



PATHWAYS
博思會



跨越學距好橋樑
Bridging the Gap

2015 – 2016
ANNUAL REPORT
年度報告

博思會工作 OUR WORK

博思會為香港讀寫障礙學童提供適切專業介入訓練，以提升他們在學習上的信心及動機，有助他們面對學業上之挑戰。本會除了提供學科支援外，亦會安排臨床心理學家、職業治療師及言語治療師為學生提供評估及輔導。此外，我們每年均舉辦不同家長教育工作坊及講座，以加強家長溝通，並邀請專家教導他們如何在日常生活中支援有特殊學習困難的孩子。

The Pathways Foundation provides timely professional intervention programmes to students with dyslexia in Hong Kong. We aim to boost their confidence and motivation in learning. Apart from academic support, we also provide professional evaluation and counselling services by our clinical psychologists, occupational and speech therapists. In addition, to reinforce communication with parents, we hold various parent workshops and seminars every year so that they can be backed up by experts on training children with special needs at home.

對象及服務一覽 OUR TARGET & SERVICE

學生服務

- 學前（學前幼兒支援計劃）
- 小學及中學（課餘支援讀寫障礙學生計劃）
- 臨床心理學家、職業治療師及言語治療師所提供的專業評估及輔導
- 其他：Atelier 藝術及潛能發展計劃，短期課程等等

Services for Students

- Pre-school (Pre-School Support Programme)
- Primary and Secondary Schools (After School Support Programme)
- Professional Evaluation and Counselling Services by Clinical Psychologists, Occupational Therapists and Speech Therapists
- Other: Atelier Arts & Potential Development Programme, Short Courses, etc...

家長服務

- 教育工作坊及講座
- 專業輔導

Services for Parents

- Educational Workshops and Seminars
- Professional Counselling Service

學校服務

- 校本支援計劃
- 專業評估及輔導

Services for Schools

- In-School Support Programme
- Professional Evaluation and Counselling Service

公眾

- 公眾教育講座及資料分享
- 接受傳媒訪問

Public

- Public Seminars and Information Sharing
- Media Interviews

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主席
張非非女士
CHAIRPERSON
MRS. PHYLLIS CHANG



追求突破

再一次感謝忠誠及勤奮的博思會同工，帶領博思會茁壯成長。我們的工作得以順利完成，實有賴各界支持者、家長、義工及慷慨的捐獻者，本人謹向每一位致以衷心謝意。憑著你們的無私奉獻，讓我們的學生通過專業支援，幫助他們重拾信心及自尊，培育他們將來成為有才能、負責及卓越的成年人。

博思會始創於聖約翰大教堂的一個小角落，發展至今已於九龍、沙田及荃灣設有服務中心。在這16年間，社會人士對本會服務需求不斷增加，逾百學童尚在本會等候名單中，他們和家人均要求接受本會評估、訓練、讀寫介入服務，為求增加學習動機及改進學習技巧。現時，我們提供多項服務，包括學前支援、課後專科支援、創意藝術、到校服務及暑期課程，共累積了以萬計服務小時，成績令人欣慰。其中，本會的創意藝術課程讓每一位孩子有機會發揮或增進其才能，課程內容包括話劇、魔術及美術等方面。雖然我們已盡力為大多數學生安排參加我們的服務，但是我們另一方面亦積極尋求更多資源，讓在輪候名單中的學生也可盡早接受本會服務。

本年的目標是「追求突破」，除了恆常學童支援外，我們同時亦在家長教育、持續專業訓練、服務發展及市場及傳訊方面作出多方面嘗試。然而，我們處理每項挑戰的時候，均堅守本會核心價值「卓越專業」、「學生為本」、「信任承擔」及「熱誠投入」。

最後，容我再次向各同工、家長、監護人、支持者、捐款者、義工、助手，特別是我們的孩子，說一聲「多謝」！

主席的話

Strive for Breakthrough

Once again, thank you to our loyal, hard-working staff who led The Pathways Foundation to a productive conclusion for another year with continuing strength and sustenance. As diligent as they are, the staff could not have done their job successfully without the help from many supporters, parents, volunteers and generous donors and to each and every one of you, we are deeply thankful. Without the backers and staff, our students would not have the support that they so desperately need to gain the confidence and self-esteem for them to develop into talented, responsible and remarkable adults.

With our humble beginning run in a tiny corner of St. John's Cathedral, today we operate in Kowloon, Shatin and Tsuen Wan. Throughout our 16 years of experience, the demand for our services has grown exponentially. And yet, there are still over a hundred children on our waiting list, who together with their parents and guardians call on us for evaluation, training, literacy intervention in order to increase motivation, and improve learning skills.

Our numerous programmes involving tens of thousands of hours that bring heartwarming results include pre-school support, after school support, Atelier, in-school support and summer programmes. Particularly heartwarming is our Atelier programme in which each child is given the chance to realise or enhance the talent within such as acting, magic, artistry. We help the majority who come to us to join our programmes. To enroll the students on our waiting list would require more resources, something that we are all concentrating on trying to obtain.

Our goal for the year was to “strive for breakthrough”. As evidence of this, in addition to working personally with our children as usual, we performed in the areas of parental education, continuous professional training, services development and marketing and communications initiatives. At all times, we handle each task based on our core values of Professional Excellence, Student-centred, Trust and Accountability and Passion and Commitment.

For all of this and for your benefaction, thank you to the staff, the parents, the guardians, the supporters, the donors, the volunteers, the helpers. The children especially thank you.

**執行總監
程陸薇音女士**

**EXECUTIVE DIRECTOR
MRS. VIVAN CHING**



豐盛且具挑戰的一年

2015-16年是一個豐盛多彩的一年，除了我們在2016年4月搬遷九龍學習中心到旺角區，以及於荃灣加設學習支援中心外，我們在學生支援、老師專業發展及課程開拓方面也取得顯著發展，其中重點包括：

學生支援：我們於2015年起增加三人小組教學比例，令學生得到老師個別指導之餘，更享受小組學習切磋的樂趣。我們從編班評估中，按學童需要而推薦他們參與個人或小組形式上課，彈性照顧學習差異，本年學生人次逾 1,100。

老師專業發展：2016年初，我們榮獲鄭佩芸教授成為博思會顧問，帶領教學團隊，以加強老師培訓及貫徹「卓越專業」的核心價值。鄭教授現任香港中文大學教育心理學系客席副教授，曾擔任「喜閱寫意：賽馬會讀寫支援計劃」第二期計劃首席研究員，富有研發小學與幼稚園教師的培訓及教材的經驗，協助教師提升語文教學效能及提供讀寫困難學生適切支援。

此外，感謝博思會教學及專業服務團隊的貢獻，在2015/16年間，老師、臨床心理學家、言語治療師及職業治療師的服務時數逾21,000小時。

課程發展：不少研究指出，早期訓練介入對特殊學習困難的孩子有莫大益處。由於家長往往在初小期間才察覺孩子可能出現學習困難問題，錯過了學前時期的黃金訓練階段，因此，我們於2016年推出更優化的「學前幼兒支援計劃」，目的是要及早識別懷疑讀寫障礙個案，並提供適時指導及訓練。

展望將來

隨著社會對讀障人士支援服務需求日益增加，本會除了繼續開拓資源優化現有的不同類型學生支援計劃、家長教育講座及專業評估及輔導服務外，我們亦會加強對外宣傳，提高公眾——特別是年輕父母們——對讀寫障礙的認知及接納，讓有特殊學習困難的學童及早得到專業協助，能在滿載正能量的學習環境中快樂地成長。

執行總監的話

A Fruitful and Challenging Year

2015-16 proved to be a fruitful and eventful year. Apart from the relocation of our Kowloon Learning Centre to Mong Kok in April 2016 and the establishment of a Support Centre in Tsuen Wan, major progress was made in the areas of student support, teacher professional development and curriculum development. Highlights include:

Student Support : The year 2015 saw a significant increase in small-group teaching with groups of 3 students each. This not only facilitates effective teaching on the part of the teacher, but also allows students to learn from their peers in class. Based on the class placement assessment, students are allocated to study in either individual or group classes according to their assessment results, addressing the need for learner diversity. This year, the total headcount of students is over 1,100.

Professional Development for Teachers: We are honoured to have Prof. Pui-wan CHENG joining us as a consultant in early 2016, with a view to leading the teaching team to reinforce teacher training and implement our core value of “professional excellence”. Currently Adjunct Associate Professor of the Department of Educational Psychology at the Chinese University of Hong Kong, Prof. Cheng previously worked as the Principal Investigator of Phase 2 of the Hong Kong Jockey Club’s “READ & WRITE” Project. Her research experience in training and developing teaching materials for primary and kindergarten teachers has contributed to raising the efficiency of language teaching and providing suitable support for dyslexic students. Our gratitude also extends to the teaching and professional service team, with all our teachers, clinical psychologists, speech therapists and occupational therapists clocking in over 21,000 service hours in 2015/16.

Curriculum Development : Many researchers point out that early training and intervention is hugely beneficial to children with specific learning difficulties. Many of them miss out on the prime pre-school training period because their learning difficulties are only detected by the parents during the early primary years. Therefore, our Pre-school Support Programme was enhanced in 2016 to identify those at risk of dyslexia and provide timely guidance and training.

Way Forward

With growing demand of support services for dyslexia, we will continue to find resources to enhance our existing student support programmes, parent education and professional evaluation and counselling services. What's more, publicity efforts will be stepped up to increase awareness and acceptance of dyslexia among the public, particularly young parents, so that children with specific learning disabilities can receive professional assistance as soon as possible and grow up in a truly joyful and positive learning environment.

抱負

致力為特殊學習障礙兒童及青少年提供學科及其他支援,幫助他們跨越學距。

使命

- 營造一個重視培育、有效益及個別化的學習環境。
- 提供為特殊學習障礙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。
- 加強公眾認識特殊學習障礙及博思會的工作。

核心價值

卓越專業



學生為本



信任承擔



熱誠投入



VISION

To bridge the learning gap of children with specific learning disabilities (SLD) in Hong Kong through a variety of interventions and education programmes.

MISSION

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

CORE VALUES

PROFESSIONAL
EXCELLENCE



STUDENT-CENTRED



TRUST AND
ACCOUNTABILITY



PASSION AND
COMMITMENT



博思會 2015-16 年度的工作成果

OUR ACHIEVEMENTS IN 2015-16

服務使用者人次
NO. OF SERVICE HEADCOUNT

1,214

總服務時數
SERVICE HOURS

21,204

參與校本支援服務學校數目

NO. OF PARTICIPATING SCHOOLS OF
IN-SCHOOL SUPPORT PROGRAMME

16



家長及教師
培訓時數

Training Hours
to Parents and Teachers

692



老師及其他
專業同工人數

Teachers and
Allied Professionals

40

成長的十年 OUR GROWTH IN THE PAST 10 YEARS

100+
學生人次
STUDENT HEADCOUNT
3,000+
服務時數
SERVICE HOURS

2005-2006



1,214
學生人次
STUDENT HEADCOUNT
21,204
服務時數
SERVICE HOURS

2015-2016

專業團隊 OUR PROFESSIONAL STAFF

執行幹事會

主席	張非非女士
副主席	藍芷芊醫生
司庫	李瑞霞女士
公司秘書	張傳佳女士
執行幹事	孫梁勵常女士
執行幹事	李桂蔭女士
執行幹事	周肇平教授
執行幹事	捷成漢先生
執行幹事	林樊潔芳女士
執行幹事	鄧國威先生

EXECUTIVE COUNCIL

Chairperson	Mrs. Phyllis Chang
Vice-chairperson	Dr. Catherine Lam
Hon. Treasurer	Ms. Sarah Legg
Company Secretary	Ms. Davina Chang
Executive Councillor	Mrs. Loretta Shuen
Executive Councillor	Mrs. Daphne Blomfield
Executive Councillor	Prof. Shew-Ping Chow
Executive Councillor	Mr. Hans Michael Jebsen
Executive Councillor	Mrs. Fanny Lam
Executive Councillor	Mr. Paul Tang

資訊及安全諮詢委員會

唐兆雄先生
孫梁勵常女士

IT & SECURITY ADVISORY COMMITTEE

Mr. Siu-Hung Tong
Mrs. Loretta Shuen

人力資源委員會

李桂蔭女士
林樊潔芳女士

HUMAN RESOURCES COMMITTEE

Mrs. Daphne Blomfield
Mrs. Fanny Lam

教育委員會

藍芷芊醫生
李桂蔭女士
鄭佩芸教授
招麗儀女士
鄒梁愛萍女士
林樊潔芳女士
潘啟祥先生
黃悅明先生

EDUCATION COMMITTEE

Dr. Catherine Lam
Mrs. Daphne Blomfield
Prof. Pui-Wan Cheng
Ms. Elsa Chiu
Mrs. Detta Chow
Mrs. Fanny Lam
Mr. Frank Poon
Mr. Bruce Wong

財務委員會

李瑞霞女士
張非非女士
朱思豪先生
孫梁勵常女士
黃啟智先生

FINANCE COMMITTEE

Ms. Sarah Legg
Mrs. Phyllis Chang
Mr. Joseph Chu
Mrs. Loretta Shuen
Mr. Henry Wong

籌款委員會

周肇平教授
張爾惠先生
廖秀冬女士

FUND-RAISING COMMITTEE

Prof. SP Chow
Mr. Lowell Chang
Ms. Sarah Liao

專業團隊 PROFESSIONAL STAFF

行政職員 ADMINISTRATIVE STAFF

執行總監	程陸薇音女士	Executive Director	Mrs. Vivian Ching
助理總監	姚莉敏女士	Associate Director	Ms. Macy Yiu
項目主任	黃建忠先生	Project Officer	Mr. Kin-Chung Wong
會計文員	陳群芳女士	Accounting Clerk	Ms. Virginia Chan
技術支援	金昂泰先生	Technician	Mr. Ngong-Tai Kam
行政助理	馮嘉莉女士	Executive Assistant	Ms. Brenda Fung
行政助理	陳詩敏女士	Executive Assistant	Ms. Kiko Chan
行政助理	蔡慧雅女士 (至2016年5月)	Executive Assistant	Ms. Patricia Choi (till May 2016)
行政助理	劉慧珊女士	Executive Assistant	Ms. Ann Lau



專業同工 ALLIED PROFESSIONALS

臨床心理學家	吳乃江先生	Clinical Psychologist	Mr. Richard Ng
職業治療師	林貝詩女士	Occupational Therapist	Ms. Joanne Lam
	劉淑然女士		Ms. Bien Lau
言語治療師	陸穎珊女士	Speech Therapist	Ms. Monica Luk

顧問

鄭佩芸教授

CONSULTANT

Prof. Pui-Wan Cheng

中文科

中文科老師

鄧潔儀博士

陳順中老師

張楚茜老師

張淑琴老師

張紫蘭老師

杜家倩老師

黎詠賢老師

劉美桃老師

梁凱玲老師

鄧玉娟老師

曾芷瑩老師

黃一美老師

CHINESE

CHINESE TEACHERS

Dr. Kit-Yi Tang

Mr. Shun-Chung Chan, Dick

Ms. Chor-Sai Cheung

Ms. Shuk-Kum Cheung

Ms. Tsi-Lan Cheung

Ms. Ka-Shin Do, Dodo

Ms. Wing-Yin Lai, Crystal

Ms. Mei-To Lau

Ms. Hoi-Ling Leung, Helen

Ms. Yuk-Kuen Tang, Alice

Ms. Tsz-Ying Tsang, Yuri

Ms. Yat-Mei Wong, May



英文科

英文科老師

靜嫻老師
陳碧茵老師
陳佩恩老師
周靄怡老師
何紫媚老師
羅佩儀老師
李健瑤老師
梁淑儀老師
李寶瑜老師
馬采蓮老師
彭綺嫻老師
丁黃儀娟老師
丁元春老師
唐詠賢老師
Ms. Nonette TSANG
吳雪倫老師

ENGLISH

ENGLISH TEACHERS

Ms. Angela Assang
Ms. Pik-Yan Chan, Titania
Ms. Pui-Yan Chan, Denise
Ms. Oi-Yi Chau, Hermia
Ms. Tsz-Mei Ho, Jenny
Ms. Pui-Yee Law, Teresa
Ms. Kin-Yiu Lee, Olivia
Ms. Su-ee Leong, Madeline
Ms. Po-Yu Li, Anna
Ms. Choi-Lin Ma, Christina
Ms. Yee-Han Peng
Mrs. Yee-Kuen Ting Wong, Cecilia
Ms. Yuen-Choon Ting, Margaret
Ms. Wing-Yin Tong, Windy
Ms. Nonette Tsang
Ms. Xue-lun Wu



數學科

顧問

科羅恩娜博士
陳森泉先生

數學科老師

陳偉儀老師
許慧貞老師
劉綺妮老師
唐詠賢老師
曾佩卿老師

MATHEMATICS

CONSULTANTS

Dr. Anna Law Faure
Mr. Vincent Chan

MATHEMATICS TEACHERS

Mr. Wai-Yi Chan, Panny
Ms. Wai-Ching Hui, Estella
Ms. Elie Lau
Ms. Wing-Yin Tong, Windy
Ms. Pui-Hing Tsang, Mandy

學前教育

學前教育老師

劉芳倪老師
唐詩韻老師

PRE-SCHOOL

PRE-SCHOOL TEACHERS

Ms. Fong-Ngai Lau, Janet
Ms. Sze-Wan Tong, Tracy



學前幼兒支援計劃

此計劃 旨在學前階段為懷疑讀寫障礙兒童識別及支援，以跟進他們在學習及其他情緒及行為上面對的問題。博思會更將會特意聘請前幼稚園校長擔任學前課程發展主任，發展更適切的課程予服務對象，盡早提供介入服務，改善特殊學習困難幼兒的學習能力。

PRE-SCHOOL SUPPORT PROGRAMME (PSSP)

This programme aims to identify children at risk of dyslexia as early as in their pre-school stage so that their problems in learning, emotional and behavioral aspects can be followed up. To optimize the PSSP, Pathways will also recruit a former kindergarten principal to be in-charge of new curriculum development focusing early intervention with ways of enhancing learning abilities of children with specific learning disabilities.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

25



服務時數
SERVICE HOURS

597



課餘支援讀寫障礙學生計劃

課餘支援計劃以小組或個別模式進行，為有特殊學習困難的中小學生在課餘提供定時而持續的學科支援服務。博思會的導師以系統化、明確及多感官的教學方法，輔助學生掌握文字與數字符號系統的特點。教師會因應學生的能力設計教學內容，幫助學生建立自信，提升學習動機，掌握學習方法，並發展讀寫與數學能力。支援課程共分中文、英文及數學三個學科，並由資深經驗教師專科專教。

AFTER SCHOOL SUPPORT PROGRAMME (ASSP)

This programme works in individual or group classes, providing continuous academic support to primary and secondary students with specific learning disabilities. Pathways teachers use systematic, explicit and multi-sensory approaches to help students understand the characteristics of words and numbers. Teachers will also customize teaching materials to fit students' abilities, helping them boost their self-confidence and learning motivation, master the right learning method, and develop their capabilities in reading, writing and mathematics. The programme provides support in Chinese, English and Mathematics and is managed by a group of experienced teachers with specific areas of expertise.

2015/9 - 2016/8


服務人次
SERVICE HEADCOUNT

397

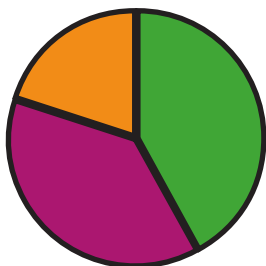

服務時數
SERVICE HOURS

13,542

中文
CHINESE **169** (42%)

英文
ENGLISH **149** (38%)

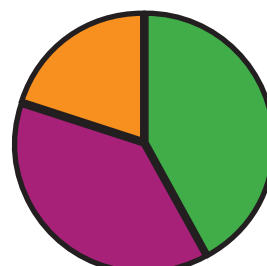
數學
MATHEMATICS **79** (20%)



中文
CHINESE **5,773** (42.6%)

英文
ENGLISH **5,217** (38.5%)

數學
MATHEMATICS **2,552** (18.9%)



校本支援計劃

為配合個別學校需要，本會委派教師到學校提供支援課程服務，每班學生人數以6位為上限，以確保每位學生得到個別教導。同時，本會教師會因應個別學生的需要，與學校老師、社工及家長保持緊密聯繫。除了中、英、數學科支援外，本會亦可提供多項藝術課程、專業評估及輔導服務。

IN-SCHOOL SUPPORT PROGRAMME (ISSP)

To meet the specific needs of different schools, we will arrange teachers to provide support services at schools to ensure every student can receive individual attention. We limit each learning group to a maximum of six students. At the same time, our teachers will follow up on specific students' cases with school teachers, social workers and parents when necessary. Apart from the academic support in English, Chinese, and Mathematics. Pathways also offer various art courses, professional evaluation as well as counselling services.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

234



服務時數
SERVICE HOURS

4,828

中文
CHINESE

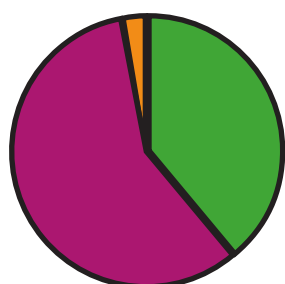
91 (39%)

英文
ENGLISH

135 (58%)

數學
MATHEMATICS

8 (3%)



中文
CHINESE

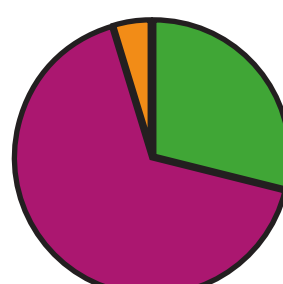
1,399 (29%)

英文
ENGLISH

3,205 (66.4%)

數學
MATHEMATICS

224 (4.6%)



參與校本支援計劃學校名單

ISSP PARTICIPATING SCHOOLS

小學

浸信會沙田圍呂明才小學
寶血會伍季明紀念學校

Primary Schools

Baptist (STW) Lui Ming Choi Primary School
Kwai Ming Wu Memorial School of the Precious Blood

中學

佛教黃允畋中學
明愛培立學校
天主教鳴遠中學
香港中文大學校友會陳震夏中學
港九潮州公會中學
麗澤中學
靈糧堂怡文中學
博愛醫院80週年鄧英喜中學
博愛醫院陳楷紀念中學
聖公會蔡功譜中學
聖士提反堂中學
德蘭中學
德信中學
九龍鄧鏡波學校

Secondary Schools

Buddhist Wong Wan Tin College
Caritas Pelletier School
Catholic Ming Yuen Secondary School
CUHKFAA Chan Chun Ha Secondary School
Hong Kong & Kowloon Chiu Chow Public Association Secondary School
Lai Chack Middle School
Ling Liang Church E Wun Secondary School
Pok Oi Hospital 80th Anniversary Tang Ying Hei College
Pok Oi Hospital Chan Kai Memorial College
S.K.H. Tsoi Kung Po Secondary School
St. Stephen Church College
St. Teresa Secondary School
Tak Sun Secondary School
Tang King Po School, Kowloon

學科課前評估

為了解學生於中、英、數學科的水平，以使本會能讓同組學習之學生能處於相近程度，並且作為學期尾時評估學生學習進度的參照，本會將會為每位參與課餘支援計劃之學生於正式上課前進行課前評估。

SUBJECT-BASED PRE-ASSESSMENT

For the purpose of class grouping and establishing the benchmark for comparison during year-end performance, we will conduct a subject-based pre-assessment for each subject for any student first joining our After School Support Programme.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

143



服務時數
SERVICE HOURS

143

暑期課程

本會於每年7月至8月期間開辦暑期課程，讓學生善用暑假，在輕鬆愉快的環境中保持常規學習，持續鞏固學科基礎，並配合藝術及潛能發展課程，鼓勵學生探索自我、建立自信。

SUMMER PROGRAMME

We offer our Summer Programme in July and August every year. This programme aims at providing a joyful and relaxed environment for students to maintain their learning routines and consolidate what they have learnt. The programme also provides atelier courses to encourage self-exploration and build self-confidence.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

80



服務時數
SERVICE HOURS

563



家長面談

為使家長了解子女的學習進度，本會每年均於7月舉行家長日，邀請參與了課餘支援計劃學生之家長到本會與老師面談，詳細講解學生的學習情況。此外，老師亦會於家長日向家長派發學生學習報告，讓家長更了解子女已改善及尚待改進的地方，並提供實用建議讓家長亦能在家中為子女提供支援。

PARENT INTERVIEW

Parents of children who joined the After School Support Programme are invited to meet with the teacher every July. The teacher will explain the student's learning progress and present a student learning report, so that parents can better understand both the areas of progress, and those that need improvement. Advice will also be given to parents so they they can continue to support their child at home.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

149



服務時數
SERVICE HOURS

38

Atelier 藝術及潛能發展計劃

Atelier 源自法文，意思是藝術工作坊 (artist's studio)，其教學方法在美國及歐洲十分盛行。藝術家會在工作室內創作自己的作品，同時也會開班授徒，培養他們成為明日的藝術家。博思會的 Atelier 計劃自 2009 年得到慧妍雅集的贊助而展開，一直開辦視覺藝術、表演藝術和數碼創意藝術課程。課程旨在培育讀寫障礙學生發展學術以外的各項潛能，讓他們能增廣見聞及發揮所長，藉此建立自尊及自信。

ATELIER ARTS & POTENTIAL DEVELOPMENT PROGRAMME (ISSP)

Originated from French, "Atelier" means artist's studio which is a popular way of teaching in the United States and in Europe. Artists create their works at their studios while they also offer classes to their apprentices, nurturing them to become artists in the future.

Pathways commenced its Atelier programme in 2009 with sponsorship from Wai Yin Association. The programme includes visual arts, performing arts as well as digital creative media courses. It aims to explore the non-academic potential of students with dyslexia so that they can broaden their horizons, and strengthen their self-esteem and self-confidence.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

95

數碼創意藝術 DIGITAL MEDIA

13 (14%)

視覺藝術 ARTS & CRAFTS

20 (21%)

話劇表演藝術 DRAMA

32 (34%)

魔術表演藝術 MAGIC

30 (31%)



服務時數
SERVICE HOURS

702

數碼創意藝術 DIGITAL MEDIA

90 (13%)

視覺藝術 ARTS & CRAFTS

139 (20%)

話劇表演藝術 DRAMA

263 (37%)

魔術表演藝術 MAGIC

210 (30%)



臨床心理支援服務

本會由專業的臨床心理學家為家長及學生提供支援服務，內容包括為學生進行評估、心理輔導及舉行家長和老師講座。評估內容包括智力評估、有關香港讀寫障礙測驗的資料、書面報告及解說評估結果。

CLINICAL PSYCHOLOGICAL SUPPORT SERVICE (CPSS)

Our Clinical Psychological Support Service (CPSS) provides professional support to parents and children, and conducting education seminars on SLD to parents and teachers. These include assessments and counselling for students with SLD by a qualified clinical psychologist. The assessment package includes an intake interview with parents, an intelligence test, administration of The Hong Kong Test of Specific Learning Difficulties in Reading and Writing, and a written report with and post-assessment briefing with parents.

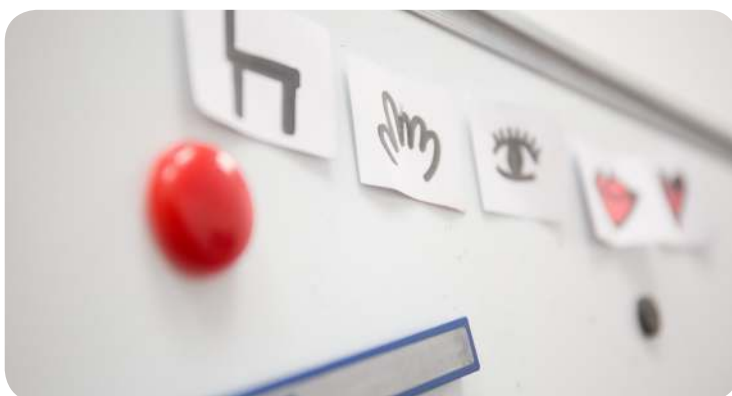
2015/9 - 2016/8



32



147



職業治療支援服務

本服務由資深註冊職業治療師提供專業評估、訓練及培訓，訓練項目包括小手肌及書寫能力評估、提升書寫能力訓練、提升執行功能訓練及舉辦相關的家長及教師講座。此外，職業治療師針對學生在學習上遇到的困難，運用標準性評估工具及臨床觀察，了解學生在書寫手部功能和視覺感知等能力的強項及弱項，從而設計合適的訓練計劃及提供調適。

OCCUPATIONAL THERAPY SUPPORT SERVICE (OTSS)

Our experienced registered occupational therapists provide various professional assessment and training on areas including fine motor and handwriting skills, handwriting skills and executive function skills, as well as organizing parent and teacher workshops and training. In addition, with the use of standardised assessment tools and clinical observation, the occupational therapist studies the student's handwriting, fine motor and visual perception skills. Follow-up training can then be designed to cater to individual student's needs.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

39



服務時數
SERVICE HOURS

385

言語治療支援服務

本會之資深言語治療師，因應學生的個別需要，評估學生的語言理解、口語表達能力、社交能力、構音發展及口肌功能等，然後訂定適當的訓練目標，並透過不同活動，改善他們的言語溝通及社交能力，使其能符合智齡或年齡的水平。同時，言語治療師會為家長提供家居訓練，以加強學生在課堂外的言語發展能力。

SPEECH THERAPY SUPPORT SERVICE (STSS)

Our experienced speech therapist offers individualised, tailor-made treatment to improve the social and communication skills for students at all levels. Our assessment is conducted on expression, comprehension, articulation, oromotor, and social skills. An individualised treatment plan will be designed according to the assessment results. In the therapy session, students' social and communication skills are improved using a variety of activities, supported by training the parents and providing home practice for better progress.

2015/9 - 2016/8



服務人次
SERVICE HEADCOUNT

20



服務時數
SERVICE HOURS

259

重視家長教育

博思會於2015-16年度期間舉辦了超過25場家長講座及工作坊，同時亦派出導師親臨學校或機構作分享，教導家長在家支援讀寫障礙孩子的技巧，參與總人數逾300人。

FOCUS ON PARENT EDUCATION

In 2015-16, Pathways organized more than 25 parent seminars and workshops in which different skills on supporting children with dyslexia at home were shared with over 300 participants. Our teachers were also being invited to speak at seminars held by other schools and institutions.

2015/9

家長講座 –
如何幫助孩子提升工作記憶

Parent Seminar –
How To Improve Children's Working Memory



2015/10

家長講座 – 特殊學習障礙：徵狀、評估需要和評估方法

Parent Seminar – Specific Learning Disabilities: Symptoms, Assessment Needs and Methods

2015/11

互動工作坊 –
中文默寫策略（第一節及第二節）

Interactive Workshop –
Strategies For Chinese Dictation (1st and 2nd Sessions)

家長講座 –
如何提升書寫能力

Parent Seminar –
Ways To Improve Handwriting Ability



2015/12

互動工作坊 –
英文拼音策略（第一節及第二節）

Interactive Workshop –
Strategies For English Phonics (1st and 2nd Sessions)

互動工作坊 –
提升兒童說話組織能力（段落組織）的技巧
（第一節）

Interactive Workshop –
Ways To Improve Children's Speaking Skill (1st Session)



2016/1

互動工作坊－提升兒童說話組織能力（段落組織）的技巧（第二節）
Interactive Workshop – Ways To Improve Children's Speaking Skill (2nd Session)

2016/2

家長講座－與孩共舞－攜手共創人生路

2016/4

Parent Seminar – Dance With Children – Joint Hands To Plan Their Life



2016/3

家長講座－培養孩子做事條理－由執行技巧開始

2016/4

Parent Seminar – Train An Organized Child – Start From Execution Skill

2016/7

家長講座－跨越語文難關．如何協助子女改善讀寫問題？

Parent Seminar – Ways To Improve Reading And Writing Skills

專業培訓

博思會除了著重家長教育外，同時亦會舉辦業界交流會，讓教育界同工，包括幼稚園及小學教師，認識特殊學習困難方面教學技巧，及跟業界權威人士互相分享。

PROFESSIONAL DEVELOPMENT

Apart from the efforts on parent education, Pathways also organized conferences for those in the field, enabling teachers from kindergartens and primary schools to meet with the industry leaders and learn more about teaching skills for students with specific learning disabilities.

2015/10/30

教學經驗交流會

台灣國立台東大學教育系教授暨永齡台東教學研發中心主任陳淑麗教授，及香港中文大學教育心理學系客席副教授鄭佩芸博士，與博思會教育委員會委員及機構老師們作出學術研究交流及分享，探討台灣及香港針對特殊學習困難學生的中文教學方法。

Teaching Experience Sharing Conference

Professor Shu-li Chen from the Department of Education of National Taitung University, Taiwan, who is also supervisor of Yonglin Taitung Research Center for Literacy Instruction, and Professor Pui-wan Cheng, Adjunct Associate Professor of the Department of Educational Psychology of the Chinese University of Hong Kong, met with Pathways' Education Committee members and their teachers for academic exchange and sharing on the different teaching methods of Chinese language for students with specific learning disabilities in Taiwan and Hong Kong.

2015/10/31

「中國語文的小組補充教學 從教材研發到施教：台灣永齡希望小學的經驗」工作坊

陳淑麗教授向45名業界同工展示台灣永齡希望小學的特殊教育教學資源及相關研究，並分享如何有效地應用於有學習障礙學生身上。

Workshop - "Group supplementary teaching for Chinese Language – from Course Material Development to Implementation: A Case Study of Taiwan Yonglin Hope School"

Professor Shu-li Chen shared teaching resources and related research results for Taiwan Yonglin Hope School with 45 industry co-workers, and explained how to implement the relevant methods effectively for SLD students.

2015/10 特殊學習障礙：徵狀、識別及教育需要（香港教育學院邀請）

Characteristics, Identification & Educational Needs of Students with SLD

(Invited by The Hong Kong Education Institute)

讀寫障礙簡介及有效介入策略（香港大學教育學系邀請）

Overview of Dyslexia & Effective Intervention Strategies

(Invited by the Education Department of the University of Hong Kong)

2015/10 – 2016/6

基礎英語讀寫教學技巧支援幼兒家長及教師互動工作坊

博思會於2015-16年期間走訪了7間幼稚園，共舉行21場「基礎英語讀寫教學技巧支援幼兒家長及教師互動工作坊」，並由本會資深英文導師丁元春女士主講，與115名幼師及家長分享幼兒英語教學心得。此計劃由呂鶴鳴伉儷悟宿基金會贊助。

Pilot Training Programme for Kindergarten Teachers and Parents in the Teaching of English for Supporting Children at Risk of Reading and Writing Skills Acquisition

During 2015-16, Pathways visited 7 kindergartens and organized 21 workshops to teach kindergarten teachers and parents how to support children at risk of English reading and writing skills. The workshops were hosted by Pathways' senior English teacher Ms. Margaret Ting, and 115 preschool teachers and parents attended the events. This programme was funded by Lui Family Providence Foundation.



2016/1

學習閱讀・閱讀學習工作坊（職業訓練中心邀請）

Learn to Read, Read to Learn Workshop (Invited by Vocational Training Centre)

導師發展日

博思會定期舉辦導師培訓及交流工作坊，讓導師們溫故知新，分享心得。

Staff Development Day

We regularly held staff training workshops in which teachers can be updated with knowledge on new teaching techniques and trends, and also share their experience.



2015/10/31

跨越讀寫困難 – 走出文字迷宮

博思會與青田教育基金會於2015年10月31日合辦了一場公開講座：「跨越讀寫困難 – 走出文字迷宮」，為家長及教育界人士提供港、台兩地對支援學障兒童學習中文的最新資訊和方法，協助他們更有效地指導兒童學習中文。當日有接近二百名家長、教師出席和踴躍參與這個活動。講者包括博思會副主席藍芷芊醫生、台灣國立台東大學教育系教授暨永齡台東教學研發中心主任陳淑麗教授及香港中文大學教育心理學系客席副教授鄭佩芸博士。此活動由呂鶴鳴伉儷悟宿基金會贊助。

Coping with Learning Difficulties – Out of the Maze of Chinese Characters

Co-organizing with Greenfield Education Foundation, Pathways held the large-scale public seminar “Coping with Learning Difficulties - Out of the Maze of Chinese Characters” on 31 October 2015. Around 200 parents and teachers participated and learnt about effective teaching methodologies of Chinese language for children with specific learning disabilities in Hong Kong and Taiwan. Speakers included Dr. Catherine Lam, Vice-chairperson of The Pathways Foundation, Professor Shu-li Chen from the Department of Education of National Taitung University, Taiwan, who is also supervisor of Yonglin Taitung Research Center for Literacy Instruction, and Professor Pui-wan Cheng, Adjunct Associate Professor of the Department of Educational Psychology of the Chinese University of Hong Kong. This event was sponsored by Lui Family Providence Foundation.



2016/05/27

博思會九龍學習中心喬遷儀式

為提供學生一個更舒適之學習環境，以及一個交通更為便利之服務地點，本會於2016年4月遷往旺角新填地街海島中心，並於2016年5月27日舉行開放日，由各專科導師向來賓展示教學方法及教材。感謝不少博思會支持者及業界同工當天抽空出席及賜教。

Relocation Ceremony for Pathways Kowloon Learning Centre

In April 2016, our Kowloon Learning Centre was relocated to Island Centre, Reclamation Street in Mong Kok, providing a more cozy and convenient learning environment. The opening ceremony was officially held on 27 May 2016, during which our teachers also demonstrated teaching materials and methodologies to the guests. We were grateful to our supporters and industry co-workers who came to share this joyful moment with us.



鄭佩芸教授
PROF. PUI-WAN CHENG



讀寫障礙學生的表徵並不明顯，往往被人負面標籤成懶惰及愚蠢；他們普遍難於適應常規學校的步伐，成績不理想的時候更被打擊自信，就連學習動機也消失了。

博思會的成立，就是為了幫助這一群無助的孩子。我們希望能夠與家長同行，即使孩子是患有讀寫障礙，經過合適的訓練及支援，孩子是可以在學習中找回自信，掌握學習方法，逐步改進成長。在未來一年裏，博思會也會加快成長的步伐，持續改進，其中以下四方面是**優質教學發展重點**：

1) 加強師資培訓：

為使導師更有效的支援學障學生及他們的家庭，本會將舉辦定期培訓，重點包括教師應有的學障知識、重奠學科基本功及理論與實踐的連繫；

2) 優化中文課程分班評估工具：

優化現時評估系統，以便更有效分班及監察學生進度；

3) 優化中文課程：

採用香港中文大學「語文童步」課程內容，配合適量兒童讀物，並研發相關工作紙及教材；

4) 深化學前課程：

由於及早介入是十分重要，因此本會持續發展學前服務及相關教程，務求可盡早識別需要幫助的學前兒童，並給予適切支援。

此外，博思會素來重視家長教育，未來一年家長教育亦是重點計劃項目，並且加強公眾教育宣傳，期望更多社會人士認識及接納讀寫障礙，及支持本會的服務理念及工作。

Students with dyslexia are often stigmatised as lazy and stupid because there are no obvious traits to tell them apart. They tend to struggle when they try to cope with the pace of mainstream schools, and their poor academic results easily damage their self-esteem and learning motivation.

The purpose of Pathways Foundation is to provide assistance to these helpless children. We strive to work together with parents because we believe that even if their child is dyslexic, given the appropriate training and support, he or she is able to master the way to learn, and grow up with self-confidence. In the coming year, we will speed up the development of our services with the four main tasks for **quality teaching improvement** as follows:

1) Strengthen teacher training:

Regular training will be organised for teachers to render support to students with learning difficulties and their families more effectively, which covers knowledge on learning difficulties, reinforcing the basics of academic subjects, and the connection between theory and practice.

2) Enhance the class placement assessment tool for Chinese language:

The existing assessment system will be streamlined for more effective class placement and monitoring of students' progress.

3) Enhance our curriculum for Chinese language:

We shall adopt the curriculum “語文童步” from the Chinese University of Hong Kong, and supplement it with relevant reading materials for children. Worksheets and teaching materials will also be developed.

4) Strengthen our pre-school curriculum:

Given the importance of early intervention, we shall engage in continuous development of our pre-school services and curriculum so that we are able to identify needy pre-school children as early as possible and provide them with suitable support.

We also recognize the importance of parent education, which will be one of our key work focus in the coming year. Moreover, we will also strengthen our publicity efforts, so that more people in the community can learn about dyslexia, and support the mission and the work of Pathways.

今天的一小步 成就明天的一大步

杜家倩
中文科老師



在中學任教時曾接觸過讀寫障礙學生，深深體會他們所面對的學習困難及無力感，可惜在常規課堂上老師難以照顧學習差異，難免對這類學生的學習、自我形象以至成長發展造成負面的影響。事實上，前線老師對他們學習特性的認識及支援尤為重要。眼見讀障學生需要殷切，卻又最易為人忽略，我很希望以自己的教學經驗及專業知識，協助讀障學生在有限的環境下跨越學距，建立自信。每個讀障學生都是獨特的，他們或許不一定易教易學，但並非不能為。我深信他們今天很多的一小步，便能成為明天的一大步了。

三年多前，初遇一位小四女生，她認讀字詞及專注力不足，記憶又短暫，而且極抗拒寫作。每次上課寫作時，只會躲在桌下或大叫大嚷，課堂上彷彿展開一場又一場學生與寫作的角力大戰。女生愛說話，愛想像，平日又愛看電視，滿腦子千奇百想，於是我利用她這個優勢，當她學習得若干個詞語後，即設定幾個與其生活經驗相關的情境，鼓勵她根據情境，運用詞語創作故事內容，只需口述，不必書寫，惟以用詞恰當、內容有趣為目標。

女生對此深感興趣，積極投入，加上與小組同學競勝，大大提高其學習動機。每次口述故事內容後，藉著與她討論情節的趣味性及用詞是否達意，或給予回饋，或予以讚許，女生無形中辨清詞語的運用及逐步掌握敘述的結構。經過反覆持續的訓練後，女生不單不再躲在桌下逃避作文，反而對上述的情境寫作法情有獨鍾，往往以運用最多學習得到的詞語、內容豐富為樂，不知不覺間已積儲不少詞語及習得敘述的組織結構。繼而在鼓勵下，她樂於嘗試將口述內容書寫出來，由幾句至幾段，寫作信心亦因而漸漸建立起來。時至今日，女生已升上中一，縱然面對的學習挑戰增加了，讀寫能力仍有待持續訓練，但可以肯定的是識字量與日俱增，課堂上不再抗拒寫作，作文更獲得校內老師的稱讚，學生及家長同感欣悅。能夠見證學生如何將與寫作的角力，逐步化成學習的動力，是作為老師最樂見的。

家長方面，心態與行動支持需兩者兼備。前者為接納孩子的限制，理解他們的困難，予以肯定和鼓勵；後者為實際的學習支援，如認讀字詞、親子閱讀等，這對小學生來說尤為重要。

TEACHING AND LEARNING WITH LOTS OF FUN!



It is my honour to work at Pathways for over thirteen years. There have been many memorable moments working with students with SLD or AD/HD. This experience has helped me see and learn things from different perspectives. It has also given me insights and strength to explore effective methods to help them. I would like to share my passion and my creative approach with all of you.

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FUN TEACHING FUN LEARNING

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Setting achievable goals to reach

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Yes, I can. Bridge the gap.



老師？學生？

自小我就被老師的風采迷倒。唸小學的時候，我是個十分頑皮的學生，幸好我遇到一位既包容又有愛心的老師；唸中學的時候，我是個很反叛的女生，幸好我遇到一位既包容又有愛心的校長；唸大學的時候，我是個忿忿不平的青年，幸好我遇到一位既包容又有愛心的教授。

在我三十歲的那年我也當上了教師，也希望能教好學生。在多年的教學裏，我教好了多少學生？我卻不知道。我只知道多年來除了以上所提及的各位，還有在工作上的各位同事、家長和學生，您們也教曉我如何做個既包容又有愛心的人。我既是老師也是學生呢！

另類的小兔子幸運遇上「兔博士」

文：「蘇怡」爸爸

龜兔賽跑的故事相信大家都耳熟能詳，故事中的兔子因驕傲而輸給有毅力的小龜。但是到了第二回合，小兔子改變了自己驕傲的態度後，卻以大距離贏回一仗。我相信這也是理所當然的，因為先天上小兔子無論在跑在跳的能力上都比小龜快，比小龜高。不過，據說在一條村莊內，卻有一群兔子卻不知什麼原因跑得慢跳不遠，給其他小兔子取笑實在無可避免，有時牠們都會覺得不開心，不幸福。因為牠們覺得怎樣努力都比別的兔子遜色。幸好在這條村裏有一群「兔博士」，牠們都十分關心這群小兔子的處境，於是想盡辦法去協助牠們。



「蘇怡」就是牠們幫助的其中一隻小兔子。「蘇怡」在「兔博士中心」學習了八個月，教曉牠一些跑跑跳跳的方法，結果牠在運動會中的中文比賽和數學比賽的兩個項目都有顯著進步。牠在中文寫作中，運用了兔博士教牠的火箭圖策略、拆解段落的策略等，使牠寫得比以前好和更有信心，這些方法或許有助牠在數學比賽中的發揮，現在解題也有進步。

整體而言，「蘇怡」面對前面無限的挑戰，都會更有信心去面對，改變了以往無奈和逃避的心態，這實在令兔鼓舞。亦因為起初得到兔博士的指導，兔爸爸兔媽媽都對「蘇怡」有更多的了解，有更多的體諒，也有更多的鼓勵，大大減少了彼此之間因溫習所產生的衝突。執筆之時快將放復活節假，但聽「蘇怡」分享，牠想在假期都能到「兔博士中心」上課，可想而知，這地方是一處使兔子回復自信的好地方。



「蘇怡」爸爸盼望其他有好像「蘇怡」情況的小兔子和兔子爸媽不用灰心，只要多給時間他們，多提醒小兔子運用「兔博士」所教的方法，經過一段時間，定必會有進步。除此之外，也需要對這類的小兔子多作具體的鼓勵，多花時間陪伴牠們，畢竟牠們的心靈可能比其他兔子敏感，爸媽對牠們的一言一行會產生具大的威力。



家衡媽媽 - 家庭和睦至為重要

家衡從4歲開始在博思會學習，至今已9年了。博思會對我們的支援十分重要，本人的專注力實在不太好，沒有耐性教導孩子，特別是家衡，我怎樣解釋她都不明白。博思會的老師有特別的方法教她，讓她能理解懂得思考。

在教導女兒方面，我採用自由發揮方式，每事都讓她先思考後再加意見，大家一起分析，孩子比較容易接受。但有些時間都要用強硬手段，例如嚴禁打架，不准說粗話。與孩子保持良好關係（但不是驕縱），家庭和睦是很重要。讓大家生活得開心相信孩子做起事來會事半功倍。多鼓勵，多支持，不要囉囉唆唆，適當時輕輕關心一下，拍拍膊頭微笑一下已經足夠。

梁家衡

從幼稚園高班開始，我便參加博思會的中英數課餘支援課程，至今已踏入第9個年頭，而我亦已是中一生了。

我喜歡在博思會學習，老師會利用小遊戲方式，讓我明白複雜概念。例如，數學老師教我如何牢記「九因歌」時，她會以繪圖方法去記，我能夠學以致用之餘，亦會自豪地跟學校同學分享這些小秘技！

英文方面，老師會教我拼音方法，每當我需要記生字時，或遇到不懂的英文詞語時，我也會用拼音方法去幫助學習。至於中文學習方面，老師鼓勵我去創作故事，我曾經自編兩本創作小說——「三隻小豬創新版」及「美人魚與灰姑娘」，作為禮物送給我在博思會的中文老師呢！

除了博思會老師對學生的關顧，我最難忘的是跟同組學員所建立的友誼，使我更喜愛在這裏學習呢！



家衡(左)與媽媽及哥哥合照
From Left: Grace, her mother and her brother

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