHD and impulsive personality. Mrs. Li was extremely worried; Chloe was just a kindergarten student, how would her learning path be?

In order to know more about dyslexia, Mrs. Li attended a parent seminar organized by Pathways. After listening to the speaker, she realized that early intervention will make training more effective. Hence she enrolled Chloe into Pathways' intervention programme. Chloe is now a Primary 4 student, and she has been taking lessons at Pathways for nearly five years, from the Early Literacy Support Programme when she was in K3, to the After School Support Programme in Chinese, English and Mathematics.

As Chloe has a short memory span, it is easy for her to forget what she learns from school. Teachers at Pathways, on the other hand, make use of multi-sensory and interactive games to teach, making learning more interesting for Chloe, and her performance gradually improves.



靖沂和靖沂媽媽出席勤到獎頒獎禮。
Chloe and Mrs. Li attended the Student Attendance Award Presentation Ceremony.

由於靖沂的記憶力較短，在學校所學的內容就如「水過鴨背」，很容易便忘記得一乾二淨。相反，博思會老師運用多感觀及小組遊戲互動教學，讓學習變得更有趣味，並使靖沂漸漸地進步起來。

靖沂指出：「我很喜歡在博思會學習，老師的教法跟學校的不一樣，有趣之餘，讓我更易明白及記下重要的內容，學業上也有所改進。」

事實上，女兒在學習上的變化，就連其他媽媽也察覺得到。靖沂媽媽十分感謝博思會的老師長期幫助，特別是在下課時，老師跟靖沂媽媽講解孩子的學習進度及需注意的地方，讓靖沂明白到家人及老師們也一直在全力支持她。

「由於博思會的學習對靖沂好重要，故我在安排靖沂課餘活動的時候，也會把博思會上課時間視為首要編排，其他活動則為次要。縱使每次也要從港島區長途跋涉來到旺角區上課，我們也認為是值得的。」靖沂媽媽補充說。



透過與老師溝通，靖沂媽媽更了解靖沂的學習進度。
By communicating with teachers, Mrs. Li understood more about Chloe's learning progress.

"I enjoy learning at Pathways as the teaching style is different from that in school. Not only is it more interesting, it also makes it easier for me to understand and remember the key content, helping me to improve my academic results," Chloe said.

In fact, even other parents noticed the change in Chloe's learning behavior. Mrs. Li is very thankful for the long-term support and guidance from the teachers at Pathways; in particular when teachers take time after class dismissal to explain to her the progress of her child, and the areas that need more attention. This makes Chloe understand that family and teachers are always here to support her.

"Learning at Pathways is very important to Chloe. When I schedule extra-curricular activities for her, lessons at Pathways are always the top priority. Even though we have to travel from Hong Kong Island to Mongkok for class, we still think that it is well worth the effort," Mrs. Li concluded.





博思會非常感謝一班熱心義工，一直以來無私奉獻向本會提供服務。除了個人及家長義工外，本年度更有兩個組織派出義工團隊支持我們，為此，我們表示萬分謝意！

摩根士丹利

一如以往，來自摩根士丹利的同事到臨博思會學習中心，提供不同行政及教務工作的協助，如文書處理及教材製作等。今年，我們更有善於畫作的義工，義務為學前課程的繪本畫上插圖，讓學生學習變得更有興味及易於理解。

We are very grateful to our enthusiastic volunteers who dedicated their time and skills to provide services for us. Apart from individual and parent volunteers, we would like to offer our special thanks to two organizations which send in their volunteer teams to help us.

Morgan Stanley

As previous years, volunteer workers from Morgan Stanley came to the Pathways Learning Centres to provide backend support to our administration and teaching teams, such as clerical work and production of teaching materials. In addition, a few of them who are good at drawing also helped to provide illustrations for our picture books for pre-school courses. These drawings will allow students to learn words and characters in a more interesting way.



香港專業教育學院

於香港專業教育學院修讀特殊幼兒照顧及融合教育課程的學生，同樣為博思會進行不同義工服務，其中五位學生更與本會學前教育老師合作預備教材，並於兩次家長講座中擔任義工，及於暑期週末親子班擔任教學助理職責。

兩個組織的義工們均表示，非常高興能參與博思會這有意義的工作，並希望將來能參加更多博思會活動，與本會同工及讀寫障礙的兒童有更多的互動。

The Hong Kong Institute of Vocational Education (IVE)

Students majoring in Special Child Care and Inclusive Education from IVE also provided volunteer services to Pathways. Five of them participated worked with our preschool teachers to prepare teaching materials. They also served as volunteers in two parent seminars, and as teaching assistants in the weekend parent-child workshops during summer.

Volunteers from both organizations expressed their delight to participate in Pathways' meaningful work. They look forward to joining our future activities, and having more interaction with our team and the children with dyslexia.



成為義工

博思會需要不同專長的義工加入，以配合本會之持續發展。

義務工作包括：文書工作、資訊科技支援、推廣及公關、美術設計、會計及財務支援工作、整理圖書工作、閱讀支援、人力資源及籌款活動支援工作等。詳情請瀏覽博思會網站，或致電 3105 2311 與鄧小姐聯絡。



Be a Volunteer

We need help from volunteers with different expertise to support our continued development.

Volunteers are needed for: documentation work, information technology support, promotion & PR, art design, accounting and financial support, library books management, reading support, human resources and fundraising event support, etc. Please visit Pathways' website for more information, or contact Ms. Tang at 3105 2311.



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感謝以下人士及機構鼎力支持博思會服務，為讀寫障礙兒童出一分力，在此致以萬分謝意！
Sincere thanks to the following individuals and corporations for their kind support in Pathways in advancing the development of children with dyslexia!

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作為一所香港註冊慈善機構，博思會除了以非牟利形式提供服務外，每年亦會積極籌款，透過捐獻向來自低收入家庭的讀障學生提供學費資助，使他們不會因經濟問題，而失去了寶貴的學習支援機會。由於每年的學生資助涉及龐大的資金來持續運作，故我們誠意邀請您成為這群讀寫障礙學童的「跨越學距好橋樑」；您捐出的每分每毫，都有助這群有需要的孩子得到更適切的專業支援，讓他們找到合適的學習方法，激發積極表現及重建正面的自我價值觀！



你可以選擇以信用咭、支票或現金捐款，詳情請瀏覽：<https://www.pathways.org.hk/support-us/>.
* 捐款 \$ 100 或以上可憑收據在香港申請扣稅。

Tuition Subsidy for Students from Low-Income Families

Pathways is a registered charitable organization in Hong Kong. While we deliver our services in a non-profit making manner, we also actively raise funds to help provide course fee subsidies to students with dyslexia from low-income families, so that these students will not lose the opportunity of valuable learning support due to financial problems. Ongoing donations are essential for us to maintain the provision of such subsidies. We sincerely invite you to help bridge the learning gap for this needy group of students. Every dollar you donate will be used to provide appropriate professional intervention support for them, enabling them to find the learning method that suits them, thus triggering positive performance and rebuilding self-esteem!



You can make your donation via credit card, cheque, or cash. For details, please visit <https://www.pathways.org.hk/support-us/>.
*Donations of \$100 or above are tax deductible in Hong Kong with a receipt.

博思會學習中心 (九龍)
Pathways Foundation Learning Centre (Kowloon)

九龍旺角新填地街 470 號海島中心一樓
1/F, Island Centre, 470 Reclamation Street, Mong Kok, Kowloon
電話 Tel : +(852) 2870 1377
傳真 Fax : +(852) 2870 1779
電郵 Email : info@pathways.org.hk
星期一至星期五：上午 9:00 - 下午 6:00 | 星期六：上午 9:00 - 下午 5:00 | 星期日：上午 9:00 - 下午 4:00 | 公眾假期：休息
Monday to Friday : 9:00a.m. to 6:00p.m. | Saturday : 9:00a.m. to 5:00p.m. | Sunday : 9:00a.m. to 4:00p.m. | Public Holidays : Closed

博思會學習中心 (沙田)
Pathways Foundation Learning Centre (Shatin)

新界沙田顯徑邨顯富樓地下
G/F, Hin Fu House, Hin Keng Estate, Shatin, N.T.
電話 Tel : +(852) 3105 2311
傳真 Fax : +(852) 3105 1414
電郵 Email : info@pathways.org.hk
星期一至星期五：上午 9:00 - 下午 6:00 | 星期六：上午 9:00 - 下午 5:00 | 星期日及公眾假期：休息
Monday to Friday : 9:00a.m. to 6:00p.m. | Saturday : 9:00 to 5:00p.m. | Sunday and Public Holidays : Closed

博思會支援中心
Pathways Foundation Support Centre

新界荃灣美環街 1 號時貿中心 17 樓 1706 室
Room 1706, Mega Trade Centre, 1 Mei Wan Street, Tsuen Wan, N.T.
電話 Tel : +(852) 3709 8422
傳真 Fax : +(852) 3709 8420
電郵 Email : info@pathways.org.hk

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