



P A T H W A Y S

博 思 會

2020-21 年度報告

ANNUAL REPORT

廿載耕耘助讀障 跨越學距好橋樑

BRIDGING THE LEARNING GAP FOR 20 YEARS



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，現於九龍及沙田設有兩個學習中心。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。

本會為國際讀寫障礙協會 (International Dyslexia Association (IDA)) 的環球伙伴，為現時 IDA 在香港唯一的會員機構。

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 two learning centres in Kowloon and Shatin. 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.

We are the first and the only International Dyslexia Association (IDA) Global Partner in Hong Kong.

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。
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- 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 - Centred

 信任承擔
Trust and Accountability

 熱誠投入
Passion and Commitment

目錄 TABLE OF CONTENT

▶ 主席的話 Message from the Chairperson	4 - 5
▶ 2020-21 年度工作成果	6 - 13
· 摘要 Summary	
· 財政狀況 Financial Status	
· 專科學習支援 Learning Support and Intervention	
· 甄別 / 評估 / 輔導及治療 Screening / Assessment / Counselling and Therapy	
· 家長講座及工作坊 Parent Seminars & Workshops	
· 「繪本童思：博思會學前語文課程」學習成效研究 Research on the Effectiveness of the Pathways Pre-school Chinese Language Programme	
· 教師培訓 Teacher Training	
▶ 二十週年活動 20 th Anniversary Activities	14 - 19
▶ 其他活動 Other Events	20 - 21
▶ 家長專訪 Interviews with Parents	22 - 24
▶ 家長及學生心聲 Voices from Parents & Students	25
▶ 博思會團隊 The Pathways Team	26 - 27
▶ 支持我們 Support Us	28 - 29
▶ 鳴謝 Acknowledgement	30
▶ 聯絡我們 Contact Us	31

廿載耕耘 延續無間

20 Years of Dedication Continues

主席 張非非女士
Mrs. Phyllis Chang
Chairperson



我滿心欣喜的告訴大家，儘管過去一年教與學的挑戰仍頻，博思會卻得以就其營運模式作出了各種適時的創新調整及改變，使之於疫情環境中變得強大、靈活及富適應力。

回顧過去二十年，我們致力為讀寫障礙學生提供直接介入服務、提高服務所帶來的教育及社會成果，並推進社會大眾對讀寫障礙的意識及了解。這份信念將延續下去。

在慶祝二十週年之際，博思會正式被接納為國際讀寫障礙協會（IDA）的環球伙伴。IDA 擁有近百年的讀寫障礙研究及教學經驗，享譽國際，為此我感到高興和驕傲。能夠獲得這個備受尊重的組織之會員資格，肯定了博思會在香港讀寫障礙業界的專業及認可性，亦為博思會提供了更多難得的交流機會，連接具讀障知識、研究及教學的專才網絡。

我們亦籌備了一連串的二十週年慶祝活動。我們的團隊構思及製作了一套短片，並記錄了家長、老師及學生的窩心訪問。



主席張非非女士帶領眾人為博思會慶祝二十週年。
Mrs. Phyllis Chang, Chairperson, led the team to celebrate Pathways' 20th anniversary.

I am extremely pleased to report that challenging as the past year was, Pathways has been able to make timely innovative adjustments and changes to its operating model and emerged strong, flexible and resilient in a pandemic environment.

Looking back to the last 20 years, we have been dedicated to providing direct intervention services to students with dyslexia, improving their educational and societal outcomes and advancing the awareness and understanding of dyslexia in our community. Our dedication continues.

I am both pleased and proud to announce that in this our 20th anniversary year, Pathways has been formally accepted as a Global Partner of the highly prestigious International Dyslexia Association (IDA), an organization with a hundred years' history of working in dyslexia research and teaching. Membership of this highly respected organization speaks to Pathways' professionalism and recognition in the dyslexia field in Hong Kong. It also provides us at Pathways with hugely exciting opportunities to reach out to a network of dyslexia knowledge, research and teaching worldwide.

A host of commemorative 20th anniversary activities have been underway. Our team conceived and produced a video of heart-warming interviews with parents, teachers and students, a testimony to Pathways' mission to make a difference in the lives of students with dyslexia and their families. The generous sponsorship of the Rotary Club of Golden Bauhinia Hong Kong enabled us to publish the booklet in Chinese entitled "99 Q&A about Dyslexia". This highly informative, comprehensive and practical handbook has won wide approval among parents, teachers and allied professionals.



博思會舊生及家長參與二十週年短片拍攝。
Pathways former student and parent participated in the shooting of 20th anniversary short film.

集結二十年實踐經驗精華的《讀寫障礙 99 問與答》
"99 Q&A about Dyslexia" - Capturing knowledge from 20 years of practical experience



分享，見證博思會如何實踐宗旨，幫助讀障學生及其家庭走出逆境。我們亦感謝香港金紫荊扶輪社慷慨解囊，贊助本會出版《讀寫障礙 99 問與答》中文小書，提供豐富、全面及實用的內容，深受家長、老師及業界人士所認同。

至於日常教學工作方面，新冠疫情促使我們審視我們的運作及教學模式，確保在科技支援、學習方式及課堂教學模式各方面皆能與時俱進。在未能進行面對面授課的日子，我們為學生提供了網上課堂。時至今日，課堂可作混合模式進行，彈性利用實體課堂及網上平台，配合家長及個別學生的需要，助他們把握每一個學習機會。未來，我們將繼續探索，發展針對讀障學習需要的混合式教學方法。

我們的恆常專業同工支援持續發展及改善，服務人數及時數也有增加。我們亦舉辦了一連串的網上教育講座，回應家長關心的議題，包括讀障評估、專業治療、以及因讀障而衍生的個人情緒及行為管理相關服務。此外，我們也安排了電腦技巧訓練課堂予博思會的老師們，以提升他們的電子教學能力。透過善長的慷慨捐獻，我們亦能夠適時為中心的電腦設備進行升級。

博思會服務不斷發展，致力幫助社會上有需要的兒童及其家庭，為他們帶來改變。我們的活動得以進行並取得成就，有賴各位善長多年來的慷慨捐助及忠實支持，特別是去年，這對很多人來說都極為艱辛的一年。

博思會及學生們謹向支持本會的不同機構及善長仁翁致以由衷謝意，感謝你們寶貴及重要的貢獻。不論是個人捐款、引薦對本會有興趣之善長、奉獻私人時間與精力提供協助及建議、在不同圈子中推介我們的服務，以至向教育及研究業界宣揚我們的訊息——你們毫不間斷的支持，對我們至為重要，我們衷心感激。此外，我亦非常感謝我們的行政及教學團隊，他們的投入與幹勁，將持續地為我們的學生及社會帶來更美好的將來。

In terms of our ongoing teaching work, COVID required us to review our operating and teaching models in keeping with the technological advances, learning approaches and lesson delivery mode. Online lessons were offered to students during the period when face-to-face classes were not possible. Today, lessons based on a flexible blended learning approach using both in-person and online platforms are being offered to parents to suit individual student needs, and to maximize their learning opportunity. Going forward, blended teaching and learning with dyslexia perspectives will be our targeted area to explore and develop.

Our regular allied support activities continue to evolve and improve as reflected in the increase in service headcount and hours. A series of educational webinars were hosted to address parents' concerns ranging from dyslexia assessments, allied professional therapies and services to dyslexia related personal emotion and behavior management. Computer skills training sessions were organized to help teachers sharpen their e-teaching skills. With your generous support, we have been able to have some real and timely upgrading on our computer facilities.

Our work at Pathways is going from strength to strength. We are making a real difference to the prospects of so many children and their families in our community. However, our activities and achievements have only been possible with your generous and unwavering support over the years and particularly during this past year, which has been so difficult for so many.

To the many organizations and individuals who have made valuable and significant contributions, The Pathways Foundation and students express our heartfelt gratitude. From making personal donations, introducing interested donors, devoting personal time and energy to assist and advise, championing our cause in different circles and promoting our message to leading influencers in education and research – your tireless support is, perhaps more than you realize, vital and very much appreciated. I would personally also like to thank the commitment and energy of our wonderful administration and teaching teams without whom we could not continue with the good work for the betterment of our students and our community.

摘要 Summary

由於受著新冠疫情影響，不時學校需要停課，博思會團隊在 2020-21 學年積極發展網上實時及混合式教學，持續提供支援服務，讓學生們停課不停學。我們欣然看到成果，本年度學生服務人次有 1,250，而學生支援時數共 18,733 小時，較 2019-20 年分別有 27% 及 23% 增長。博思會學生能夠在逆境中堅持持續學習，實在值得鼓勵。

除了學生之外，家長及教師的學習步伐亦未有停下來。適逢博思會 20 週年，我們舉辦一系列網上講座，主題為「讀障不一樣...學習不一樣」。報名總人數接近 2,400 人，活動反應熱烈超出預期。

此外，博思會作為專門支援讀寫障礙的機構，將二十年來所積累的讀寫障礙知識及實踐經驗精華回饋社會，並承蒙「香港金紫荊扶輪社」慷慨贊助，編寫了一本名為《讀寫障礙 99 問與答》，深入淺出講解及分享在家支援的方法，期望能協助讀寫障礙兒童的家長解答疑難，走出讀障迷宮。

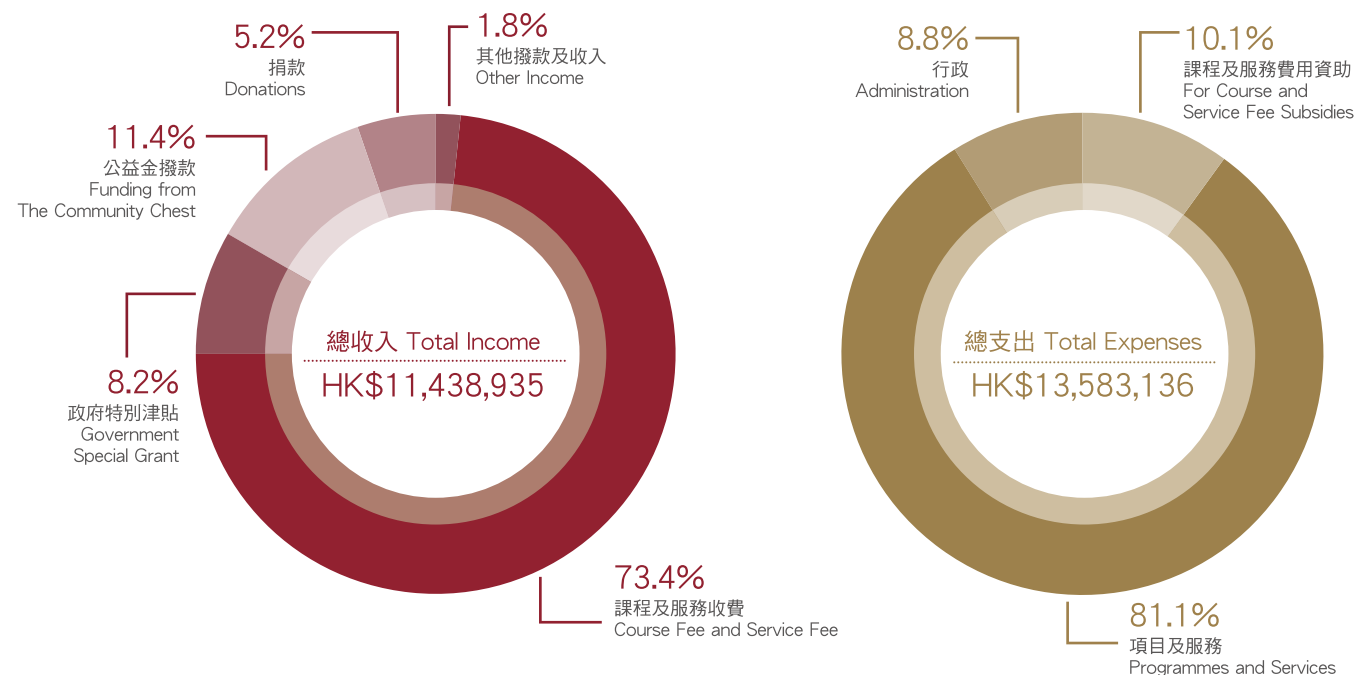
Due to the impact of the new coronavirus pandemic and the occasional school suspension, the Pathways team has been proactively developing real-time online and blended teaching for the 2020-21 school year and providing ongoing support services to let students continue with their studies under school suspension of their courses. We are delighted to see some positive results. In the current school year, there were 1,250 service headcounts and 18,733 hours of student support, an increase of 27% and 23% respectively over 2019-20. It is particularly encouraging to see the perseverance of our students who continue to learn in the face of adversity.

Apart from the students, parents and teachers have also been continuing to learn at the same pace. In the 20th anniversary year of Pathways, we held a series of online seminars with the theme "Dyslexia is Different ... So are the Learning Methods". The total number of applicants was close to 2,400 and the response to the event was overwhelming.

In addition, as an organisation specialising in dyslexia support, Pathways is giving back to society our knowledge and practical experiences in dyslexia accumulated over the past 20 years. We are grateful to the generous sponsorship from the "Rotary Club of Golden Bauhinia Hong Kong" which has enabled us to compile a booklet entitled "99 Q&A about Dyslexia". The booklet explains and shares the home support methods in an easy-to-understand manner, striving to help parents with dyslexia children answer their questions and get out of the dyslexia maze.



財政狀況 Financial Status



專科學習支援 Learning Support and Intervention

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

課餘支援計劃提供中文、英文及數學科課程，讓學生在課外時間得到專業學習支援。為免因疫情停課而影響學生學習機會，本會亦提供實時網上課堂，老師們與學生及家長保持聯繫，鼓勵學生持續學習及改進。

博思會課程實証為本，根據學生的能力設計個別學習計劃，並以提升其學習動機及信心為目標。學期結束前，老師會為同學們進行課後評估，總結過去一年的表現及進度，為下一學期作好準備。

博思會在此感謝香港公益金贊助九龍學習中心之課餘支援計劃。

The After School Support Programme (ASSP) offers Chinese, English, and Mathematics courses to provide students with professional learning support outside of school hours. To avoid any disruption of learning opportunities due to the pandemic, we also provide real-time online classes where teachers are in contact with students and parents to encourage continuous learning and improvement.

The Pathways programme is evidence-based, with individual learning plans designed according to students' abilities and with the goal of enhancing their motivation and confidence. At the end of the term, the teachers will conduct a post assessment to summarise the students' performance and progress for the next academic year.

We would like to extend our gratitude to The Community Chest of Hong Kong for sponsoring the After School Support Programme at the Kowloon Learning Centre.

	服務人次 Service Headcount	服務時數 Service Hours
中文 Chinese	150	5,181
英文 English	177	6,168
數學 Mathematics	82	2,805
課前評估 Pre-Course Assessment	233	375
家長日 Parent Day	202	52
總數 Total	844	14,581

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

盡早識別及支援是十分重要。因此，早期讀寫支援計劃是為有早期讀寫問題的幼兒而設，老師運用優質的兒童繪本讀物作課程框架，讓孩子們愉快及有系統地學習語文，有助他們銜接到小學。

Early identification and support is very important. As such, the Early Literacy Support Programme (ELSP) is designed for children with early literacy issues. Teachers use high-quality children picture books as curriculum framework so that children can learn languages in an enjoyable and structured way, helping them to bridge over to primary school.

服務人次 Service Headcount	10
服務時數 Service Hours	112

短期課程 Short Courses

為讓學生善用假期，溫故而知新，博思會舉辦不同學科的短期課程，包括學前讀寫及中英數專科，透過個人化課程設計，讓學生們在輕鬆愉快的課堂中學習。

To help students make good use of holidays, we offer short-term programmes in varying subjects including Early Literacy, Chinese, English and Mathematics. Through the individualized lessons, students can learn in a relaxing and enjoyable way.

服務人次 Service Headcount	84
服務時數 Service Hours	740

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

博思會其中一個主要工作為到校支援服務，讓有學習需要的學生可以抽離課堂，於課後活動形式下接受有系統的讀寫訓練。博思會與學校緊密合作，停課期間亦安排網上課堂，或轉為改為到博思會學習中心繼續學習，務求讓學生們停課不停學。

In-School Support Programme (ISSP) is one of the major services of Pathways, which allows the students with learning needs to be brought out of the classroom to receive structured literacy training in after-school activities. Pathways works closely with schools to arrange for online classes during school closures, or switch to classes at Pathways Learning Centres to allow students to continue their learning.

參與校本支援計劃名單 ISSP Participating Schools

幼稚園 Kindergartens	中學 Secondary Schools
香港基督教服務處李鄭屋幼兒學校 Hong Kong Christian Service Lei Cheng Uk Nursery School	陳瑞祺(喇沙)書院 Chan Sui Ki (La Salle) College
香港基督教服務處天恒幼兒學校 Hong Kong Christian Service Tin Heng Nursery School	香港聖公會何明華會督中學 HKSKH Bishop Hall Secondary School
香港基督教女青年會宏恩幼稚園 Hong Kong Y.W.C.A Athena Kindergarten	麗澤中學 Lai Chack Middle School
香港基督教女青年會荃灣幼兒學校 Hong Kong Young Women's Christian Association Tsuen Wan Nursery School	保良局朱敬文中學 Po Leung Kuk C.W. Chu College
保良局唐楚男(瀝源)幼稚園暨幼兒園 Po Leung Kuk Tong Chor Nam (Lek Yuen) Kindergarten-cum-Nursery	博愛醫院陳楷紀念中學 Pok Oi Hospital Chan Kai Memorial College
保良局謝黃沛涓幼稚園暨幼兒園 Po Leung Kuk Tse Wong Pui Kuen Kindergarten-cum-Nursery	伊利沙伯中學舊生會中學 Queen Elizabeth School Old Students' Association Secondary School
小學 Primary Schools	聖公會聖三一堂中學 SKH Holy Trinity Church Secondary School
寶血會伍季明紀念學校 Kwai Ming Wu Memorial School of the Precious Blood	德蘭中學 St. Teresa Secondary School
迦密愛禮信小學 Carmel Alison Lam Foundation Primary School	德信中學 Tak Sun Secondary School
	英華書院 Ying Wa College

參與校本支援服務學校數目 No. of Schools Participating in In-school Support Programme	18	服務人次 Service Headcount	服務時數 Service Hours
學前 Pre-school	36	438	
中文 Chinese	49	718	
英文 English	107	1,645	
數學 Mathematics	9	89	
總數 Total	201	2,890	

此外，按個別學校要求，博思會老師或專家會協助學校及機構舉辦不同類型工作坊，本年大部份活動更安排為網上工作坊，讓參加者可安坐家中參與。

In addition, upon requests from individual schools, Pathways teachers or experts will assist schools or organizations to organize various kinds of workshops. This year, most of the activities were online workshops, enabling participants to join in from their homes.

30/09/2020	香港小童群益會 The Boys' and Girls' Clubs Association of Hong Kong	扶持孩子認識語文世界 招麗儀女士 資深教育心理學家	Supporting Your Child in the Language World Ms. Elsa Chiu Senior Educational Psychologist
26/11/2020 & 10/12/2020	浸信會沙田圍呂明才小學 Baptist (STW) Lui Ming Choi Primary School	英文語音意識、拼字及默寫技巧 丁元春女士 博思會英文科老師	English Phonetic Awareness, Spelling and Dictation Skills Ms. Margaret Ting Pathways English Subject Teacher
24 & 31/03/2021	保良局唐楚男(瀝源)幼稚園暨幼兒園 Po Leung Kuk Tong Chor Nam (Lek Yuen) Kindergarten-cum-Nursery	「學會閱讀有辦法」家長講座 (N-K1 班) / (K2-K3 班) 陳靜琮博士 資深教育心理學家	"Learn to Read" Parent Seminar (N-K1) / (K2-K3) Dr. May Chan Senior Educational Psychologist
09/04/2021	耀中幼教學院 Yew Chung College of Early Childhood Education (YCCECE)	利用繪本及遊戲 幫助幼兒學會閱讀 鄭佩芸教授 博思會課程顧問	Helping Young Children to Learn to Read Through Picture Books and Games Prof. Cheng Pui-Wan Pathways Consultant, Programmes
15, 22 & 29/04 & 06/05/2021	葛量洪校友會黃埔學校 Grantham College of Education Past Students' Association Whampoa Primary School	家長互動小組：扶持孩子「字」得其樂 鄭佩芸教授 博思會課程顧問 招麗儀女士 資深教育心理學家	Parent Support Group: Supporting Your Child to Learn Language with Fun Prof. Cheng Pui-Wan Pathways Consultant, Programmes Ms. Elsa Chiu Senior Educational Psychologist
17/04/2021	旅港開平商會學校 Hoi Ping Chamber of Commerce Primary School	家長工作坊：中文讀寫有妙法 - 扶持孩子認識語文世界 招麗儀女士 資深教育心理學	Parent Workshop: Good Ways to Read and Write - Supporting Your Child in the Language World Ms. Elsa Chiu Senior Educational Psychologist

服務人次 Service Headcount	服務時數 Service Hours
212	416

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

博思會擁有不同領域的專業同工作夥伴，為讀障學生及其家庭提供多種評估及治療服務；幼兒早於四歲可接受評估，評定是否有早期學習困難。家長可從評估結果中，按專家建議尋找合適的支援服務，盡早幫助孩子得到有效訓練方案。

Pathways has allied professionals in different fields to provide a range of assessment and therapy services for students with dyslexia and their families. Children as early as four years old can be assessed for whether they have learning difficulties. Parents can find appropriate support services based on the assessment results and help their children get effective training programmes as early as possible.

服務人次 Service Headcount	服務時數 Service Hours
臨床心理學支援服務 Clinical Psychology Support Service (CPSS)	197
教育心理學支援服務 Educational Psychology Support Service (EPSS)	18
職業治療支援服務 Occupational Therapy Support Service (OTSS)	15
言語治療支援服務 Speech Therapy Support Service (STSS)	142
學前及小學讀寫障礙甄別測驗服務 Kindergarten & Primary Screening Service (KPSS)	38
總數 Total	410

家長講座及工作坊 Parent Seminars & Workshops

博思會 2020-21 年度家長教育活動主題為「讀障不一樣 ... 學習不一樣」，不同專家為家長剖析學障疑問。基於疫情關係，所有活動均以網上進行，雖然家長未能親身與講者會面，但他們通過這個難得機會，在線上踴躍發問，從而了解更多讀寫障礙的資訊。

本年的講座分別由博思會臨床心理學家、教育心理學家、職業治療師及言語治療師主持，他們平日處理不少學障個案，由讀寫障礙特徵、改善寫字技巧、小朋友言語提升到如何幫助幼兒過渡小一等等，向家長分享不少實用建議，亦讓他們了解更多讀障孩子的特質。

此外，我們亦舉辦了兩場英文家長工作坊，博思會英文老師除了分享教學方法外，亦直接教導家長英語拼音技巧，有助參加者在家懂得利用不一樣的學習方法，跟子女有效地溫習英文課本。

The theme of Pathways parent education activities in 2020-21 was "Dyslexia is Different ... So are the Learning Methods". Different experts answered parents' questions about learning difficulties. Due to the pandemic situation, all events were held online. Although parents were unable to meet speakers face to face, they took this valuable opportunity to ask questions proactively and thus learn more about dyslexia.

This year's seminars were hosted by Pathways' clinical psychologist, educational psychologist, occupational therapist and speech therapist. The speakers shared their cases relating to learning difficulties, from symptoms of dyslexia, writing skill improvement, child's speech ability enhancement, to helping children in transition to primary one and so on. Some practical suggestions were also made in order to help parents understand more about their children with dyslexia.

Also, we held two English parent workshops in which Pathways English teachers shared their teaching methods and taught parents directly on English phonics skills. Participants could make use of those unconventional learning methods at home to help their children study English more effectively.



重溫部份講座要點
Key Summary of Parent Seminars

參加者對講座一致好評 Unanimously Praised from Seminar Participants

講者很專業，講座十分充實，並附例子幫助理解兒童情況
The speaker is professional and the seminar is resourceful. Examples are quoted to better understand children's situation.

講者能清晰地解釋語障的不同問題，並提供相應的訓練方法
The speaker can clearly explain different issues about speech difficulties and provide related training methods.

講者用了很多實例鼓勵聽眾，謝謝
The speaker uses lots of cases to encourage participants. Thank you.

講解一矢中的，PowerPoint 簡而精
Presentation is precise and the PowerPoint is simple and clear.

講者能讓我明白小朋友問題所在
The speaker can let me understand more about my child's problems.

有好多真實個案去憑證，解決方法確實有用
Many real cases to verify and the recommendations are useful indeed.

家長工作坊 Parent Workshops

19/09/2020	高小英文學科支援 石曉璇女士 博思會英文科老師	Upper Primary English Subject Intervention Support Ms. Vicky Shek Pathways English Subject Teacher
21 & 28/11, 05/12/2020	英文語音意識、拼字及默寫技巧 丁元春女士 博思會英文科老師	English Phonetic Awareness, Spelling and Dictation Skills Ms. Margaret Ting Pathways English Subject Teacher

家長講座 Parent Seminars

07/11/2020	與博思專家網上有約：扶持孩子認識語文世界 招麗儀女士 資深教育心理學家	Meeting with Pathways' Expert: Supporting Your Child in the Language World Ms. Elsa Chiu Senior Educational Psychologist
13/03/2021	懷疑孩子有讀寫障礙？專家為你解疑難 鍾慧虹女士 臨床心理學家	Suspecting Your Child has Dyslexia? Let Our Expert Clear Your Doubts. Ms. Angela Chung Clinical Psychologist
27/03/2021	寫字慢、容易劬 字體東歪西倒怎麼辦？ 譚麗娟女士 職業治療師	Writing Slowly, Getting Tired Easily How to Help if Can't Write Properly Ms. Ivy Tam Occupational Therapist
17/04/2021	兒童言語發展及提升技巧 陸穎珊女士 言語治療師	Child Development on Speech and Improvement Skills Ms. Monica Luk Speech Therapist
08/05/2021	如何幫助有早期學習困難幼兒順利過渡小一？ 陳靜琮博士 資深教育心理學家	How to Help Young Children with Early Learning Difficulties with a Smooth Transition to Primary One? Dr. May Chan Senior Educational Psychologist

服務人次 Service Headcount
1,338



服務時數 Service Hours
2,016



《繪本童思：博思會學前語文課程》學習成效

Research on the Effectiveness of "Enhancing Children's Literacy Development through Children's Picture Books: The Pathways' Pre-School Chinese Language Programme"

不少研究發現學前兒童接受早期讀寫支援，其學習成效會較學齡兒童較為顯著。博思會早期讀寫支援計劃利用由課程顧問鄭佩芸教授督導《繪本童思：博思會學前語文課程》作框架，通過優質兒童繪本讀物及互動活動，有系統地幫助有早期學習障礙的學前兒童打好口語基礎、提升認字及讀寫能力。

為引證「早期識別及支援」的重要性，香港大學心理學系於2020-21學年期間，針對《繪本童思：博思會學前語文課程》進行社區研究計劃，此課程乃為期十二個星期的學前介入小組，研究以小組作對比，將來自本港六間幼稚園的學童分為三組，包括(1)發展正常兒童(34名五至六歲兒童)，(2)有學習困難傾向但未有接受支援兒童(29名五至六歲兒童)，(3)有學習困難傾向並有接受博思會提供支援的兒童(29名五至六歲兒童)。全部組別兒童均接受語文閱讀及口語能力前測及後測，以收集數據分析課程成效。結果顯示有接受支援兒童的語文水平相對於沒有接受支援的同輩有顯著進步；而在閱讀理解方面，其水平跟與發展正常兒童的水平接近。研究小組將於ARWA 2022 (The Association for Reading and Writing in Asia 週年會議 2022) 分享此項研究結果。

總括而言，無論是教育或臨床方面來看，研究結果是支持「早期識別及支援」的論據，讓有早期學習障礙的幼兒盡早得到合適支援至為重要。



教師培訓 Teacher Training

今年，本會助理總監（課程及服務）丁元春老師為一所來自非牟利組織 Pay Love Forward 的導師們提供網上培訓，教導如何有效地為香港讀寫障礙學生提供英文科介入訓練，當中分享多種教學工具及方法，並跟導師們交流日常課堂經驗。

至於內部培訓方面，本年舉行了三場員工發展日，其中一場主題為「正向心理學看逆境」，由資深教育心理學家陳秀慧博士主講，希望員工關注自己的心理健康，特別是在疫情期間面對的變化。而另一場則以教學討論為主，如支援課程重要元素及分層結構支援等。

此外，為加強員工們對最新資訊科技的認識，博思會更舉辦多場小型分享會，介紹常用電腦功能及應用方法，以便利日常教學或行政工作。

Many studies have found that pre-school children, who receive early literacy support, have more significant learning outcomes than school-age children. Using the framework of "Enhancing Children's Literacy Development through Children's Picture Books: The Pathways' Pre-School Chinese Language Programme" supervised by our course consultant Professor Cheng Pui-Wan, the Pathways' Early Literacy Support Programme systematically helps pre-school children with early learning disabilities build a foundation in oral language, word recognition, and reading and writing skills through high-quality children picture books and interactive activities.

To demonstrate the importance of "Early Identification and Intervention", the Department of Psychology at the University of Hong Kong conducted a community-based research project during the academic year of 2020-21 on "Enhancing Children's Literacy Development through Children's Picture Books: The Pathways' Pre-School Literacy Programme". The programme is a 12-week pre-school intervention group in which children from six kindergartens in Hong Kong are divided into three groups with group comparison, including (1) children with normal development (34 children aged 5 to 6); (2) children with learning difficulties but not receiving any support (29 children aged 5 to 6); and (3) children with learning difficulties and receiving support from Pathways (29 children aged 5 to 6). All groups of children were given pre-tests and post-tests on language reading and oral language skills to collect data for analysis of the effectiveness of the programme. The results revealed that the language proficiency of the supported children improved significantly compared to their unsupported peers. Their reading comprehension reached levels similar to those of children with typical reading development. The results of this study will be presented by the research team at the 2022 Annual Conference of the Association for Reading and Writing in Asia (ARWA 2022).

In conclusion, regardless of educational or clinical perspectives, the research results are advocating the argument of "early identification and support". It is very important to let children with early learning disabilities receive appropriate support as early as possible.

This year, an online training to a group of tutors from a non-profit organization, Pay Love Forward, was held by Ms. Margaret Ting, Pathways' Associate Director (Programmes and Services). The training aimed to introduce how to offer effective English intervention to students with dyslexia in Hong Kong. Ms. Ting also shared different teaching tools and methods, as well as interactive discussion with the tutors on daily class experience.

As for internal training, three Staff Development Days were conducted. One of the themes was "Facing Adversity Through Positive Psychology" and was hosted by Dr. Elaine Chan, senior educational psychologist. It was hoped that staff members should take care of their psychological health, especially when dealing with changes at the time of pandemic. Another focused on discussions about teaching methodologies such as important elements of intervention programmes, multi-tier intervention approach and so on.

In addition, to reinforce staff members' knowledge on the latest information technology, Pathways also organized different informal sharing sessions, introducing computers' features and their application in order to improve efficiency on teaching and administrative work.



對外教師培訓 External Teacher Training

03/12/2020 &
15/12/2020

Pay Love
Forward

支援香港讀寫障礙學生的
有效英文介入課程
丁元春女士
博思會英文科老師

Effective English Intervention Programme for Supporting HK Students
with Dyslexia
Ms. Margaret Ting
Pathways English Subject Teacher

服務人次 Service Headcount

10



服務時數 Service Hours

40



對內員工培訓 Internal Staff Training

16/09/2020

員工發展日：混合式學習及資源分享

Staff Development Day: Blended Learning and Resources Sharing

13/01/2021

員工發展日：
(一) 從正向心理學看逆境
陳秀慧博士
資深教育心理學家及博思會教育委員會委員
(二) 知識管理學
藍芷芊醫生
博思會副主席

Staff Development Day:
(1) Facing Adversity Through Positive Psychology
Dr. Elaine Chan
Senior Educational Psychologist & Pathways Education Committee Member
(2) Knowledge Management
Dr. Catherine Lam
Pathways Vice-chairperson

27/01/2021

資訊科技分享
沈寶雯女士
博思會中文科老師

IT Tips Sharing Session
Ms. Po-Man Shum
Pathways Chinese Subject Teacher

24/02/2021

資訊科技分享
梁淑儀女士
博思會英文科老師
葉懿雯女士
博思會早期讀寫支援科老師

IT Tips Sharing Session
Ms. Madeline Leong
Pathways English Subject Teacher
Ms. Crystal Yip
Pathways Early Literacy Support Teacher

31/03/2021

資訊科技分享
丁元春女士
博思會英文科老師

IT Tips Sharing Session
Ms. Margaret Ting
Pathways English Subject Teacher

28/04/2021

資訊科技分享
黃建忠先生
助理經理（營運）
林子傑先生
博思會英文科老師

IT Tips Sharing Session
Mr. Kin-Chung Wong
Assistant Manager (Operations)
Mr. Ronald Lam
Pathways English Subject Teacher

12/05/2021

員工發展日：The Road Taken & To Be Taken
藍芷芊醫生
博思會副主席
潘啟祥校長
香港紅卍字會大埔區慈中學
及博思會教育委員會會員

Staff Development Day: The Road Taken & To Be Taken
Dr. Catherine Lam
Pathways Vice-chairperson
Principal Franky Poon
Hong Kong Red Swastika Society Tai Po Secondary School & Pathways
Education Committee Member

服務人次 Service Headcount

150



服務時數 Service Hours

310



博思會二十週年活動 Activities for 20th Anniversary of Pathways

博思會於 2001 年 3 月 30 日正式註冊成立為香港慈善機構，時至今日，已有二十年光景，由當初只得五位學生，發展至現在每年為超過五百名本地讀寫障礙學生提供援助。

為紀念這個特別的日子，雖正值新冠肺炎疫情肆虐，但無礙團隊以線上線下同步參與慶祝活動，以博思會主席張非非女士帶領各執行幹事及各員工共同祝賀一番，標誌著博思會二十週年活動正式展開！活動中更頒發長期服務紀念狀答謝團隊，當中唐詠賢老師在博思會服務了 17 年，看到學生的進步帶給她很大的滿足感（訪問詳見第 18-19 頁）！

此外，博思會亦舉辦不同活動，以提升學生、家長，以及公眾對博思會及讀寫障礙的認識。其中包括有：

It has been 20 years since The Pathways Foundation was officially registered as a charity organisation in Hong Kong on 30 March 2001. It has grown from just five students to over 500 local students with dyslexia receiving support each year.

To commemorate this special day, despite the rampant pandemic, the team participated in the celebrations in an online and offline manner with synchronisation. Mrs. Phyllis Chang, Chairperson of Pathways, led all members of the Executive Council and staff to celebrate the special occasion, marking the official launch of the 20th Anniversary celebrations. During the auspicious event, Certificates of Appreciation were presented to long servicing staff, including Ms. Windy Tong who has been with Pathways for 17 years. It gave her a great deal of satisfaction when she saw the progress of her students. (Refer to page 18-19 for more details on her interview)

In addition, Pathways has also organised various activities to raise awareness of the organisation and dyslexia among students, parents and the public. Some of these activities included the followings:



《博思會二十週年紀念特輯》影片首播

九分鐘短片中有分享博思會如何支援讀寫障礙學生跨過學習困難，並回顧這二十年來本會的變遷，及訪問舊生及家長等等。



詳情
Scan QR Code for Details

Premiere of "20th Anniversary Commemorative Special of the Pathways Foundation"

In the 9-minute video clip, we share how we support students with dyslexia overcome their learning difficulties, review the development of Pathways over the past 20 years, and perform interviews with former students and their parents.



《讀寫障礙 99 問與答》派發

承蒙「香港金紫荊扶輪社」慷慨贊助，博思會將二十年來所積累的讀寫障礙知識及實踐經驗精華回饋社會，編寫了一本名為《讀寫障礙 99 問與答》，深入淺出講解及分享在家支援的方法，期望能協助讀寫障礙兒童的家長解答疑難，走出讀障迷宮。這本書屬非賣品，部份印刷本已送到兒童體能智力測驗中心以及一些家長組織，期盼令更多有需要的家長受惠，對學習障礙有更深的了解。



詳情
Scan QR Code for Details

Distribution of "99 Q&A about Dyslexia" Booklets

Under the generous sponsorship from the "Rotary Club of Golden Bauhinia Hong Kong", Pathways is giving back to practical experiences in dyslexia accumulated over the past 20 years. We compiled a booklet entitled "99 Q&A about Dyslexia" which explains and shares home support methods in an easy-to-understand manner, striving to help parents with dyslexic children answer their questions and get out of the dyslexia maze. This book is not for sale. Some printed copies have been delivered to the government's Child Assessment Centres and parent organisations in the hope that more parents in need can benefit and gain a better understanding of learning disabilities.



二十週年紀念品派發

為鼓勵學生們在學習時多利用小工具幫助增強記憶，博思會派發「螢光筆」紀念品予博思會學生，讓他們學習時以不同顏色分類，有助提取線索、找出重點，使學習更感輕鬆。

Distribution of "20th Anniversary Souvenir"

To encourage students to use more tools to enhance their memory while learning, Pathways distributed "highlighters" to the students of Pathways so that they can use different colours to help gather clues and find out key points, thereby making learning much easier.



▲得獎學生與香港金紫荊扶輪社及博思會代表合照，並送上手作紀念品以表謝意。
Awarded students took a group photo with representatives from The Rotary Club of Golden Bauhinia Hong Kong and The Pathways Foundation. A hand-made gift was presented to express students' gratitude.

「香港金紫荊扶輪社·博思會學生勤到獎」頒獎禮

「香港金紫荊扶輪社·博思會學生勤到獎」第三年舉辦，旨在獎勵勤學學生，本年度共有 36 名學生獲得殊榮；頒獎典禮於 2021 年 8 月 8 日假大圍東莞工商總會張煌偉小學舉行，除了每名學生獲頒嘉許獎狀、書券及獎學金外，當天還邀得博思會舊生鄔沛延小姐 (Julia) 以過來人身份分享經驗。

Julia 現時為香港理工大學香港專上學院學生，主修國際商業。Julia 於中小學期間，曾贏得逾 50 次全港朗誦或演講比賽的獎項，今年更獲得自資專上獎學金計劃的「才藝發展獎學金」，成績驕人。

Julia 小時候曾被評估為讀寫困難、專注力不足和過度活躍，所以對於她在準備比賽的初期也造成一定的困難。後來，她在博思會接受課餘支援服務，她感激博思會的老師對她的包容和耐性，上課的時候令她感覺到被理解和重視，而且比較生動的教學模式也很切合她的學習需要，令她在四年間慢慢進步。

Julia 認為家長也可以發掘小朋友更多才能和天賦，不要把學習成績過份放大，反之，應對孩子有信心，花些精力去了解他們的長短處，對症下藥，正如她媽媽發掘和培養她朗誦和演講的興趣，令她在學業以外建立自信。

活動當天，一班來自香港金紫荊扶輪社義工帶領協作活動，跟學生們一起建設色彩繽紛的「橋樑」，加上家長們在旁助陣，場面十分熱鬧。

博思會副主席藍芷芊醫生代表博思會感謝香港金紫荊扶輪社多年來的支持，同時亦多謝張煌偉小學梁偉基校長借出場地。她十分欣賞得獎學生們的努力及堅持，因今年只有全年從不缺課的學生才有資格得到這個「勤到獎」殊榮。



Award Presentation of "Rotary Club of Golden Bauhinia Hong Kong – Pathways Student Attendance Award"

The "Rotary Club of Golden Bauhinia Hong Kong – Pathways Student Attendance Award" was in its third year. It aims to reward studious students with good attendance records. 36 students were honoured in this academic year. The award ceremony was held at G.C.C.I.T.K.D. Cheung Wong Wai Primary School on 8 August 2021. Aside from the presentation of Certificates of Appreciation, book vouchers and scholarship for each student, we also invited Ms. Julia Wu, a former student of Pathways Foundation, to share her valuable experiences as a past student.

Ms. Julia Wu is currently a student at The Hong Kong Polytechnic University – Hong Kong Community College, majoring in International Business. She has won over 50 recitation and speech competitions during her primary and secondary school years. Besides, she was also awarded the "Talent Development Scholarship" by the Self-Financing Post-Secondary Scholarship Scheme this year.

Julia was diagnosed as a dyslexic, inattentive and overactive child, which made it very hard for her to prepare for the competitions in her early days. She later received after-school support services at Pathways and very much appreciated the tolerance and patience of her beloved teachers. They made her feel understood and valued during her classes. On top of that, the more lively teaching style also perfectly suited her learning needs, driving her gradual improvement over the past 4 years.

Julia believes that parents can explore skills and talents in their children, instead of merely focusing on their academic performance. They should have confidence in their children and make some effort to understand their strengths and weaknesses. Just like her mother who explored and cultivated her interest in recitation and speech presentation so much so that she could build up her confidence beyond her academic results.

On the day of the event, a group of volunteers from the Rotary Club of Golden Bauhinia Hong Kong led the collaborative activity to build a colourful "bridge" with the help from students and parents. It was a very lively event.

Dr. Catherine Lam, Vice Chairperson of Pathways, extended her gratitude to the Rotary Club of Golden Bauhinia Hong Kong for its continuing staunch support over the years. At the same time, she also thanked Principal of Cheung Wong Wai Primary School, Mr. Ricky Leung, for lending the event venue. She appreciated the hard work and perseverance of the students with impeccable attendance throughout the year, and congratulated them on receiving this year's "Attendance Awards".

▲舊生 Julia 分享經驗，並寄語家長幫助孩子發掘和培養興趣。
Julia, former student, shared her experience. She advised parents to help children explore and cultivate their interests.

博思會二十年成長足跡 Development Footprints of Pathways in 20 Years



- 九位創會委員籌組博思會
- The Pathways Foundation was formed by nine founding members

2000

- 正式註冊成立為慈善團體，卜隆惠先生為首屆主席
- 德瑞國際學校借用課室開辦暑期課程，其後，借用中環聖約翰座堂的教堂副堂提供少量英文支援課程
- Formally registered as a charity organization. Mr. Brian Blomfield was the first Chairman
- Summer course was held in a classroom of the German Swiss International School. Then, a few English intervention courses were conducted at the hall of St. John's Cathedral in Central

2001

- 尖沙咀東英大廈建立學習中心
- A learning centre was set up in Tung Ying Building in Tsim Sha Tsui

2002

- 張非非女士接任主席至今
- 課餘短期支援課程增至中英數三科
- Mrs. Phyllis Chang is named as a Chairman till now
- The subjects of short-term After School Support Programme were being extended to three subjects - Chinese, English and Mathematics

2003

- 提供學費資助給經濟困難學生
- 首次提供小學校本支援服務
- Provided fee subsidy to students with financial difficulties
- Started primary school In-School Support Service

2004

- 東英大廈拆卸重建，搬往大角咀嘉運大廈
- Moved to Skyway House in Tai Kok Tsui due to the demolition of Tung Ying Building

2005

- 開始應邀到學校主領教師及家長工作坊
- Started to conduct teacher and parent workshops in schools

2006

- 開辦臨床心理評估及輔導服務
- Started Clinical Psychological Assessment and Counselling Services

2007

- 中心搬往土瓜灣讀寫發展中心
- 開辦中學校本支援服務
- Moved to the Reading and Writing Development Centre in To Kwa Wan
- Started in-school support service for secondary schools

2008



2021

- 成為國際讀寫障礙協會 (IDA) 環球夥伴
- 出版《讀寫障礙 99 問與答》小書 (非賣品)
- Became a global partner of the International Dyslexia Association
- Published "99 Q&A about Dyslexia" Booklet (not for sale)

2020

- 配合營運需要，荃灣博思會支援中心關閉
- 採用混合式教學及提供網上實時課程
- Closure of Pathways Support Centre due to operational needs
- Adopted blended teaching and provided real-time online programmes

2018

- 推出教育心理學支援服務
- 推出星期日課堂
- Launched Educational Psychology Support Service
- Launched Sunday classes

2017

- 推出學前及小學讀寫障礙甄別測驗服務
- 推行「香港金紫荊扶輪社·博思會學生勤到獎」計劃
- Launched Kindergarten & Primary Screening Service
- Launched "Rotary Club of Golden Bauhinia Hong Kong . Pathways Student Attendance Award" Programme

2016

- 土瓜灣的讀寫發展中心遷往旺角
- 於荃灣開設博思會支援中心
- 開展研發《繪本童思》學前幼兒課程
- The Reading and Writing Development Centre in To Kwa Wan was moved to Mong Kok
- Pathways Support Centre was set up in Tsuen Wan
- Started to develop "Pathways Preschool Chinese Programme" for pre-schoolers

2013

- 沙田顯徑邨開設學習中心
- Opened a new learning centre at Hin Keng Estate, Shatin

2011

- 優質教育基金進行「中學讀寫障礙學生語文支援計劃」研究，為主流課堂中學生作支援
- 主辦特殊學習障礙研討會「支援讀寫障礙學生課堂實務」給全港教師
- 獲香港公益金資助，繼續推行課餘支援讀寫障礙學生計劃
- Funded by the Quality Education Fund, a research project "Language support towards secondary students with dyslexia" provided support for mainstream secondary school classes
- Organized Special Learning Disabilities Symposium to all teachers in Hong Kong
- After School Support Programme was sponsored by The Community Chest of Hong Kong

2010

- 「家長對支援讀寫障礙學生學習意見」問卷調查發佈會
- Release of survey result on "Parents' opinion on learning support towards students with dyslexia"

2009

- 開辦職業治療評估及訓練服務及學前支援服務
- 開展為期十年的「博思會慧妍雅集數碼創意藝術中心」
- Started occupational therapy assessment and training services and pre-school support services
- Launched the ten-year "Pathways Wai Yin Digital Creative Arts Centre" project



專訪唐詠賢老師 Special Interview with Miss Windy Tong

加入博思會 定下服務讀障孩子的決心 Joining Pathways with a Solid Commitment to Serve Children with Learning Disabilities



獲頒長期服務獎的唐詠賢老師，跟博思會的緣份，要回到她在外國唸大學的時候。她當時主修讀心理學及數學，發現有些有讀寫困難及數學障礙的學生，十分需要不同的教學支援。因此，當她回港後，便繼續進修相關課程，希望能夠幫助這群有特別需要的學生。

一個偶然機會下，唐老師看到博思會的一份招聘廣告。當時博思會是一間服務讀寫障礙的初創慈善機構，服務對象正與她希望幫助的學童不謀而合，這促使她馬上應聘這份工作，開始服務讀障孩子之路。

唐老師加入博思會的時候，剛巧是 2003 年 SARS 之後，正值博思會位於東英大廈的年代。中心主要提供英文班及少量中文班，而暑假期間則舉辦一些較大型的訓練課程，讓更多學生接觸到博思會課程，得到適當的支援。

由於當時的博思會仍處於起步階段，唐老師需要兼顧行政及教學的工作；聯絡家長、跟學生做前測、以至統籌家長講座等事務，都需要「一腳踢」。後來，由於東英大廈需要遷拆，協調中心搬遷的重任也落在她身上。

多年過去，唐老師已經由初出茅廬的小女孩，漸漸成長為既是一位全方位的行政人員，又是一位十分理解讀障學生的好老師。近年，有見博思會的運作已上軌道，唐老師遂決定重拾初衷，專注於教授數學及英文，直接支援有學習困難的學生，解決學習問題。

讓學生高喊：我覺得自己好叻！

「作為老師，最有成功感莫過於能夠將一個學生變得有自信。他們不單止自己有進步，更懂得用我教的方法去教導身邊的同學或姊妹。他們可以自豪地向其他人高呼：『我覺得自己好叻！』。」

除了善於照顧學生，唐老師亦樂於跟家長溝通，在課堂後會跟家長講解當天學習內容，分享在家支援溫習的技巧，例如簡單的桌上遊戲也可以變成學習工具，讓孩子不知不覺在遊戲中學習。學生於平日有家長的輔助，支援的效果會事半功倍；而家長在跟老師傾談時，亦會更了解自己孩子的特質，能明白及體諒他們更多。

Miss Windy Tong, an award-winning teacher of long-term service, has had a long history of fateful involvement with Pathways Foundation. It certainly dated back to her time as a college student abroad. Majoring in Psychology and Mathematics at that time, she found that some students with dyslexia and maths disabilities were in urgent need of different kinds of teaching support. As such, when she returned to Hong Kong, she continued taking relevant courses, hoping to help these students with special needs.

On an occasional opportunity, Miss Tong saw an advertisement for a job at Pathways. Pathways was a newly founded charity institution servicing students with dyslexia. These students were exactly those she really wanted to help. So it drove her to apply for the job immediately, beginning her journey to serve students with dyslexia.

Miss Tong joined Pathways just after the SARS outbreak in 2003. It was also the era in which Pathways was located in Tung Ying Building. The centre mainly offered English classes and a few Chinese classes as well. Some larger training courses were held during the summer holidays to expose more students to Pathways' programmes and provide them with appropriate support.

Since Pathways was still in its infancy, Miss Tong had to take care of both administrative and teaching duties – contacting parents, conducting pre-tests with students and coordinating parents' seminars, etc. It was in fact a "one-woman" show. Later, when Tung Ying Building had to be demolished, the responsibility of coordinating the relocation of the centre also fell on her.

Over the years, Miss Tong has grown from a young girl at the beginning of her career to a well-established administrative executive as well as a very caring teacher who fully understands students with dyslexia. In recent years, while witnessing that the operation of Pathways is already on a firm track, Miss Tong decided to backtrack to her original mission and focus on teaching Mathematics and English, directly providing support to students with learning difficulties and resolving their learning issues.

唐老師（左）與同工一起協助家長講座活動。
Miss Tong (left) assisted in a parent seminar with her colleague.



網上教學的挑戰

提及在博思會教學生涯當中最具挑戰的事情，唐老師直指是近年因新冠肺炎疫情停課的時候，需要解決如何將課室面授的多感官教學模式，轉為網上教學。

「如何在網上教學中，仍然可以維持跟學生互動，與面授一樣，引起學生的動機及注意力，這的確十分困難。特別是數學科，要學生明白數學的概念，殊不簡單。」

為使網上教學得以順利進行，唐老師亦花了不少時間去備課，選擇適用的教學應用程式，重新設計課堂活動，積極與學生互動；而於課堂中怎樣利用平板電腦及配合實物投影機等，每一樣安排也要精心計算。唐老師更請來小姨甥幫忙嘗試不同的實時網課活動，看看網上課堂效果是否理想，而平日她亦跟其他博思會老師交流，互相分享網上教學的心得。

給家長的建議

事實上，無論是老師、家長、或是學生自己，透過終生學習去自我增值都是十分重要的。假使家中有一個讀障孩子，唐老師又有何建議給父母們？

「也許都是老生常談的建議，但確實是非常重要且有用的。第一，家長要找到小朋友的興趣或天份，讓他知道自己也有獨特之處可以發揮；此外，家長必須調整心態及期望，接受學習障礙的孩子是需要另一種學習方法，而且由於他們的學習時間往往較別人長，所以家長的鼓勵是不可缺少的。最後，要多陪伴孩子，花點時間跟他們閱讀，共同創造及體驗一些生活經歷，這也是家長們可以做到的事。」唐老師總結說。

Let Students Call Out: "I am smart!"

"As a teacher, I feel most successful when I can make a student feel confident. Not only do they improve themselves, but they also know how to teach their classmates or siblings the way I taught them. They can proudly shout out to the others: 'I feel that I am smart!'"

Apart from taking good care of the students, Miss Tong is also willing to communicate with the parents, explaining to them what they learned that day after class and sharing techniques for their revision at home. For example, simple table games can be turned into several learning tools so that the children can learn through their interaction with games without even realising it. With the help of parents, the students can get twice the result with half the effort. And when the parents are communicating with the teachers, they will understand their children's personality better and give them more consideration and understanding.

The Challenges of Online Teaching

When it comes to the most challenging aspect of her teaching career, Miss Tong pointed out that she had to resolve the issues of how to change the multi-sensory teaching mode from face-to-face classroom teaching to online teaching when all classes were suspended due to the new Covid-19 pandemic in recent years.

"It is really hard to maintain interaction with students in online teaching and maintain their motivation and attention as in face-to-face interactive teaching. Especially in mathematics, it is not easy for students to understand the concepts beneath."

In order to make online teaching work, Miss Tong spent a lot of time preparing for the class, selecting suitable teaching applications, redesigning the classroom activities, and actively interacting with students, and making careful calculations on how to use the tablets and physical projectors in the classroom. Miss Tong also asked her nephew to help her try out different real-time, online activities to gauge their effectiveness.

Advice for Parents

In fact, it is very important for teachers, parents, and students to enhance themselves through lifelong learning. If you have a child with dyslexia at home, what advice would Miss Tong have for the parents?

"Perhaps these are clichéd suggestions, but nonetheless they are very important and useful. First, parents need to find the child's interests or talents and let him know that he has something unique to offer. In addition, parents must adjust their mindset and expectations to accept the fact that children with learning disabilities need another way to learn. Since they often take longer to learn than others, parental encouragement is very essential. Finally, parents should spend more time with their children, read to them, create and go through some life experiences together. These are the things that parents can do," concluded Miss Tong.



唐老師與另外九位職員獲頒長期服務紀念狀。
Miss Tong and nine other staff members were awarded with Long Service Certificates.

其他活動 Other Events



參觀宋皇臺車站 學生期待又興奮

博思會 50 名學生及家長獲港鐵公司邀請，於屯馬綫通車前夕（2021 年 6 月）率先參觀宋皇臺車站。由於宋皇臺站在建造期間發現大量文物，因此車站設計糅合了大量考古元素，學生們表示期待又興奮！

屯馬綫其中一個站為「顯徑站」，學生現前往位於顯徑邨的博思會沙田學習中心更便捷，若由鑽石山前往，車程亦只需 5 分鐘，實方便不少居住於九龍東的學生。



Visiting Sung Wong Toi Station

50 students and parents from Pathways were invited by the MTR Corporation to visit Sung Wong Toi Station on the eve of the opening of the Tuen Ma Line (June 2021). The students were very excited about the visit. A large number of artifacts were found during the construction of the station which resulted in the station design that has incorporated many archaeological elements.

One of the stations of Tuen Ma Line is Hin Keng Station, which is now a convenient means for students to proceed to the Shatin Learning Centre of Pathways in Hin Keng Estate. It only needs 5 minutes train travel from Diamond Hill, providing more convenience for those staying in Kowloon East.

加強社交平台及網站資訊

為加強博思會社交平台包括 Facebook 及 Instagram 及官方網站的資訊，本會進行一連串的革新，包括豐富不同內容給讀障孩子或家長，並且引入了兩位新成員——小博（綠色）、小思（橙色），以生動有趣方式帶出讀寫障礙資訊，如介紹節日親子遊戲有助提升孩子某能力，以及家長錦囊解讀正確訊息等等。



Reinforcement of Social Media Platforms and Online Information

To reinforce the information on Pathways' social media platforms, including Facebook, Instagram and the official website, Pathways has carried out a series of innovations, including the enhancement of different content for students with dyslexia or parents. Besides, we have also introduced two new members – “小博” [siu2][bok3] (green) and “小思” [siu2][si1] (orange) to bring out information on dyslexia in a lively and intriguing way, such as introducing holiday parent-child games to enhance the children's ability and parenting tips on reading the correct messages, etc.



《完美的聲音》繪本義賣

《完美的聲音》為香港共融樂團於 2019 年 11 月舉行慈善音樂會期間，由德和慈善基金贊助下推出的兒童繪本，旨在宣揚傷與健之間合作和包容的訊息如何將障礙化作美好，巧妙地將一個理想的共融世界，生動地呈現在小讀者眼前！博思會獲贈部份書刊作義賣，所有善款會全數撥捐博思會「助學之星計劃」，讓有經濟困難家庭的學生獲得學費資助，得到寶貴的專業學習支援機會。

此外，《完美的聲音》作家梁雅怡及插畫師溫柏萱更分別於 2021 年 3 月 10 日和 3 月 22 日接受商業電台《有誰共鳴》訪問，以歌曲傳情，為博思會籌募經費。其中作家梁雅怡表示這次作品以彩虹作為繪本的象徵，原因是彩虹和共融一樣，美麗而難求。如果要用一首歌來呼應《完美的聲音》，她會選《畫出彩虹》，而她亦會接受年紀較輕的溫柏萱，選取 RubberBand 演唱的版本，接納新事物，新舊交替，也是「共融」一種。

書本轉贈活動

為鼓勵博思會學生多閱讀課外圖書，打開知識之門，博思會非常感謝 Donut and Ah Meow 捐出 240 套 STEM 故事書《小小創客》，一套六冊共 1,440 本，科學主題包羅萬有，包括機械人、電腦編程、虛擬實境、人工智能、人造衛星及太空探索等。

此外，歐俊希 (Davis) 小朋友亦捐贈 50 本由自己創作及出版的英文繪本《The Spooky Castle》（譯名《詭異城堡》）共 50 本予本會的學前及初小學生。喜歡繪畫的 Davis，善用疫情停課時間，用繪畫形式創作故事，講述探險家熊貓走進一個詭異城堡尋找寶藏，遇上殭屍的驚險情況，最後熊貓更將寶藏捐贈給慈善機構。書中情節及經歷流露疫情期間心中的恐懼，最後走出恐懼，化作正向及積極的善行。

感謝 Donut and Ah Meow 捐贈科學故事書予博思會學生。
Thank you Donut and Ah Meow for the donation of science story books to Pathways students.

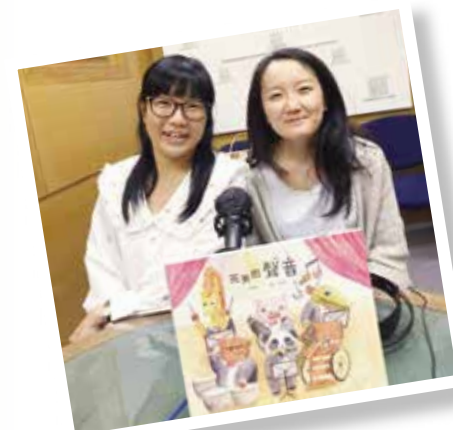


Davis 與媽媽到訪位於沙田的博思會學習中心。
Davis and his mother visited Pathways Learning Centre at Shatin.

Charity Sale of the Picture Book "Perfect Harmony"

"Perfect Harmony", a children's picture book sponsored by AR Charitable Foundation was rolled out by Hong Kong Enharmonica during its charity concert in November 2019. It aimed to promote the statement of cooperation and inclusion between the abled and disabled and how to transform obstacles into opportunities, diligently presenting an ideal world of inclusion for the young readers. All proceeds would be donated to the "Pathways Star Donor Programme", allowing students from low-income families to receive tuition assistance and valuable professional learning support opportunities.

In addition, the author of "Perfect Harmony", Ms. Leung Ngar Yi, and illustrator, Ms. Wan Pak Huen Wendy, were interviewed by Commercial Radio Hong Kong – "ShareMySong" on 10 and 22 March 2021 respectively to convey their feelings through songs and raise funds for Pathways. The author, Ms. Leung, cited that the reason for using rainbow as a symbolic icon for this work is that rainbow is very much like the concept of inclusion and it is also beautiful and scarce. If she has to use a song to reflect "Perfect Harmony", she would choose "Dedicated To", a version sung by RubberBand. She accepted Wendy's suggestion who is younger than her. Accepting new things or alternating between new and old, is also a type of "inclusion".



◀（左起）作家梁雅怡及插畫師溫柏萱到商業電台錄音。
(From left) Leung Ngar Yi, the author and Wan Pak Huen Wendy, the illustrator recorded a programme at the Commercial Radio Hong Kong.

Book Donations

To encourage Pathways' students to read more books beyond the classrooms and open the door to knowledge, Pathways was grateful to Donut and Ah Meow for donating 240 sets of STEM storybooks, "Little Creators", a set of 6 books with 1,440 titles, abundant science topics including robotics, computer programming, virtual reality, artificial intelligence, artificial satellites and space exploration.

In addition, young Davis Au also donated 50 copies of his English picture book, entitled "The Spooky Castle" to our preschool and primary school students. Utilising the time off from school due to the coronavirus pandemic, Davis created a story about an explorer, Panda in the form of a drawing. Panda went into a spooky castle in search of treasure and unfortunately encountered a corpse in a frightening situation. In the end, Panda donated the treasure to a charitable organisation. The plot and experiences of the book reiterate the fears we face during the pandemic, which are transformed into positive and proactive acts of kindness.

以堅定信念 為孩子加油 Cheering for Her Child with Strong Faith



杜媽媽接受傳媒訪問，親身說法及早支援的重要性。
Mrs. Du was interviewed by media and shared her own experience and emphasized the importance of early support.

杜燦偉的媽媽跟一般母親無異，每天用心去照顧兩個孩子；她與別不同的，或許就是她那份堅定的信念。

燦偉接受訪問時為八歲，讀三年級，溫默書時總是記不入腦，縱使每天溫習生字，到最後仍是不合格。由於燦偉是「細B」（編按：年尾出生的孩子）的關係，媽媽一直誤以為成績較落後是無可避免的。機緣巧合下，補習社的老師觀察到他有讀寫障礙徵狀，遂向燦偉媽媽介紹博思會，並在二年級的時候確診燦偉為讀寫障礙。

「到現在我仍很感激這位老師，令我認識到博思會，並真正了解到讀寫障礙，讓燦偉找到合適的學習方法。」

燦偉媽媽說，曾經向燦偉就讀的小學求助，一年級時要求學校做評估。由於燦偉的學障情況並非極嚴重，學校並未有即時處理要求，最終要在三年級下學期初的時候，媽媽才獲得學校社工的跟進。

「對我來說，學校的支援來得太遲。回想當時燦偉經常在學校感到頭暈不適，實情是沉重的學習壓力所致。可幸的是，他得到博思會老師幫助之後，自信心提昇，人也開朗了。」

燦偉現於博思會接受數學及英文科支援，其中他對數學科特別喜歡。

「陳 Sir（數學科老師）會逐步講解，令我容易明白，特別是數學文字題，就連日校老師也問我為何在考試中懂得拆解艱深的題目。」燦偉說。

燦偉媽媽看到兒子的進步，證明以「及早識別及支援」的方向幫助兒子是正確的。回想當初知道孩子有這個學習障礙的時候，由於欠缺正確資訊，縱使「讀寫障礙」的名詞時有聽聞，但只是一知半解，顯得束手無策。

正如燦偉媽媽最初亦會問博思會老師，讀寫障礙可有藥物治療嗎？事實上，讀寫障礙不能以藥物根治，只是一些有讀障的小朋友，因為兼有專注力不足的問題，會有藥物或可幫助他們變得專注一點，但這並不能處理因讀障所引起的學習困難。

媽媽從不放棄的態度，不斷為兒子打氣，維持他的學習動力，實值得家長們借鏡。

Du Tsan Wai's mother is just like any other mother, taking care of her two children every day. Perhaps it is her strong faith that differentiates her from the rest.

Tsan Wai is 8 years old, studying in Primary Three at the time of being interviewed. He always fails to memorize his books. Even though he studies the vocabulary every single day, he still fails in the end. As Tsan Wai was a "small baby" (editor's note: a child born at the end of the year), his mother always thought that it was inevitable his grades would fall behind. By coincidence, the teachers at the tuition centre observed that he has dyslexia symptoms and introduced him to Pathways, which confirmed his dyslexia diagnosis in Primary Two.

"I am still very grateful to this teacher for introducing me to Pathways which helps me to understand dyslexia and find a suitable learning method for Tsan Wai."

Tsan Wai's mother said that she had requested for help from the primary school he attended and asked the school to do an assessment on him in his Primary One. In the end, it was only until the beginning of the second semester in Primary Three that Tsan Wai's mother finally got the follow-up from the school's social worker.

"For me, the school's support came too late. As I recalled that Tsan Wai often felt dizzy at school, it was due to the heavy pressure of studying. Fortunately, after he received help from the teachers at Pathways, his

self-confidence improved dramatically and he became more cheerful as a result."

Tsan Wai is currently receiving support in Mathematics and English at Pathways. He is particularly fond of mathematics.

"Sir Chan (math teacher) will gradually explain the concepts to me, making it easy for me to understand. In particular for the mathematics questions. Even the day-school teachers would ask me why I know how to deconstruct difficult questions in the examination," said Tsan Wai.

Seeing the progress of her son, his mother proved that it was the correct decision to help him with "early identification and support". When I first learned that my son had this learning disability, I was at a loss, speechless because I did not have the right information.

Just as Tsan Wai's mother initially asked the teachers from Pathways: Is there any medication or drug for dyslexia? In fact, dyslexia cannot be cured by medication. Some children with dyslexia are also suffering from the issue of lack of concentration. In this way, medication or drugs may help them become more focused. However, it is far from adequate to resolve the learning difficulties arising from dyslexia.

It is indeed worthy for parents to learn from the fact that his mother has never given up on her son. On the contrary, she has been constantly cheering for her son to keep him highly motivated to learn.



找到合適方法 增加學習信心

Search for the Correct Method to Instil Confidence in Learning

Ken* 就讀幼稚園高班時，老師發現他在書寫中、英文字時，會出現「鏡面字」、上下調轉、中文部首左右錯置等情況，例如分不清英文字母細楷 d 和 p。

在老師的建議下，父母帶 Ken 到坊間兒童復康機構做學前讀寫障礙的初步評估，結果顯示 Ken 有讀寫障礙的傾向。及至預備升小學，Ken 再到衛生署中九龍兒童體能智力測驗中心做詳細的評估，確診了讀寫障礙。

洞悉及早介入重要性

Ken 爸爸表示，在 Ken 確診讀寫障礙前，他們夫婦對讀寫障礙幾乎無甚認知，只聽說過有讀寫障礙的話在學習上可能較為困難，並以為有藥物可以治療讀寫障礙。直至兒子確診讀寫障礙，他們才積極地在網上搜尋相關資訊，又嘗試自己找坊間一些材料和方法幫助 Ken 學習。此外，他們亦了解到讀寫障礙是需要適切和專業的介入，方能在幫助孩子在學習上跨越學距，於是他們嘗試找一些非牟利機構的幫忙。

在中九龍兒童體能智力測驗中心的轉介下，Ken 的父母找到了博思會。Ken 於小學二年級開始接受博思會的中、英文課餘支援課程，轉眼至今已五年光景。及早介入支援，不但讓 Ken 在學習上有進步，Ken 父母也學會如何幫助兒子學習。

找到合適的學習方法

Ken 爸爸說：「博思會的老師會跟我分享 Ken 的學習進度，也教會我們用一些方法，自己在家中幫助兒子溫習。例如學習英文時需要以朗讀的方式來增強他的記憶，令他記住字的讀音；溫習中文時則可以用『圖像記憶法』來認識字的結構。想不到原來遊戲和比賽形式都可以幫助 Ken 學習！」

回想當初，Ken 爸爸最怕兒子會因為讀寫障礙而看輕自己、對學習失去信心。幸好，他們找到適合 Ken 的學習方法，令孩子相信自己有能力應付學業，沒有因此而影響學習的動機。雖然 Ken 現在對閱讀的興趣仍然不大，但能令他在閱讀、寫作、功課和測考等方面應付自如，對他們一家來說已是值得鼓舞及欣慰。



由於得到合適學習方法，Ken 能夠應付學校功課及考試。
With suitable learning method, Ken is able to cope with his homework and examinations.

Ken 爸爸主動為有讀障兒子尋求協助。
Ken's father proactively sought help for his son with dyslexia.



While Ken* was in the senior class of kindergarten, his teachers uncovered that he had problems with writing Chinese and English characters. There were various incidents such as the occurrence of "mirror images" up and down, mixed-up, misplaced Chinese radicals on left and right and inability to differentiate between the lowercase d and p in English.

Under the recommendation of his teacher, his parents took Ken to a local child rehabilitation institution for a preliminary assessment for dyslexia. The result revealed that Ken has a tendency to dyslexia. When Ken was ready to enter the primary school, he went to the Department of Health Central Kowloon Child Assessment Centre for a thorough assessment. He was diagnosed with dyslexia.

Early Intervention is the Key

Ken's father said that prior to Ken's diagnosis with dyslexia, the couple had little knowledge of dyslexia. They only heard that dyslexia might make learning more difficult and there are medications available to treat dyslexia. It was not until their son's confirmed diagnosis with dyslexia that they actively searched for online information and tried to find materials and methods to help Ken learn on his own. Besides, they also learned that dyslexia requires appropriate and professional intervention to help their child cross the learning gap. As such, they tried to seek help from non-profit organisations.

Under referral from the Central Kowloon Child Assessment Centre, Ken's parents found Pathways. Ken began to receive after-school support in both English and Chinese from Primary Two. It has been five years since then. Early intervention has not only helped Ken improve in his studies, but Ken's parents have also learned how to help their son learn and study.

Finding the Right Learning Method

Ken's father said, "The teachers at Pathways shared with me the learning progress of Ken and taught us some ways to help our son study at home. For example, while learning English, we need to read aloud to enhance his memory so that he can remember pronunciation of words. Likewise, while studying Chinese, we can use the "image memory" method to help him understand the word structure. I just couldn't believe that games and competitions can help Ken as well!"

Looking back, Ken's father was most afraid that his son would lose confidence in learning due to his dyslexia. Luckily, he found a learning method that was suitable for Ken's needs convincing him that he had the ability to cope with his studies. It did not affect his motivation for learning. Although Ken is still not interested in reading, it is very encouraging and gratifying to the family that he is now able to cope with reading, writing, homework and examinations, etc.

* 化名 Pseudonym

家長及學生心聲 Voices from Parents & Students



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Since 2001, Pathways has been providing learning support, assessment and therapy services to children with dyslexia through professional and evidence-based intervention programmes, helping them to bridge the learning gap and rekindle their interest and confidence in learning. As a registered charitable organization in Hong Kong, Pathways delivers our service on a non-profit basis, while raising funds to support service improvement as well as 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.

We sincerely invite you to help students with dyslexia "bridge the learning gap", enabling them to receive appropriate professional invention support and find a learning method that suits them, thus



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兒童繪本 — 《完美的聲音》

《完美的聲音》兒童繪本由「德和慈善基金會」贊助出版，起用本地新進作家及插畫師精心製作，透過意想不到的原創故事，宣揚傷與健之間合作和包容的訊息，以及人類與自然界共存的重要性，巧妙地將一個理想的共融世界，生動地呈現在小讀者眼前！



詳情

Charity Sale

Parent Reading: "99 Q&A about Dyslexia" Booklet (Chinese only)

With 20 years of experience in helping children with dyslexia, Pathways compiled a list of frequently asked questions as a quick and good reference for parents who need help to get out of the maze of dyslexia. For any donations over a specified amount, donors will receive one copy of this booklet.



Scan QR Code for Details

Children Story Book: "Perfect Harmony" (Chinese only)

Sponsored by AR Charitable Foundation, the children's picture book "Perfect Harmony" is a joint creation by a writer and an illustrator, both aspiring local artists in Hong Kong. Through an original and unexpected plot, the book presents a vivid story of a harmonious world that promotes inclusion for those with disabilities and the importance of the coexistence of human and nature.



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成為義工

我們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、資訊科技支援、推廣 / 公關、美術設計、會計及財務支援、整理圖書、閱讀支援、人力資源及籌款活動支援等。



下載義工報名表格
Download Volunteer
Application Form

Be Our Volunteer

Pathways 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.



其他

我們歡迎不同形式支持，如物資贊助或捐贈，個人籌款活動等等，詳情請電郵至 nikki.lau@pathways.org.hk 或致電 3105 2311 與劉小姐聯絡。

Other

We welcome any form of support such as donations in kind or sponsorship, individual fundraising events and many others. Please contact our manager, Ms. Lau at nikki.lau@pathways.org.hk or 3105 2311 for discussion.



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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