



P A T H W A Y S

博 思 會



2016-17

ANNUAL REPORT

年度報告



跨越學距好橋樑
Bridging the Gap



抱負、使命及核心價值

Our Vision, Mission And Core Values

抱負

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。

使命

- 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。

核心價值



Vision

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

Mission

- 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.

Core Values



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主席的話

向著目標持續進發

對博思會而言，2016-2017 年是充滿機遇的一年，讓我們不斷突破自己，朝著致力為讀寫障礙學生跨越學距的抱負進發。

今年，承蒙德和慈善基金的慷慨贊助，讓博思會的多項重大計劃，得以順利展開，當中包括**教師團隊發展**、**服務創新**、**家長教育**及**公眾宣傳**等各方面，皆在這一年內邁出更專業化的一步。



張非非女士
主席

教師團隊發展

在本會顧問香港中文大學教育心理學系客席副教授鄭佩芸教授的帶領下，我們得以建立了一個課程發展的團隊。團隊成員均從事教育界多年、深具教學及管理經驗，且共同追求「卓越專業」的核心價值。我們堅信致力發展多元化服務、優化課程規劃，以及著重教師培訓，才能讓更多有需要的學童得到專業優質的學科支援。

服務創新

近年的臨床醫學研究証實，及早識別讀寫障礙的徵狀，並讓孩子盡早接受專業訓練，是提高訓練成效的黃金機會。有見及此，博思會綜合過去的經驗，今年試行推出了「讀寫障礙甄別測驗服務」。此服務對象由六歲開始，即孩子在小一階段已可接受服務。若測驗結果顯示有讀寫障礙傾向，便可把握時間，針對性給予孩子及父母適切的專業支援及輔導，免得要待到讀寫問題浮現才去解決問題。



家長教育

為讓家長認識如何支援讀寫障礙孩子，及有一個較有系統性的理解，博思會在本年度舉辦了系列式的定期家長講座，主題為「牽手同行：學習有法」，由博思會專家及特邀嘉賓主講，包括認識學習障礙、中英數在家支援學習的方法、升中建議及認識漢字等等。同時，我們

亦首次舉辦了「與博思專家有約」定期晚間聚會，目的是讓有興趣的家長，可以與專家進行較深入的交流，讓專家們為家長分擔憂慮，並且給予建議及鼓勵。




公眾宣傳

現時，大眾對讀寫障礙仍是一知半解，存有不少誤會及迷思，亦未必懂得適時求助。博思會作為專門服務讀寫障礙學童的機構，我們盡力通過不同媒體報導及文章分享，讓公眾了解讀寫障礙孩子的特質，及支援他們的方法。因此，博思會的專家、老師及學生，積極參與不同媒體的採訪，與公眾分享教與學兩方面的心得。



此外，博思會亦繼續與香港社會服務聯會緊密合作。社聯今年籌劃了《謝謝你看見》微電影計劃，希望透過電影觸動大家留意社會上與自己不同的人，從而對他們有多一份認識與尊重。當中微電影《生如夏花》乃描述一位患有讀寫障礙的小學生寫照，該片的導

演在資料搜集階段時到訪博思會，了解數十位學生及家長，把他們日常遇到的問題用微電影手法呈現眼前。此令人感動的作品獲外間一致好評，讓公眾正視讀寫障礙孩子的需要。

博思會得以持續成長，實在有賴來自各方的支持與鼓勵。在此，衷心感謝各家長及學生的信任、同工的专业態度、善長的慷慨贊助，及義工的無私奉獻，使讀寫障礙學童及其家庭得到優質的適切支援，重燃學習信心及動機，找到屬於自己的一片天。 



Message from the Chairperson

Striving for Continuous Growth and Development

2016-2017 has been a year of opportunities for Pathways. We have always strived to exceed our own achievements in realizing our vision to bridge the learning gap of children with dyslexia.

With the generous support of the AR Charitable Foundation's sponsorship this year, Pathways successfully launched a number of key educational programmes, including **development of the teaching team**, **introduction of innovative services**, **parent education** and **public awareness**, taking our professionalism even further.



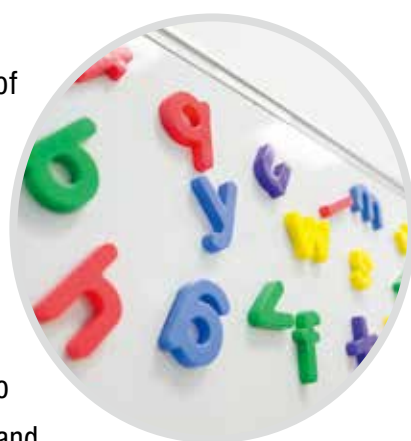
Mrs. Phyllis Chang
Chairperson

Development of Teaching Team

Under the leadership of our Consultant, Adjunct Associate Professor Pui-Wan Cheng of the Department of Education of the Chinese University of Hong Kong, a teaching team focusing on curriculum development was formed. All team members are from the educational field with prior teaching and management experience, and share our conviction in striving for professional excellence. We believe that that by developing diversified services, enhancing the curriculum, and focusing in teachers' training, we will be able to help more students with special learning needs to receive the professional and quality intervention support that they require.

Innovative Services

In recent years, clinical research has proven that if children at risk of dyslexia are identified at an early age, their ability to learn how to read and write can be effectively enhanced given timely and professional training. With this in mind, Pathways launched the service "Screening Service for Children At Risk of Dyslexia" this year, based on integrated data and experience on the subject. The service targets at children of six years old and above, which means children at primary 1 level are able to receive this service. If test results show that the child is at risk, the child and parents are given appropriate guidance and timely intervention, without having to wait until primary school when the problem is officially identified.



Parent Education

To help parents understand and learn how to support their children with dyslexia, Pathways held the Parent Seminar Series “Joining Hands with Parents: Learning Ways to Support Children with Dyslexia” during the year. Pathways professionals and special guests spoke on topics such as understanding SLD; how to help children learn Chinese, English and Mathematics at home; how

to identify the right secondary school, and how to enjoy learning Chinese. We also launched the regular “Meeting the Experts” evenings for interested parents to have in-depth exchanges with our experts regarding their needs and concerns, and for constructive advice and encouragement.




Public Awareness

At the moment there is still a lot of public misconception towards dyslexia, and those in need may not necessarily know how to seek appropriate and timely support. As an organization dedicated to serving children with dyslexia, Pathways' professional experts, teachers and students shared their teaching or learning experience through various media to foster better understanding among the public of the children's needs, and the support available to them.



Pathways also continued to work closely with the Hong Kong Council of Social Services. This year HKCSS produced a microfilm series called “Grateful That You Care”, which aimed to trigger understanding and respect for those who are different in the society. One of the microfilms “In Blossom” portrayed a student with dyslexia. The film's director interviewed more than a dozen students and

parents of Pathways to research the daily problems they encountered, and integrated them into a story in his film. This touching piece of work won wide acclaim and awakened the public to the needs of children with dyslexia.

The continued growth of Pathways is a result of the support and encouragement from all its stakeholders. Our sincere gratitude to the parents and students for their trust, our colleagues for their commitment and professionalism, our sponsors and donors for their generosity, and our volunteers for their dedication. Thank you all for joining hands with us to enable children with dyslexia and their families to receive quality intervention and appropriate support, motivating them to learn and achieve their full potential as they grow up. 



學術發展回顧

博思會於 2016-2017 年度在學術方面，尤其是中文及學前幼兒課程方面，進行了多方面的改變，積極優化本會之專業支援服務。

鞏固專業教學團隊

在本學年，博思會聘任多位資深教師分別帶領中文組及學前教育組的發展，又聘任項目主任協助籌劃全新的學前服務。在鄭教授的領導下，兩名資深計劃導師展開不同的新項目，並檢討現有服務的機制。



鄭佩芸教授
顧問

優化中文課程

評估：

重新審視博思會中文課程的學生課前及課後評估制度，並簡化測試項目為四項主要範疇，包括認字、流暢度、閱讀理解及寫作。評估過程中，評估員會觀察學生的思考策略並加以記錄。



課程：

由鄭佩芸教授及其中文大學團隊研發的《語文童步》學習套成為博思會初小支援課程的主要學習教材。本會亦採用「閱讀簡論」(The Simple View of Reading, Gough & Tunmer, 1986) 作為課程框架，利用七個主要讀寫學習元素作為課程規劃的指引。中文組的導師亦因應讀寫障礙學生的需要而製作額外的工作紙及課堂活動，以提供合適支援予博思會學生。博思會也在暑期課程加入特定主題，並滲入閱讀繪本及趣味遊戲，為學生們提供另類學習經驗。



強化學前幼兒課程

評估：

「學前幼兒支援計劃」Pre-School Support Programme (PSSP) 為博思會較新的服務。本會於 2016-17 學年發展了一個新的課前及課後評估制度，以顯示學前階段主要學習指標，包括核心生字認讀、字母命名、物件及數字快速命名，並以句子複述來了解學生的語言理解能力。老師亦會觀察學生的畫圖及簡單寫字表現，以評估其相關小肌肉及動作發展能力。

課程：

博思會「學前幼兒支援計劃」與中文支援課程一樣，以「閱讀簡論」作為課程框架。課程利用與幼兒教育常見主題相關的繪本作為學習媒體，並設計學習活動，鞏固文字解碼及語言理解兩個語文發展的基石。整個課程包含八個主題，其中四個主題的教學內容及相關教材已於 2016-17 年度順利完成。全新的學前服務於 2017 年 2 月正式推出，獲老師及家長們好評。

持續教師培訓

博思會繼續定期為本會教師及職員舉辦教師培訓講座，藉此溫故知新，同日亦會進行學科教學會議，加強內部溝通。下列為本會於學年中所舉辦的培訓一覽：

| 日期 | 主題及講者 |
|------------|--|
| 23/9/2016 | 透視讀寫障礙：釐清誤解好啟航 鄭佩芸教授（博思會） |
| 18/11/2016 | 字從哪裏來：漢字字源知識 洪若震博士（香港中文大學） |
| 16/12/2016 | 認識數學障礙：香港本地研究的教學啟示 陳偉蘭博士（香港大學） 王天佑博士（香港教育大學） |
| 17/3/2017 | 從理論到實踐：學障學生的中文教學 鄭佩芸教授及中文科老師（博思會） |
| 12/5/2017 | 英文解碼：字母與語音的對應規律及其他 鄭佩芸教授及英文科老師（博思會） |
| 19/6/2017 | 在教室裏照顧學習差異 潘啟祥副校長（香港紅卍字會大埔卍慈中學） |



Academic Development Review

Pathways' professional academic support services saw significant changes and advancement during 2016-17, especially for that of the core Chinese curriculum and the Pre-school programme.

STRENGTHENING THE PROFESSIONAL TEACHING TEAM

During the year, experienced teachers were recruited, one to lead the Chinese core subject and the other to lead the Pre-school section, and we also employed a project officer to assist in the planning of the new pre-school programme. Under the supervision of Professor Cheng, these two senior teachers launched a series of initiatives, and set out to refine the existing programme mechanisms.



**Professor
Pui-Wan Cheng**
Consultant

OPTIMIZING THE CHINESE PROGRAMME

Assessment:

An in-depth review of Pathways' pre-course and post-course student assessment system for the Chinese programme was conducted, and streamlining it to focus on four major indicators: characters identification, fluency, reading comprehension and writing. Assessors are also instructed to note and record students' thinking strategies during assessment.



Curriculum:

The learning package 《語文童步 Step-by-Step Literacy》 developed by Professor Pui-Wan Cheng and her team at the Chinese University of Hong Kong, was adopted by Pathways as the main teaching material for our lower primary Chinese programme. We also followed the framework of "The Simple View of Reading" (Gough & Tunmer, 1986), and utilized the seven major literacy elements to guide our curriculum planning. These were supplemented with development of additional worksheets and activities catered for dyslexic students, enabling Pathways' teachers to provide appropriate support to their students. We also introduced a thematic approach to our summer programme, which works with picture book reading and fun activities to provide an alternative learning experience for Pathways' students.



ENHANCING THE PRE-SCHOOL PROGRAMME

Assessment:

Pathways' "Pre-School Support Programme" (PSSP) is a relatively new service offered for pre-school children. A new assessment system was introduced in 2016–17 to measure a student's key learning indicators before and after attending our course, namely core characters identification, letter naming, rapid automatized naming for objects or digits, and language comprehension through sentence repetition. The teacher will also observe the student's performance in drawing and simple writing, in order to assess the development of fine-motor related skills.

Curriculum:

Similar to that of the Chinese Programme, the framework from "The Simple View of Reading" was adopted as guideline for the planning of our PSSP curriculum. The programme follows a thematic approach based on topics that are familiar to pre-school children, using picture books as the learning media. Learning activities are also designed to strengthen word decoding and language comprehension, the two key building blocks for literacy development. The whole curriculum consists of eight themes, with the content and teaching materials for four of these themes completed earlier in 2016-17. The new Pre-School Curriculum was launched in February 2017, and was well-received by both teachers and parents.

CONTINUOUS TEACHERS' DEVELOPMENT

Pathways organized regular training seminars for teachers and staff members. Our teachers would also gather after the seminars for subject meetings to discuss related matters and to better internal communication. The following is the list of seminar topics covered during the year:

| Date | Topic & Speakers |
|-------------------|---|
| 23/9/2016 | Re-examining dyslexia: Dispelling the misconceptions for a right start Prof. Pui-Wan Cheng (Pathways) |
| 18/11/2016 | Where do they come from: Knowledge of the origins of Chinese characters Dr. Yeuk-Chun Hung (CUHK) |
| 16/12/2016 | Understanding SLD in mathematics: Teaching implications of local research Dr. Winnie Chan (HKU), Dr. Terry Wong (EdUHK) |
| 17/3/2017 | From theory to practice: Teaching SLD students Chinese Prof. Pui-Wan Cheng and Chinese Subject Teachers (Pathways) |
| 12/5/2017 | Decoding English: The alphabetic principle and more Prof. Pui-Wan Cheng and English Subject Teachers (Pathways) |
| 19/6/2017 | Handling learning diversity in the classroom Mr. Franky Poon (HKRSS Tai Po Secondary School) |



2016-17 年度的工作成果摘要

Summary of Service Impact 2016-17

服務使用者人次
No. of Service Headcount

1,160

總服務時數
Service Hours

21,111

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

14



家長及教師培訓時數（小時）
Training Hours to Parents and Teachers

2,366



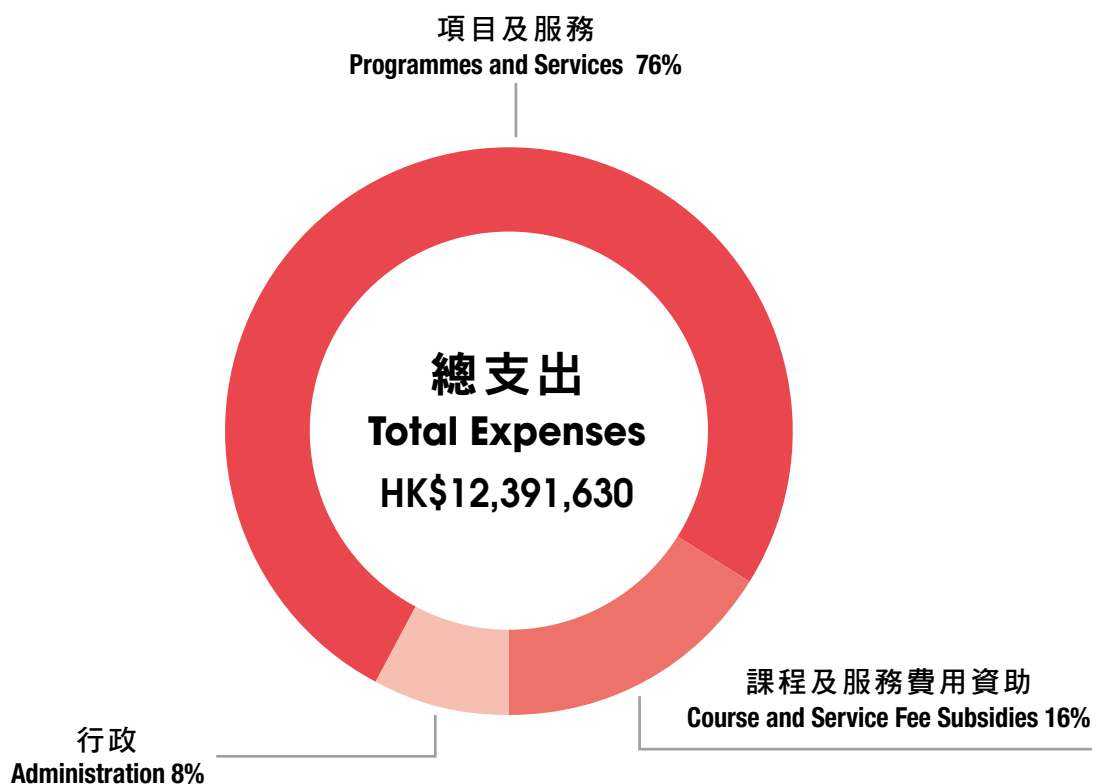
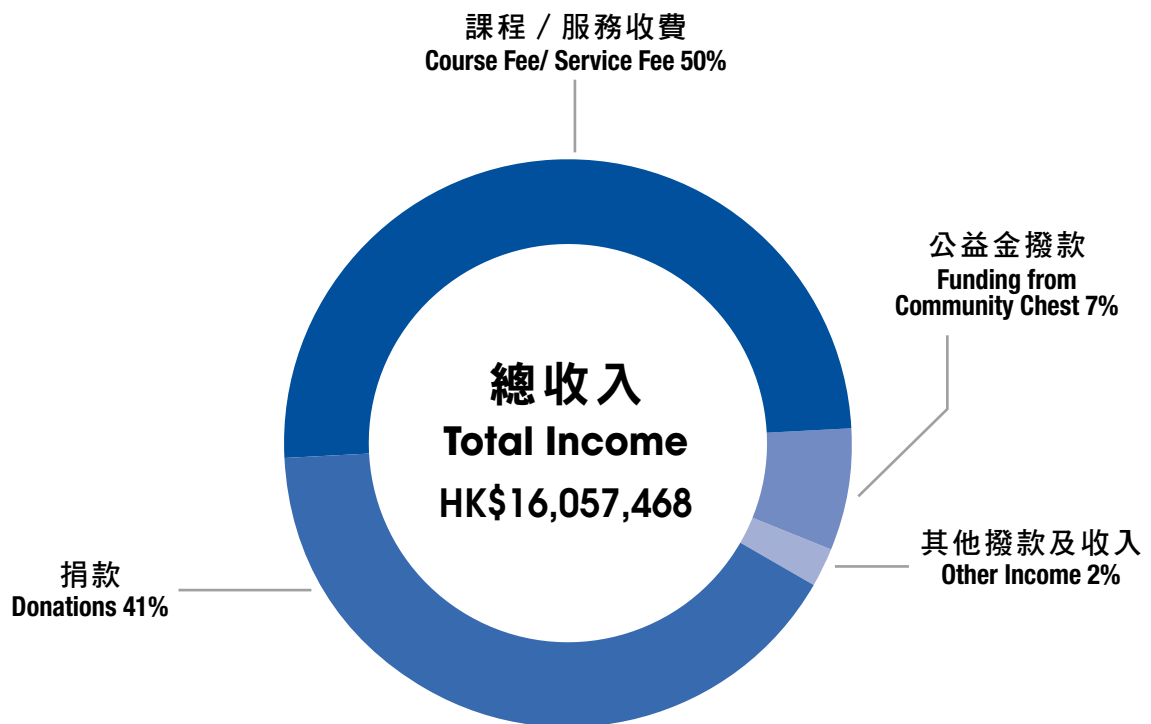
老師及專業同工人數
Teachers and Allied Professionals

47



財務狀況

Financial Status



服務總覽

Service Overview

「讀寫障礙」從來是一個看不見的障礙，別人會以負面角度去看待這班孩子，歸咎於天資或行為問題，卻忽略了傳統學習方式未必合適腦部發展異常的孩子。博思會的成立就是要幫這群孩子，利用最合適的學習方法及步伐，重拾學習的動機及自信。

博思會服務涵蓋整個學習階段，包括學前兒童、小學及中學階段，除了中英數學科支援外，亦於暑假期間舉辦藝術發展課程。另外，有需要家庭亦可接受本會臨床心理家、職業治療師及言語治療師的評估及輔導。

Students with dyslexia are often stigmatized as being stupid or lazy because there are no obvious traits to tell them apart. Most people do not realize that traditional learning methods may not suit these children whose brain development differ from others. Pathways was formed to provide this group of children customized education programmes so that they can learn at their own pace and regain their learning motivation and self-confidence.

Pathways' intervention programme covers all the learning phases, including pre-school, primary and secondary, with support in Chinese, English and Mathematics, and Atelier courses in summer. Assessments and counselling services for families are also provided by Pathways' clinical psychologists, occupational therapists and speech therapists.

專科學習支援 Professional Intervention Support

課餘支援計劃

個人 / 小組 - 小學及中學部

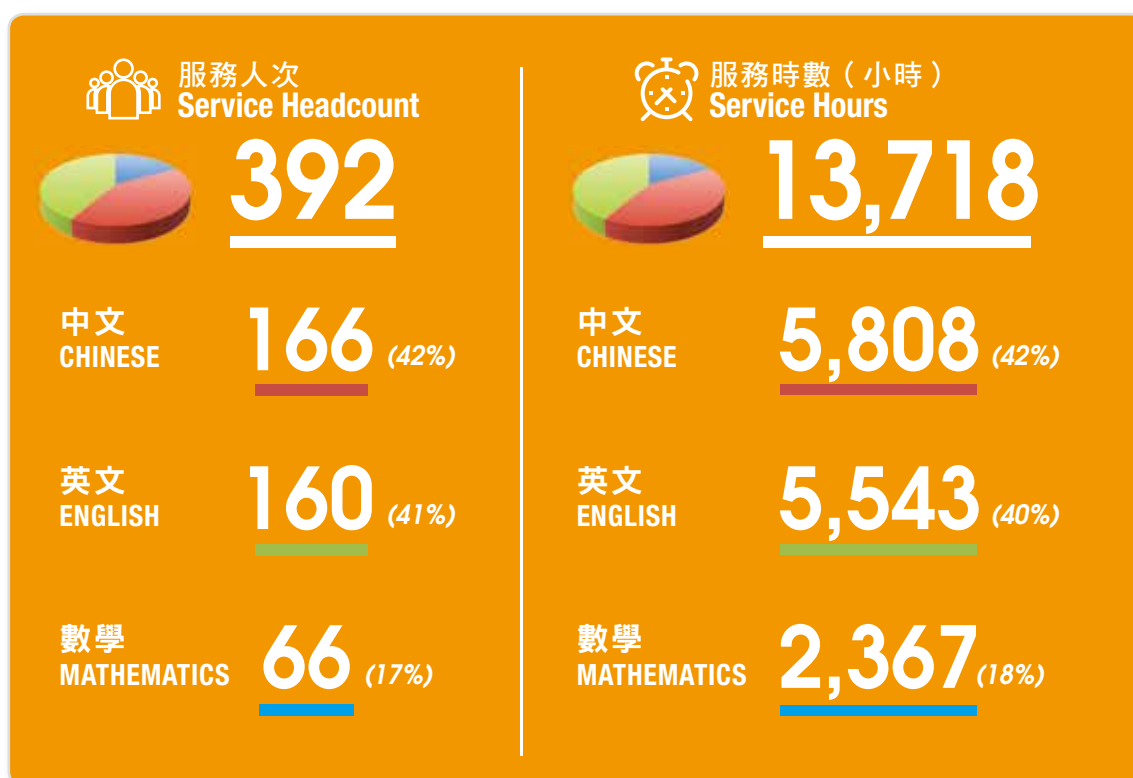
此計劃旨在為讀寫障礙學生提供中文、英文及數學主科的課餘支援，老師採用多感官教學方式及個人化教材，以協助他們提升學習能力，增加自信，跨越學習障礙。每位學生入讀前均需進行一次課前評估，以便安排編配合適小組；而老師們亦定期跟家長溝通，並於學期結束前進行家長日，好讓家長們了解孩子在博思會學習進度，為下一個學年作好準備。部份課程由香港公益金提供學費資助。



After School Support Programme (ASSP)

Individual/Group Class – Primary and Secondary Sections

The objective of this programme is to provide after school intervention support in Chinese, English and Mathematics for students with dyslexia. The teachers use multi-sensory approach and customized teaching materials to fit students' learning abilities, helping them to boost their self-confidence to bridge the learning barriers. For the purpose of class groupings, a subject-based pre-assessment for each subject for students first joining our After School Support Programme is conducted. The teacher and parents also communicate regularly and meet on Parents' Day before the end of the term so that parents can better understand their child's progress and be prepared to continue to support them for the following term. Part of programme fees are sponsored by the Community Chest of Hong Kong.



學前幼兒支援計劃

個人 / 小組 - 幼兒部

此計劃旨在學前階段為懷疑讀寫障礙兒童提供專業支援，讓孩子得到適切的關顧。由前幼稚園副校長擔任學前課程發展主任，針對幼兒需要編製更合適課程及教材，有效地改進特殊學習困難幼兒的學習能力。

Pre-School Support Programme (PSSP)

Individual/Group Class – Pre-School Section

The objective of this programme is to provide professional intervention for children at risk of dyslexia, so that these children can receive the appropriate support and attention. With the recruitment of a former kindergarten vice-principal as the pre-school programme development officer, the curriculum and teaching material are developed with the needs of the pre-school children with specific learning disabilities in mind so as to effectively enhance the learning abilities of these children as early as possible.



服務人次
Service Headcount

22



服務時數（小時）
Service Hours

390



學校 - 校本支援計劃

本會可按個別學校需要，派老師親臨校內進行學科支援或其他專業治療，並與學校老師、社工及學生家長緊密溝通，全方位支援學障學生。本年度，本會為來自 14 間中小學提供服務，在校內以小組教學形式進行相關訓練。

In-School Support Programme (ISSP)

Pathways meets the specific needs of different schools, arranging Pathways' teachers to provide in-school support for the core subjects and other professional therapy. Our teachers can also follow up on specific students' cases, and work together with school teachers, social workers and parents when necessary. In 2016-17, Pathways provided in-school support and training to learning groups of 14 primary and secondary schools.



服務人次
Service Headcount

168



服務時數 (小時)
Service Hours

4,008

中文 Chinese Language



服務人次
Service Headcount



服務時數 (小時)
Service Hours

84 | 1,987

英文 English Language



服務人次
Service Headcount



服務時數 (小時)
Service Hours

74 | 1,780

數學 Mathematics



服務人次
Service Headcount



服務時數 (小時)
Service Hours

8 | 218

職業治療 Occupational Therapy



服務人次
Service Headcount



服務時數 (小時)
Service Hours

2 | 23



參與校本支援計劃名單

ISSP Participating Schools

| | |
|---------------|---|
| 寶血會伍季明紀念學校 | Kwai Ming Wu Memorial School of the Precious Blood |
| 明愛馬鞍山中學 | Caritas Ma On Shan Secondary School |
| 港九潮州公會中學 | Hong Kong & Kowloon Chiu Chow Public Association Secondary School |
| 香港聖公會何明華會督中學 | HKSKH Bishop Hall Secondary School |
| 麗澤中學 | Lai Chack Middle School |
| 靈糧堂怡文中學 | Ling Liang Church E Wun Secondary School |
| 瑪利諾中學 | Maryknoll Secondary School |
| 保良局朱敬文中學 | Po Leung Kuk C. W. Chu College |
| 博愛醫院八十週年鄧英喜中學 | Pok Oi Hospital 80th Anniversary Tang Ying Hei College |
| 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 |
| 德信中學 | Tak Sun Secondary School |
| 九龍鄧鏡波學校 | Tang King Po School, Kowloon |
| 東華三院辛亥年總理中學 | Tung Wah Group of Hospitals Sun Hoi Directors' College |



暑期課程

此外，為使學生能夠善用假期，鞏固學習基礎，同時亦趁機豐富學習經驗，發掘藝術潛能，博思會每年暑假均舉辦不同主題的短期課程，除了中英數學學習外，更備有各類型藝術課程，如話劇舞台、魔術戲法、視覺藝術、表達藝術成長小組及溝通／社交技巧訓練小組等等。



Summer Programme

For students to maintain learning routines, consolidate what they have learned, and enrich their learning experience under a relaxed environment, every year Pathways conducts short summer courses with different themes. Besides Chinese, English and Mathematics, there are various types of Atelier courses, such as Drama on-stage, Magic show, Visual arts, Expressive art development groups and communication and social skills training groups to encourage self-exploration and build confidence.



服務人次
Service Headcount

138



服務時數（小時）
Service Hours

1,921



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

讀寫障礙甄別測試

「讀寫障礙甄別測驗服務」目的是讓家長知道孩子有否讀寫障礙傾向，孩子六歲或以上便可進行測試，若測驗結果為有讀障傾向，家長可尋求適切支援，令訓練成效事半功倍。

Screening Service for Dyslexia

The objective of the screening service is to indicate whether a child is at risk of dyslexia. Children who are 6 years or above older can take the test. If the test results show that the child is at risk of dyslexia, parents can seek appropriate intervention at an earlier age for more effective results.



服務人次
Service Headcount

28



服務時數 (小時)
Service Hours

28

臨床心理支援 - 全面讀寫障礙評估

由專業臨床心理學家負責個案評估，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。此外，心理學家亦會向家長提供心理輔導等專業支援。

Clinical Psychological Support Service (CPSS)

Our qualified clinical psychologists provide assessments and counselling to children with specific learning difficulties (SLD). The assessment package includes an intelligence test, administration of The Hong Kong Test of Specific Learning Difficulties in Reading and Writing, and a written report and post-assessment briefing with parents. In addition, our clinical psychologists also provide professional support such as counselling for students' parents.



服務人次
Service Headcount

35



服務時數 (小時)
Service Hours

114

職業治療支援

由資深註冊職業治療師提供評估、訓練及培訓，評估孩子的小手肌及書寫能力，及旨在提升訓練對象書寫能力及執行功能，並舉辦相關的家長及教師講座。

Occupational Therapy Support Service (OTSS)

Our experienced registered occupational therapists provide various professional assessment and training on areas including fine motor and handwriting skills to enhance the students' handwriting abilities and executive function skills, as well as organizing parent and teacher workshops and training.



服務人次
Service Headcount

48



服務時數（小時）
Service Hours

400

言語治療支援

由資深言語治療師負責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，並按個別需要訂定適當訓練目標，透過不同活動提升他們的能力；同時也會指導家長如何在家支援，加強學生的言語發展能力。

Speech Therapy Support Service (STSS)

Our experienced speech therapists conduct assessments on students' language comprehension, oral expression, speech articulation, oromotor and social skills. An individualized treatment plan is designed according to the assessment results. During the therapy sessions, students' communication and social skills are enhanced using a variety of activities, supported by guiding the parents to provide home support for better progress.



服務人次
Service Headcount

23



服務時數（小時）
Service Hours

238



老師培訓 Teachers' Training

業界培訓講座

博思會經常受邀到學校舉行培訓講座，讓更多在職老師進一步了解讀寫障礙學生需要及相關教學方法。2016年12月，博思會更參與「讀寫障礙研討會2016」，本會副主席藍芷芊醫生及教育委員會委員潘啟祥副校長代表出席，並分別講解讀寫障礙的來由及如何在大班中照顧有特殊學習困難的學生。同場亦有不少學者、心理學家及家長分享支援方法及當中的寶貴經驗。

Industry Seminars

Pathways is often invited by schools to hold training seminars for their teachers in order to understand more about the needs of students with dyslexia and related teaching methods. In December 2016, Pathways' representatives including vice-chairperson Dr. Catherine Lam and Mr. Franky Poon, member of our Education committee joined a "Symposium on Specific Learning Difficulties 2016" and were the speakers of two of the sessions. They shared general knowledge on dyslexia and how to handle learning diversity in the classroom.



藍芷芊醫生（右四）及潘啟祥副校長（左一）於讀寫障礙研討會演說，同日，業界老師、教育心理學家及家長分享照顧讀寫障礙孩子的心得。

Dr. Catherine Lam (fourth from right) and Mr. Franky Poon (first from left) delivered presentations at the Symposium. On the same day, teachers, educational psychologists and parents also shared their way and experience of supporting children with dyslexia.

家長教育 Parents' Education

本年度「牽手同行：學習有法」家長教育講座於 2016 年 10 月展開，順利完成七場講座，除了為家長透視學障及支援子女之道外，本會資深導師亦跟家長分享了各種有趣味的學習方法，旨在提升學生學習興趣及動機，每場均獲家長一致好評。本會特此鳴謝保良局王賜豪（田心谷）小學借出場地。另外，為方便博思會家長參與，九龍及沙田學習中心亦額外舉行共四場講座。

In October, 2016, we kicked off a series of parent seminars for the 2016-2017 school year. With the theme titled as “Joining Hands with Parents: Learning Ways to Support Children with Dyslexia”, the planned seven seminars were successfully concluded and well received by parents. Not only was the basic knowledge and common fallacies on dyslexia shared, but our senior teachers also demonstrated different fun ways of learning. Parents were encouraged to learn and interact with their children in order to motivate them to learn by themselves. Special thanks to our venue sponsor, PLK Dr. Jimmy Wong Chi-ho (Tin Sum Valley) Primary School! To facilitate our parents to join us, we also organized four additional seminars at our learning centres in Kowloon and Shatin.



| 日期 Date | 題目 Topics | 講者 Speakers |
|----------------|---|--|
| 13 & 24/9/2016 | 如何提昇子女的記憶力及動力（九龍及沙田場） How to Improve Working Memory and Motivate Children to Learn (Kowloon & Shatin Centre Sessions) | 陳秀慧博士 資深教育心理學家 Dr. Elaine Chan, Educational Psychologist |
| 29/10/2016 | 透視學障：支援學障子女之道（九龍及公開場） How to Support Children with Learning Disabilities (Kowloon Centre & Public Sessions) | 鄭佩芸教授 （博思會顧問） Prof. Pui-wan Cheng (Pathways Consultant) |
| 12/11/2016 | 學懂數學：數感及解難技巧 From Number Sense to Techniques in Solving Difficult Maths Problems | 唐詠賢女士及 劉綺妮女士 （博思會資深老師） Ms. Windy Tong & Ms. Elie Lau (Pathways Senior Teachers) |
| 10/12/2016 | 學好英文：跨越學習英文的學距 Learning English: Bridging the Learning Gap | 羅佩儀女士 （博思會資深老師） Ms. Teresa Law (Pathways Senior Teacher) |
| 21 & 25/2/2017 | 升中選校：為學障子女選校策略（九龍及公開場） Choosing the Appropriate Secondary School (Kowloon Centre & Public Sessions) | 陳秀慧博士 資深教育心理學家 Dr. Elaine Chan, Educational Psychologist |
| 11/3/2017 | 識字有妙法：漢字拆解攻略 Learning Chinese Characters | 洪若震博士 香港中文大學 高級講師 Dr. Yeuk-Chun Hung Senior Lecturer, CUHK |
| 25 & 29/4/2017 | 寫作起步易：詩歌寫作好處多（九龍及公開場） Start Learning to Write with Poems and Songs (Kowloon Centre & Public Sessions) | 馮碧珊女士 博思會中文科主任 Ms. Sabrina Fung (Pathways Chinese Head Teacher) |
| 20/5/2017 | 悅讀有良方：中文閱讀理解策略 Chinese Reading Comprehension Skills | 陸佩而博士 前「喜閱寫意」計劃 學校發展主任 Dr. Pei-Yee Luk, Sandy Former School Development Officer, Teacher Development for Students with Specific Learning Difficulties |

實戰心得

為豐富講座內容，我們更邀請博思會家長分享實戰心得，以下為其中兩個分享。

Practical Experience Sharing

From time to time, we also invited some Pathways' parents to share their experience with our audiences at the seminars. Here are the two sharing from our parents.

升中選校的考慮（駱先生）

駱先生有兩名兒子，同樣是讀寫障礙兒童，他用自身的經歷分享升中的經驗，讓有需要家長作參考。駱先生建議可主動找同校師兄妹的家長、畢業生或離校生請教，並詢問學校有關照顧學習差異的學生安排。他個人認為津貼中學的資源及政策相對較多，對支援學習困難學生較好，求學路亦倍感輕鬆。

在提交選校表格時，家長不應刻意隱瞞 SEN 身份，以致得不到合適的支援。

他寄語同路人，不必萬般緊張擔心，升中只是人生一小步，不用太過著重一日之長短。

Considerations for Secondary School Selection (Mr. Lok)

Mr. Lok, with two sons who are both dyslexic, shared his experience of selecting secondary schools for them. He suggested that one can consult the parents of students currently in higher or lower grade classes, or of those who have already graduated. One can also enquire the school about provisions for students who have learning differences. Personally he also thinks that subsidized schools are more resourceful in this regard than DSS schools, and they are better equipped to support students with learning difficulties.

He advised that parents should not deliberately hide the fact that the child has special education needs (SEN), as this may prevent the child from receiving the appropriate intervention he needs.

Finally, he reminded parents that they should not worry too much, as secondary school admission is only a small step of one's life.



牽手同行學習（梁先生）

由於女兒在小一及小二的時候成績較遜，故此梁先生經常跟女兒在學業上有拉鋸，但後來才發現自己沒有針對問題所在，就是女兒對字詞的理解有困難。自女兒加入博思會後，她在朗讀、寫作方面亦有顯著進步，主要是她在認字及拆字的能力提高了。另為了幫助她增加字詞量，梁先生亦會在家中幫助她默詞語，並在閱讀課外書時，輪流複述故事內容，好讓孩子模仿家長說話能力，加強語感。

在寫作方面，梁先生指出，老師利用火箭圖，即將故事分為「起因」、「經過」及「結局」三部份，有助孩子組織文章內容，把心中所想的有條理地逐一分段寫出來。

其實，孩子遇上有學習困難時，最需要的是家長能夠跟他們「牽手同行」，每天陪伴及鼓勵，並幫助孩子找到合適的學習方法，共同跨越障礙！

Joining Hands to Bridge the Learning Gap (Mr. Leung)

The grades of Mr. Leung's daughter in primary 1 and 2 were relatively behind the rest of her class, which often led to her studying and doing homework until late at night. Soon Mr. Leung realized that he failed to address the actual problem that his daughter had difficulty comprehending Chinese characters and words. Since his daughter joined Pathways' intervention programme, he noticed significant progress in her oracy and writing mainly due to her improvement in recognizing characters by breaking down the components in the characters. At home, he would give her dictation to increase her vocabulary, and also read her story books and then have her retell the stories to strengthen her oral expression through imitation.

In terms of writing, Mr. Leung thinks that the teacher's use of the "rocket diagram", which divides a story into three parts: the cause, the process and the ending, is very helpful for children to organize the content and write out their thoughts in a systematic way.

In fact, when children encounter difficulty in learning, the most important thing to them is the support and encouragement from their parents to help them find the best way to bridge the learning gap.



「與博思專家有約」晚會聚會

首辦「與博思專家有約」晚間聚會，讓博思會專家與家長聚首一堂，分享及交流，聚會於2016年12月及2017年7月在博思會兩所學習中心內舉行，每次約有30-40人參與。

“Meet the Experts” Parents’ Evening

We first held “Meet the Experts”, an evening gathering for Pathways’ professionals and parents to share and interact with each other. The meetings were held in December 2016 and July 2017 at two Pathways Learning Centres, with 30-40 participants attended for each session.



老師向家長展示博思會教材。

Our teachers exhibited Pathways' teaching materials to parents.



社會互動 Community Engagement

05/2017

香港金紫荊扶輪社為博思會籌款

博思會衷心感謝香港金紫荊扶輪社於其兩週年晚宴上舉行慈善義賣，為博思會項目籌款，該三幅義賣畫作乃出自本會學生廖肇謙（Matthew）的手筆，風格獨特備受肯定。另外，感謝盧冠廷先生以讀寫障礙過來人身份分享專業支援的重要性。

Rotary Club of Golden Bauhinia Hong Kong Raises Funds for Pathways

Our sincere thanks and appreciation go to the Rotary Club of Golden Bauhinia Hong Kong for the Charity Sale to raise funds in support of Pathways held at its second anniversary dinner to commemorate the Club's founding. The three paintings sold were the works of Pathways' student Matthew Liu Siu Him. His unique style received positive affirmation from those present. Our special thanks also to Mr. Lowell Lo for sharing his personal experience of being dyslexic that evening. He stressed the importance of professional intervention and called on everyone to support the work of Pathways.



05-07/2017

摩根士丹利義工服務

摩根士丹利為讓員工以義務工作形式回饋社會，其義工隊共 48 位成員於 2017 年 5-7 月期間派出員工到博思會服務，當中包括文書工作、圖書整理及其他行政支援等等。我們十分感謝他們的熱心貢獻，共同為服務讀寫障礙兒童出一分力。

Morgan Stanley's Volunteer Services

As part of Morgan Stanley's core value of Giving Back to the Community, its volunteer team of 48 employees provided their services to helping Pathways, including clerical assistance, library books indexing and other administrative duties between May and July 2017. We thank them for their time and commitment to supporting our students.

12/2016

謝謝你看見 - 微電影【生如夏花】

讀寫障礙孩子是社會上被忽略的一群，導演阮智謙花了數個月時間去認識他們，包括走訪博思會的家長及學生，希望以微電影《生如夏花》讓大家看見這班經常被負面標籤的孩子內心感受。

《生如夏花》的片名喻意讀寫障礙學生同樣可以像夏天的花燦爛盛放，博思會相信孩子經過有系統的指導及訓練，提升其自信心及學習動機，他們亦可憑努力創出一片天。

《生如夏花》為社會服務聯會「謝謝你看見」計劃中的其中一部微電影，目的是希望透過用電影手法喚醒公眾對弱勢社群的關注。是次《生如夏花》在不同社交媒體共錄得逾 92 萬人次觀看。計劃由德和慈善基金贊助。

“Grateful that You Care” – Microfilm “In Blossom”

To gain public support for children with dyslexia, Mr. Chi-Him Yuen, director of the microfilm “In Blossom”, spent several months interviewing and understanding the students and parents of Pathways, so that the public can see the inside world of these often stigmatized children.

Just as the film title likens students with dyslexia to flowers which blossom fully in the summer time, Pathways firmly believes that with structured training and guidance to motivate learning in these children, they can create a bright future for themselves through consistent hard work and effort.

‘In Blossom’, a microfilm of HKCSS’s “Grateful that You Care” series, was made to arouse the attention and care of the public for this disadvantaged group. Sponsored by AR Charitable Foundation, “In Blossom” recorded over 920,000 viewings across various social media.

觀看影片：
View film:



傳媒焦點

為使公眾認識讀寫障礙及博思會服務，本會老師、家長及學生曾接受不同媒體採訪，以不同角度去瞭解讀寫障礙兒童需要。有關報導詳列如下：

Media Focus

To raise local public awareness towards children with dyslexia and the services provided by Pathways, the following media coverage was generated through interviews with our teachers, parents and students:



05/2017

親子王 Vol.368 - 兼顧學術興趣 奠基發展潛能

Smart Parents Vol.368 – Pathways' Summer Programme

03/2017

明報教得樂第 131 期 - 專家：幼兒手肌乏力 書寫吃力

校長：過早寫字 弄巧反拙

Ming Pao Happy PaMa Issue No 131 – Pathways' registered occupational therapist introduces the focus of teaching pre-school children at each development stage

02/2017

Now TV、ViuTV - 杏林在線 - 讀寫障礙症

viu.tv/encore/medicine-online - Dyslexia

12/2016

明報 - 與別不童：曾躲廁所苦讀 終成物理治療師 讀障無阻有志者追夢

Ming Pao – Dyslexia did not stop two children from fulfilling their dreams and building successful careers



12/2016

香港電台第 5 台 - 「有你同行」家庭主題：謝謝你看見 — 讀寫障礙小朋友微電影

RTHK Radio 5 "Stand By Me" family topic: a microfilm from the 'Grateful that You Care' series on Children with Dyslexia

謝謝你看見 - 微電影【生如夏花】

Grateful that You Care – microfilm "In Blossom"

11/2016

親子王 Vol.342 - 實物圖像解概念 擊退數學障礙

Smart Parents Vol.342 – Using objects and drawings to teach maths concepts to students with dyscalculia

明報 - 與別不童：分拆中文部首 增認字速度 拆解讀寫障礙

Ming Pao: Solving reading and writing difficulties - Increasing the speed of Chinese character recognition using RAN (identifying radicals and analyzing two- dimensional spatial structures)

10/2016

晴報 - 石老師工作室 - 齊心克服學障

Skypost HK – Mr. Shek's Workshop – Let us overcome Dyslexia

報導全文訪問

Full version of news clippings (Chinese only):

請掃一掃
Please scan



博思會團隊

The Pathways Team

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| | |
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| | 劉淑然女士 |
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ALLIED PROFESSIONALS

| | |
|------------------------|------------------|
| Clinical Psychologist | Mr. Richard Ng |
| | Ms. Angela Chung |
| Occupational Therapist | Ms. Joanne Lam |
| | Ms. Bien Lau |
| Speech Therapist | Ms. Monica Luk |

顧問

| | |
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學科老師

Subject Teachers

中文科 CHINESE

鄧潔儀博士
陳志平老師⁹
張楚茜老師
張淑琴老師
張紫蘭老師
杜家倩老師
馮碧珊老師
黎詠賢老師
劉美桃老師
梁凱玲老師
勞子恩老師
蘇麗思老師⁶
鄧玉娟老師
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黃麗芳老師
黃一美老師

Dr. Kit-Yi Tang
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Ms. Shuk-Kum Cheung
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Ms. Yat-Mei Wong, May

英文科 ENGLISH

靜嫻老師⁵
陳碧茵老師¹⁰
陳佩恩老師
周靄怡老師⁷
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Ms. Oi-Yi Chau, Hermia⁷
Ms. Mei-Kwan Chung, Amy
Ms. Tsz-Mei Ho, Jenny¹¹
Ms. Pui-Yee Law, Teresa
Ms. Ching-Yee Lee, Esther
Ms. Kin-Yiu Lee, Olivia⁸
Ms. Su-ee Leong, Madeline



李寶瑜老師⁶
 丁元春老師
 唐詠賢老師
 Ms. Nonette Tsang
 黃詠琪老師

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 Ms. Yuen-Choon Ting, Margaret
 Ms. Wing-Yin Tong, Windy
 Ms. Nonette Tsang
 Ms. Wing-Ki Wong, Winky

數學科 MATHEMATICS

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
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 Ms. Wai-Ching Hui, Estella
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 Ms. Wing-Yin Tong, Windy
 Ms. Pui-Hing Tsang, Mandy
 Mr. Kwok-Keung Wong, Kenny

學前教育 PRE-SCHOOL

劉芳倪老師
 唐詩韻老師
 謝寶文老師

Ms. Fong-Ngai Lau, Janet
 Ms. Sze-Wan Tong, Tracy
 Ms. Po-Man Tse, Terry

備註 Footnote

- ¹. 2016 年 12 月開始 From Dec 2016
- ². 2017 年 6 月開始 From Jun 2017
- ³. 2017 年 7 月開始 From Jul 2017
- ⁴. 2017 年 1-3 月 From Jan-Mar 2017
- ⁵. 至 2017 年 1 月 Till Jan 2017
- ⁶. 至 2017 年 2 月 Till Feb 2017
- ⁷. 至 2017 年 3 月 Till Mar 2017
- ⁸. 至 2017 年 4 月 Till Apr 2017
- ⁹. 至 2017 年 5 月 Till May 2017
- ¹⁰. 至 2017 年 6 月 Till Jun 2017
- ¹¹. 至 2017 年 7 月 Till Jul 2017



卓越專業 Professional Excellence



定期老師會議

Regular teacher meetings



「認識數學障礙」講座，由陳偉蘭博士（左二）及王天佑博士（左三）主講。
"Understanding SLD in Mathematics" Workshop, hosted by Dr. Winnie Chan (2nd from left) and Dr. Terry Wong (3rd from left).

「在教室裏照顧學習差異」講座，由潘啟祥副校長主講。

"Handling Learning Diversity in the Classroom" Seminar, hosted by Mr. Franky Poon.



心聲

Thoughts to Share

老師分享 From Teachers

勞子恩
中文科老師



「你喜歡中文嗎？」

「不喜歡。」

第一節中文課時，他斬釘截鐵地說。

可想而知，學習中文對他來說必然是一場持久戰。遇上他不喜歡的環節，我總要在旁鼓勵，他才不情不願地寫下一筆一畫。相反，在他感興趣的語文活動，他的眼珠閃亮閃亮的，出盡渾身解數。



半個學期的課堂如此忽高忽低。最後一節，我問了同一道問題：「你喜歡中文嗎？」。「一點點。」男孩腼腆地說。「現在我學會了新的字詞啊！」

對啊，一點點。我對中文的喜歡也是從那「一點點」開始，慢慢累積，最後把它變成我的職業，成為博思會的一份子。在博思會裏，我了解了更多讀寫障礙學生的學習難點，也在其他老師身上學習了新的教學策略，更釐清了一些教學理論的重點。這不但彌補了我以往教學的不足，更提升了我的專業水平。

我想，這些的提升，令我能夠幫助孩子種下那一點點對中文的喜歡。我相信，那點點的喜歡會發芽成長，成為學習動力，讓他們跨過困難，走出學習的迷宮。



謝寶文
學前教育發展主任



自從加入博思會這大家庭後，我的工作致力發展學前幼兒支援課程，為有早期或潛在讀寫困難的幼兒建立一套具研究背景支持、以實證為本的課程。課程設計的方向是透過富趣味的故事情景及有研究基礎而設計的語文活動，讓幼兒從中學，循序漸進地逐步建立讀寫能力的基礎。

幼兒的學習看似簡單，但要拆解幼兒學習的難點殊不簡單。我們設計學前幼兒支援課程其實要有很多考慮。繪本、字卡、兒歌、工作紙、語文遊戲等等教材及教具，都要經過重複又嚴謹的篩選、考慮及重整的過程，才可應用於恆常的課堂中。

在教學過程中，我有幸能親身見證幼兒的學習歷程，他們無一不享受繪本導讀帶來的樂趣，藉著故事人物及情節經歷不曾體驗過的情景。另一方面，我們的學前課程設計能夠讓幼兒有組織地進行口語表達、識字、書寫等學習活動。他們經常自信滿滿地與我



分享著說：「我不再害怕讀字、寫字了！」，而家長則最常說：「他竟然會主動拿故事書來看，更會指讀當中的句子呢！」這一句簡單且由衷地分享的說話，反映孩子不再害怕接觸文字，這著實是教學工作的動力來源。這種從教學所得的滿足感，不單是我個人的感受，更是我們整個幼兒導師團隊的體會。

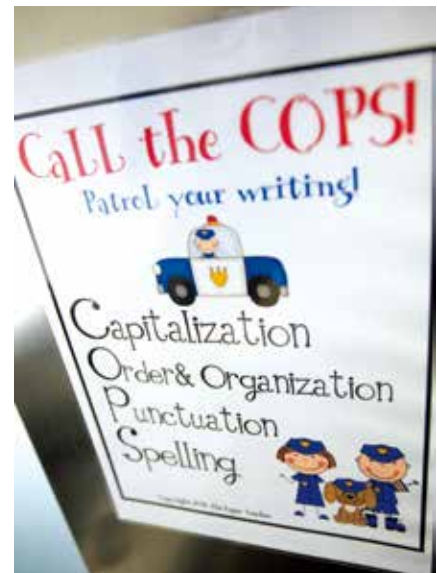


Madeline Leong
English Subject Teacher




I joined Pathways in 2012 shortly after I finished my master's studies in special education. My job is to teach English to students diagnosed with dyslexia in small group settings.

Here at Pathways, working with a professional team, we walk the talk based on best practices from the perspectives of dyslexia learning. Instead of being bound by the curriculum constraints of the local mainstream school system, I have the discretion to plan my teaching materials and multisensory activities to suit individual student's specific needs and abilities. I make sure that in rebuilding my student's self-esteem and confidence, my teaching strategies play to their individual strengths, advocating creativity and best efforts rather than short term rote memory.



Dyslexia is about difficulties in reading comprehension, writing and spelling. I use phonics method as one of the tools for developing spelling skills, and definitely not as a panacea for all dyslexia issues. I emphasize the importance of the meaning and usage of vocabulary in developing reading and writing skills alongside skills such as grapheme-phoneme association and sight words reading fluency. Self-directed learning is incorporated in my lessons as an ongoing strategy in preparing my students for their future academic studies.

Over the years, I have been constantly impressed and inspired by the positive change of mindset and the solid progress the students make at Pathways. I feel gratified that with my professional knowledge and skills, I have made a difference to these children with dyslexia. 

家長分享 From Parents



進科家長

小兒在貴會學習已幾年，由學習英文到現在學習數學都有很好的進步，十分高興在他成長的過程得到各位導師諄諄善導，成績和不專注都有提升和改善，在此十分感謝。

樂賢家長

感謝貴會多年來悉心引導和指導，小兒對學習的興趣，也已漸增添了信心。

嘉櫻家長

謝謝老師們這一年來一直對嘉櫻耐心教育，這次嘉櫻成績有些許的進步！

子軒家長

多謝各位老師悉心教導，使小朋友能增加信心，也增加學習興趣，減輕了他們在學習上的困難，無言感激！



進希家長

感謝老師們悉心和耐心的教導，並提供方法讓小孩回家後可以繼續玩老師提供的學習方法，得以持續改善他的學習問題。

Tim 家長

多謝 Miss Law 的耐心教導，令 Tim 不再畏懼英語，更能在英語學習中找到樂趣，成績提昇。





張焯皓，張希瑜家長

深深感激博思會的支援及各老師 (Ms. Windy & Ms. Hui) 的不斷鼓勵，致使他們學業及品行達致水準，在此說句謝謝！

Vivian

謝謝張老師和博思會的教導和幫助，令仔仔對學習中文不再感到非常困難，並覺得在博思會上中文課是件樂事。

彥聰家長

不知不覺已經五年了，回想五年前彥聰學習上有很多困難，多謝大家的教導，使他今天有很大的進步。



思遨家長

博思會的老師很有愛心及耐性，經中文科曾老師教導，思遨一年來進步良多，而且他很喜歡曾老師的獎勵小玩具，很有心思。思遨最享受英文科唐老師的小組教導，每次回家都興奮匯報，謝謝曾老師及唐老師一年教導！

鳴謝

Acknowledgment

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 to Pathways in advancing the development of children with dyslexia!

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Ms. Daphne Lee

Mr. Peter Lee

Mother of Josh Loo

Ms. May Kwong

Ms. Anita Kwok

Mr. John Tam

Mr. Michael Wu

Ms. Wu Ka Ki

Ms. Crystal Yip

Ms. Yan Yan

Ms. Yanna

公司

Corporation

Morgan Stanley Volunteers Team



支持我們 Support Us

博思會需要您的支持，如您對本會的宗旨及工作有興趣，我們希望您積極參與：

The Pathways Foundation needs your support! If you are interested in our mission and appreciate our work, please act now to become part of the team:

捐款贊助

博思會為香港註冊慈善機構（編號：91/6189），專門持續支援讀寫障礙的學童，以提昇他們的學習興趣及自信，跨越學距。善款主要用於擴展本會服務之用，使更多有需要的兒童受惠。如欲捐款，請掃描右面 QR 碼下載捐款表格，捐款 HK\$100 或以上之收據可作扣稅之用。

Be Our Donor

The Pathways Foundation is a registered charity in Hong Kong (No. 91/6189), and we need donations to sustain our services to students with dyslexia. Please scan the QR code on the right to download the Donation Form. Any donations of HK\$100 or above is tax deductible.



捐款表格
Donation Form

成為義工

我們需要不同專長的義工加入，以配合本會持續發展，支援讀寫障礙的學童。如欲成為我們義工隊成員，請掃描右面 QR 碼下載登記表格。

Be Our Volunteer

Join our volunteer team and contribute your talent to support our work of serving school children with dyslexia. Please scan the QR code on the right to download the Volunteer Registration Form.



成為義工
Volunteer
Registration



成為老師

我們誠邀你加入博思會的工作團隊，以你的知識支援讀寫障礙學童，豐富你的人生經驗，全職或兼職均可。學科老師的主要工作包括：

- (1) 提供專科支援予讀寫障礙學童，啟發學習方式，重建學習興趣；
- (2) 進行每年課前及課後評估，透過個別跟進，掌握學生的學習進度，調整教學課程；
- (3) 協助博思會課程發展，參與教材設計；
- (4) 協助家長及公眾教育，增進大眾對讀寫障礙的認識。

Be Our Teacher

We sincerely invite you to join Pathways' team as a full time or part time staff member. You can enrich your meaningful life by fully utilizing your knowledge to help children with dyslexia bridge the learning gap. The main job duties of a subject teacher include:

- (1) provide subject-based support to students with dyslexia, inspire them to take various paths when learning, and motivate their learning interest;
- (2) perform yearly pre and post assessments to evaluate their progress, and adapt the lessons to the individual education plans;
- (3) assist in curriculum development, participate in designing teaching material, and
- (4) assist in educational workshops and seminars for parents and the public to increase general awareness and understanding towards dyslexia.



招聘詳情
Recruitment Info



聯絡我們 Contact Us

博思會學習中心

**PATHWAYS FOUNDATION
LEARNING CENTRE**

九龍旺角新填地街 470 號海島中心一樓

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Mong Kok, Kowloon

電話 Tel : 2870 1377

傳真 Fax: 2870 1779



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

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Shatin, N.T.

電話 Tel : 3105 2311

傳真 Fax: 3105 1414



博思會支援中心

**PATHWAYS FOUNDATION
SUPPORT CENTRE**

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Bridging the Gap



跨越學距好橋樑

P A T H W A Y S

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