

教育大同論壇 2014 **教育有選擇**  
**We Need Choices**  
Education Conference 2014



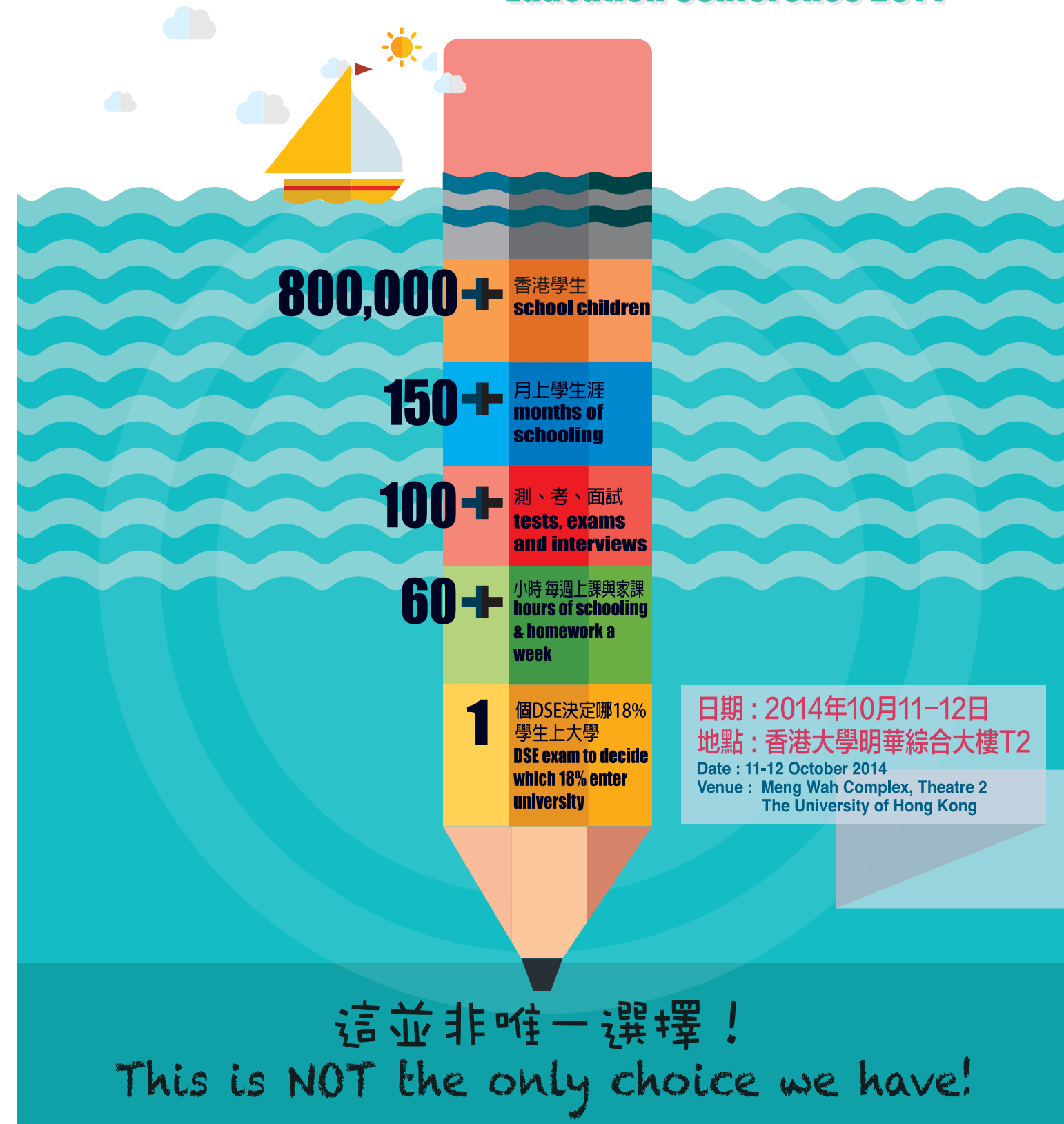
我們的網址



Our Website



[www.ediversity.org](http://www.ediversity.org)



Event Organiser :



Co-organiser :



Faculty of **Education**  
The University of Hong Kong



我們為何辦這個教育論壇？

我們都在追尋一個答案。

為什麼現今的孩子，在嬰兒期已經要去面試入學？為什麼小學生已要承受龐大的功課壓力？為什麼教育改革總是為人詬病？為什麼明明知道現今的教育現象愈趨病態，我們卻只能無奈地接受？

到底香港的教育出了什麼問題？

我們幾個家長，連同一些關心香港教育的朋友，關注到現今香港催谷式的教育，帶給孩子不良的影響。過份著重考試的制度裡，健康的學習風氣完全扭曲。大家都不想這樣，但又有什麼其他選擇呢？香港教育其中一大問題，便是別無選擇。無論你讀哪一間學校，背後都默認著一條「入大學」方程式：「聽話+成績好=成功」。

## 我們為何辦這教育論壇？

然而，教育真的是這樣簡單嗎？

這個教育論壇的目的，就是讓大家停下來，思考一下這個問題。我們探索其他非主流的教育理念，希望有助反思。為了使我們的下一代能快樂地成長，成為有才能、有熱誠、自知、自信的人，我們都必須跳出原本墨守成規的信念，顧及孩子的全人發展，作出有意識的選擇。假如我們做得到，家長和老師將會合作，留意孩子的身心培育；校長以及辦學團體的辦學方向，將會顧及孩子的全面發展；政府也會支持教育裡的多元性。

我們希望大家也能透過《教育大同》這個平台，互相支持，明智選擇，創造新可能。這並不是一件容易的事，但凡事都有個開始，就讓我們一起開始吧。

## Why are we here today?

### A Word from EDiversity

We are here to try to solve a puzzle.

This puzzle is about why education is spiraling away from what it is supposed to be. Why the more reforms, the more complaints? Is it because some essential pieces of this puzzle are missing?

EDiversity is a new charity founded by a group of parents and individuals who are concerned that Hong Kong children are not learning properly. We feel that the overly exam-oriented approach has twisted the whole learning culture so much that most people are no longer able to decide for their own children. To EDiversity, one important piece the puzzle is missing is CHOICES. Whichever school you go to, there seems to be one formula: Behave + study well = University + success ever after. Is it really that simple?

This conference is to create the space and time for us to stop and think. We search around for alternate ideas to help this rethinking. For our children to grow up sustainably, we all need to take the time to think outside the box and make sensible choices that take care of the individual needs of our children. If we can do that, parents and teachers will choose to work together and spend more time on students' personal development; principals and sponsoring bodies will choose directions that will cater that; and the government will choose to support a diversity of education offerings. We hope you can use this platform to find support, make choices, or even create choices for more to enjoy. We know it's not easy, but everything has a beginning. Let's start the process.

## 社會變了，教育也要變！



程介明教授  
香港大學教育學院講座教授

社會變了！「大規模生產」讓路給「少產量、多品種」，金字塔式的大機構被許許多多的小單位所取代。前線的工作人員不再是簡單的操作工，而是直接面對客戶、獨立決策、創意設計、承擔風險、需要用腦的知識工作者。我們的教育，在培養這樣的下一代嗎？

社會變了！個人的生活也變了。就工作而言，不斷的轉工、轉行，經常的失業、待業，職業的保障與安全，不斷減弱。工作以外，下一代將經歷很不一樣的家庭、文化、政治、宗教、餘暇、老年生活。我們的教育，在為我們的下一代準備這樣的生活嗎？

我們面前的使命，是擺脫過多的經濟話語、過時的學校觀念、過量的正規教室；返璞歸真，讓教育回

歸「學習」，將學生的學，習放在教育的核心。我們也深深知道，前面的道路是漫長的。

「教育大同」是一個家長組織。「教育有選擇」，是由家長走出來主辦的，介紹另類教育的會議。這是一個創新，也是一個難得的開始。不要以為香港的家長都是「怪獸」，不少家長也在期盼和尋找不一樣的教育。迎接新社會的教育，家長應該有他們的貢獻。

我們深信，學生學習，可以有許多不一樣的可能性。當家長、教師與政府都同心同德，開闊對教育的看法，給予學生更多空間，讓學生有更多的學習經歷，香港的孩子必定會有一個更健康快樂、更有成就的未來。

## The world has changed, so should education!

Professor Cheng Kai Ming  
Chair Professor of Faculty of Education  
The University of Hong Kong

Society has changed. Mass production has given way to "less of more" (less quantity, more variety). Pyramidal structures of large corporations have been replaced by numerous small work units. Frontline workers are no longer simple operatives. They have to face customers, make decisions, design with creativity, take risks... They are knowledge workers who have to use their brains. Is our education today nurturing a generation like this?

Society has changed, so has the life of individuals. People experience frequent change of jobs and occupations, and encounter unwanted unemployment or job-waiting. Job security is increasingly weakened. Work aside, our next generation will experience a very different family, cultural, political, religious, leisure and elderly life. Is our education preparing our next generation for these non-economic aspects of life?

Our mission now is to move away from the excessive economic discourse, obsolete concepts of schooling, and

excessive formal instruction. Back to basics, we should bring 'learning' back to education and restore student learning as the core of education. We do know, however, it is a long journey ahead.

EDiversity is a parent organization. 'We Need Choices' is organized by parents. It is a conference introducing alternative education. This is an innovation and an unusual start. Don't ever think Hong Kong parents are all 'tiger mums', many are longing and searching for an education that is different. Parents should have their contributions in education in order to face the new era.

We deeply believe that student learning can take place in many alternative forms. When parents, teachers and the government work together in concert, widen the vision on education, give students more space that allow them to have many more learning experiences, Hong Kong children will certainly enjoy a future that is healthier, happier, and more fulfilling.

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

0830-0925	登記 Registration		
0930-0945	開幕致辭：港大教育學院院長顏哲思教授 Opening Address：Prof. Stephen Andrews, Dean, Faculty of Education, HKU		
0945-1015	教育是甚麼？ What is education?	程介明教授 Professor Cheng Kai Ming	
1015-1115	家長是教育家嗎？ Parents are Educators?	余元愷教授 Professor Albert Yee	
1115-1145	小休 Break		
1145-1300	一些非傳統的教育選擇 A Few Non-Traditional Education Choices in HK		
3個工作坊 (任擇其一)  3 parallel workshops (Please select one)	學前 Pre-school	小學 Primary	中學 Secondary
	蒙特梭利：劉詠思女士 Montessori：Ms. Daisy Lau	自然學校：李靄儀校長 Gaia School：Ms. Lee Oi Yee	飄流教室：吳焯軒先生 Floating Classroom：Mr. Chris Ng
	華多夫：Ms. Julie Lam Waldorf：	禮賢學校：陳劉斯嫦校長 Kowloon Rhenish School：Mrs. Emily Chan	兆基創意書院：黃英琦女士 HKICC Lee Shiu Kee School of Creativity：Ms. Ada Wong
	瑞吉歐：王義光先生 Reggio Emilia：Mr. Nicholas Wang	First Code Academy：辛焯琳女士 Ms. Michelle Sun	聖士提芬會Gogetters 青少年同住訓練計劃：陳卓豪先生 St Stephen's Society "Gogetters" Residential Training Programme：Mr. Chan Cheuk Ho
1300-1415	午膳 Lunch		
1415-1515	研討會 Panel Discussion	教育心理學家朱可達博士 Dr. Matthew Chu, Educational Psychologist  臨床心理學家陳嘉詠女士 Ms. Patricia Chan, Clinical Psychologist  香港教育學院心理學系助理教授黃緯立博士 Dr. Simpson Wong, Asst. Professor, Dept. of Psychology, HKIED	
1515-1615	研討會 Panel Discussion	東莞工商總會張煌偉小學校長梁偉基先生 Mr. WK Leung, Principal, Cheong Wong Wai Primary School  陳校長免費補習天地創辦人陳荳先生 Mr. Chan Hung, Founder, Principal Chan Free Tutorial World  香港職業訓練局青年學院院長楊富耀先生 Mr. Vincent Yeung, Principal, HK Vocational Training Council Youth College	
1615-1645	小休 Break		
1645-1745	我們應如何選擇？ How Should We Choose?		
3個工作坊 (任擇其一)  3 parallel workshops (Please select one)	21世紀的學校應該是怎樣的？ 與嘉賓一起討論創新的教與學方案 Open Discussion：What should schools be like in the 21st century? Brainstorming different learning and teaching solutions	在家自學聊天室： 中港台在家教育者對談 Homeschooling Chatroom： Homeschooling Families from PRC, HK & Taiwan 台灣自學家庭陳怡光先生一家 Mr. Tim Chen & family (Taiwan)	家長學堂 從名人成長看家長教養方式的成敗 (英語講解) Parenting workshop Raising and teaching children for their tomorrows
	創不同召集人黃英琦女士 Ms. Ada Wong, MaD Convenor	北京21世紀教育研究院 項目負責人袁芳艷女士 Ms. Yuan Fang Yan 21st Century Education Research Institute (Beijing)	主講：余元愷教授 Speaker：Prof. Albert Yee (U.S.)
	香港教育學院呂大樂教授 Professor Lui Tai Lok		
	陳校長免費補習天地創辦人 陳荳先生 Mr. Chan Hung Founder, Principal Chan Free Tutorial World	香港自學家庭 聖士提芬會Go Kids： 朱德貞女士及莫Sir的人子流浪學校分享 Ms. Esther Chu St. Stephen's Society's Go Kids & other homeschool families (HK)	

第一天完 End of Day 1

第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

0830-0925	登記 Registration					
0930-1015	我們有何選擇? (一) 芬蘭學堂 What choices have we? (1) The Finnish Lessons	Mr. Niko Lindholm				
1015-1100	我們有何選擇? (二) 為何傳統語言學習法已不合時宜? What choices have we? (2) Textbook vs story book	Dr. Stephen Krashen				
1100-1130	小休 Break					
1130-1215	我們有何選擇? (三) 在家自學在全球的發展 What choices have we? (3) What is Homeschooling?	Dr. Paula Rothermel				
1215-1300	我們有何選擇? (四) 自主學校在香港可行嗎? What choices have we? (4) Democratic Schooling: Is it possible in HK?	Mr. Michael Sadofsky				
1300-1415	午膳 Lunch					
1415-1515	<div>一些可借鏡的教與學選擇 A Few Benchmarking Choices in Teaching &amp; Learning</div> <table><tr><td><div>在家自學聊天室 Workshop (1) Homeschooling Chatroom 中港台在家教育者對談 Homeschooling Families from PRC, HK &amp; Taiwan</div><div>3個工作坊 (任擇其一)  3 parallel workshops (Please select one)</div></td><td><div>芬蘭學堂 Workshop (2) Finnish Lessons</div><div>Mr. Niko Lindholm</div><div>校長/老師優先 (principals/teachers have priority)  (英語講解，兩節相同) (session held twice in English)</div></td><td><div>自主學校 Workshop (3) Democratic Schooling The Sudbury Valley School Model</div><div>Mr. Michael Sadofsky</div><div>(英語講解，兩節相同) (session held twice in English)</div></td></tr></table>			<div>在家自學聊天室 Workshop (1) Homeschooling Chatroom 中港台在家教育者對談 Homeschooling Families from PRC, HK &amp; Taiwan</div> <div>3個工作坊 (任擇其一)  3 parallel workshops (Please select one)</div>	<div>芬蘭學堂 Workshop (2) Finnish Lessons</div> <div>Mr. Niko Lindholm</div> <div>校長/老師優先 (principals/teachers have priority)  (英語講解，兩節相同) (session held twice in English)</div>	<div>自主學校 Workshop (3) Democratic Schooling The Sudbury Valley School Model</div> <div>Mr. Michael Sadofsky</div> <div>(英語講解，兩節相同) (session held twice in English)</div>
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1515-1545	小休 Break					
1545-1645	<div>如何評估在家教育 How to carry out assessment in home education</div> <div>Dr. Paula Rothermel (英語講解) (English)</div>	<div>內容同上 (repeat of workshop above)</div>	<div>內容同上 (repeat of workshop above)</div>			
1645-1730	<div>閉幕禮 Closing Ceremony</div> <div>未來的學習方式 教育大同執行委員高田先生 與「新青年理髮廳」樂隊及自學孩子 一同想像理想學習世界</div> <div>Exploring Internet learning with Mr. Arni Highfield, EDiversity Executive Member Let our imaginations fly about joyful learning with local band 'New Youth Barber Shop' and homeschool children</div>					

全會完 End of Conference

論壇採用英語、廣東話及普通話，只在T2設英語及廣東話設即時傳譯。

Conference will be conducted in English, Cantonese, Mandarin.  
English, Cantonese simultaneous interpretation will be provided only in T2.



第一天  
10月11日  
First Day  
October 11<sup>th</sup>

廣東話 / Cantonese

0945-1015

講題：  
教育是甚麼？

TOPIC: WHAT IS EDUCATION?

### 主講：程介明教授 香港大學教育學院講座教授

程教授歷任教育學院院長、副校長、校長資深顧問。主修數學的他，原為中學教師，任教數學科和物理科，後升任校長；1987年獲倫敦大學教育研究院哲學博士，專攻教育規劃與教育政策；1996至2006年在哈佛大學教育研究院任訪問教授。歷任世界銀行、聯合國教科文組織、聯合國兒童基金會、聯合國開發署，以及許多其他國際組織的研究顧問，研究範圍以教育政策、教育規劃為主。

程教授曾參與許多國家的教育決策討論、評估及諮詢，近年除參與美國教育發展與政策之討論，亦出任中國國家基礎教育課程與教材專家諮詢委員會委員。他亦是香港教育統籌委員會成員，一直推動本港自1999年啟動之全面教育改革。

### Speaker : Professor Cheng Kai Ming Chair Professor of Faculty of Education The University of Hong Kong


Professor Cheng was Dean of Education, Pro-Vice-Chancellor and Senior Advisor to the Vice-Chancellor of the University. Trained as a mathematician, he was a school teacher in Physics and Mathematics, and became a principal before he pursued doctoral study at the London Institute of Education. He taught at the Harvard Graduate School of Education as Visiting Professor in 1996-2006. He has been consultant with the World Bank, UNESCO, UNICEF, UNDP and the Asian Development Bank. His research areas mainly focus on education policy and planning.

He has undertaken various projects related to policy-making, legislation and institutional evaluation in various jurisdictions across continents. Recently, he is involved in discussions about education reforms in the US. Besides, he is a member of the National Advisory Committee on Curriculum Reform in China. Locally, he is a member of the Education Commission and was instrumental in the comprehensive reform which started in 1999 and is still on-going.



主持 | Host:  
莫宜端女士  
Ms. Zandra Mok

曾任無線電視、香港電台記者、  
勞工及福利局政治助理。  
Former reporter of TVB & RTHK.  
Former political assistant in  
Labour & Welfare Bureau.

  
Our brains do not  
have the capacity to  
multi-task.

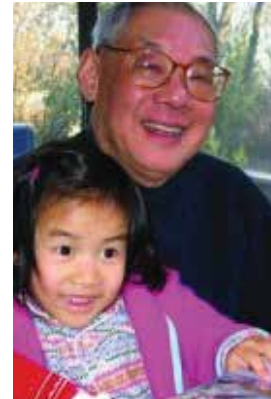
### 主講嘉賓：余元愷教授 美國心理學會學人

余教授是文化和社會心理學家，在一九九五年退休前，這位第四代美國土生華裔學者從事教學及研究逾四十年。曾在美國、中國大陸、香港、日本以及新加坡執教鞭的余教授，著作豐富，除發表學術論文及在國際報章撰寫評論文章；亦曾出版十二部書籍，最新的一本名為：「教養孩子締造未來」。

余教授年青時曾當兵打韓戰，後為中美建交出力，七二年美國總統尼克遜歷史性訪華，兩國就中美國民的教育、科學和文化交流的突破性協議內容，乃是由余教授出謀獻策。他亦十分關注香港情況，曾主編「香港何去何從？」一書，分析殖民時代香港的人道主義及專權政治；二〇一二年曾為香港一個改進學前及小學教育的研究調查擔任主席。


### Keynote Speaker : Professor Albert H. Yee Fellow of the American Psychological Association

Professor Albert H. Yee is a cultural and social psychologist whose distinguished teaching and researching career spanned over 40 years, from teaching underprivileged and gifted kids to being professor and academic dean in the U.S. and East Asia - Japan, Mainland China, Hong Kong and Singapore. While in Hong Kong, he chaired a territory-wide survey of pre- and primary education aimed at improvement. Retiring in 1995, this fourth-generation Chinese American's unique background includes being a GI in the Korean War; assisting in planning Nixon's groundbreaking 1972 visit to China, and was the first 'foreign expert' in psychology invited to China. Yee has published over a hundred journal articles and 12 books, including his latest, Raising and Teaching Children For Their Tomorrows, which speaks of how parenting can shape a child, his future and society as a whole for good, bad, or mediocre.



主持 | Host:  
王義光先生  
Mr. Nicholas Wang

教育大同會議籌委會委員。教育科技  
社企100 Village的創辦人；並成立  
The Mulberry Tree UnschooL，因應  
幼兒在重要的成長階段，為父母和孩子  
提供適切的引導。  
Conference Operation Committee  
member, EDiversity. Founder of  
100 Village, an ed-tech social  
enterprise. Founder of The Mulberry  
Tree UnschooL, with a goal to set  
parents and children on the right  
path during the important formative  
years.

  
There is very  
little correlation  
between the  
amount of  
homework and  
achievement in  
elementary  
school.

講題：  
家長是教育家嗎？

TOPIC: PARENTS ARE EDUCATORS?



# 一些非傳統的教育選擇

## 講者簡介

第一天

10月11日

First Day

October 11<sup>th</sup>

中英雙語 | Chinese & English

1145-1300

三個工作坊

(任擇其一)

3 parallel workshops  
(Please select one)

1

幼兒教育

PRE-SCHOOL



劉詠思女士  
蒙特梭利

劉女士是美國蒙特梭利協會教師培訓師，擔任美國蒙特梭利協會國際執照教師已十年。過去七年，亦為中文大學專業進修學院蒙特梭利家長教育課程導師，在幼兒教育上有廣而深的經驗，並與內地的蒙特梭利組織緊密合作。

Ms. Daisy Lau  
Montessori

Daisy is a teacher trainer of the American Montessori Society. Having 10 years experience as a certified teacher of the AMS, Daisy has for seven years also been an instructor of CUHK's Montessori Parent Education Programme at the School of Continuing and Professional Studies. Daisy has extensive experience in early childhood education and has been working closely with Montessori communities locally, in Mainland China and other parts of Asia.



王義光先生  
瑞吉歐

他從小在香港受教育，所以聽到肯·羅賓森爵士的「教育改革的範例」演講，關於「瑞吉歐教學理念」便深被吸引：尊重孩子的權利、孩子是有能力的個體、用多媒體方法記錄孩子所思所學等等。自此他努力去成為一位更好的父親，並在2013年創立The Mulberry Tree Unschool，目標是幫助父母為子女奠定良好的教育基礎。

Mr. Nicholas Wang  
Reggio Emilia

Having schooled in Hong Kong until his teenage years, Nick has strong feelings about Sir Ken Robinson's lecture, Changing Education Paradigms, as it was his first encounter with the Reggio Emilia Approach. He was deeply inspired by its philosophy, so he determined to learn more in order to become a better father. In 2013 he started "The Mulberry Tree Unschool" with the goal of setting parents and children on the right path during children's important formative years.



Our brain prefers  
images over text.

# A Few Non-Traditional Education Choices

## Speakers



Music and movement augment  
children's language capabilities  
during the preschool years.



Ms. Julie Lam  
華多夫

Julie 原先在香港當幼兒教育老師，後來學習蒙特梭利教育法，及後又研讀華德福教育法。過去12年，她多次往返英國，並於小學當遊戲治療師，教導社交和情緒方面有困難的小孩。在研讀多個教育哲學和理念後，她致力幫助成人了解兒童早期成長的重要，並輔助小孩和其家人面對家庭生活和入學初期的難題。

Ms. Julie Lam  
Waldorf

Julie first worked as a kindergarten and nursery teacher in Hong Kong, then trained in Montessori education and Steiner Waldorf education. She has travelled to the UK many times over the last 12 years and worked in primary schools as a therapeutic play specialist for children suffering from social and emotional issues. Having studied several different educational philosophies and ideas, she is very committed to deepening adults' understanding of the importance of the early years and continues to look at ways to support young children and their families in both their home life and the child's first experiences of school.



主持 | Moderator :  
莫宜端女士  
Ms. Zandra Mok

1

幼兒教育

PRE-SCHOOL

# 一些非傳統的教育選擇

## 講者簡介

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

廣東話 / Cantonese

1145-1300

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

## 2 小學教育

## PRIMARY EDUCATION



李靄儀女士  
鄉師自然學校校長

李校長（小雨）是自然學校的創校老師，一直任教至今。之前曾任社工，服務兒童和青少年、單親家庭。在2007年創立的自然學校，以「自然、人本、自主」為辦學理念，是本港第一間提倡自然簡樸、強調綠化心靈（情意自然）、兒童為本的學校；並以生活公約、生活會議及生活法庭代替校規；以開放教育，學習自主形式上課。

Ms. Lee Oi Yee  
Principal, Gaia School

Founding teacher of RTC Gaia School, Oi Yee has been teaching at GAIA since 2007. Before that, she was a social worker serving children and teenagers. RTC Gaia School has an education vision of "Nature, Humanity, and Autonomy". It is revolutionary in the emphasis on nature and simplicity, stressing the importance of being green at heart. RTC Gaia School embraces a child-oriented approach. There is the covenant of living, conference of living and court of living instead of a set of school rules. The educational style is openness, and the way of learning is self-oriented.



陳劉斯嫦女士  
九龍禮賢學校校長

她原是中學教師，1990年9月開始任九龍禮賢學校校長，該校為中華基督教禮賢會九龍堂於1959年主辦之非牟利基督教小學，秉承基督的教訓，相信學生是獨特和尊貴的個體，重視個別兒童潛質的培養，為學童提供積極的學習環境，發展優質全人教育。

Mrs. Emily Chan  
Principal, Kowloon Rhenish School

Emily was a secondary school teacher before becoming Principal of Kowloon Rhenish School in 1990. Her school was founded by the Kowloon Rhenish Church in 1959. With a team of dedicated teachers, they are committed to offering a student-centred and potential enhanced whole-person education based on biblical principles.



**Kids should be assigned no more than 10 minutes per grade level per school night (Monday through Thursday only) .**

# A Few Non-Traditional Education Choices

## Speakers



辛焯琳女士  
First Code Academy 創辦人/行政總裁

在香港土生土長、於中學會考獲9A的辛焯琳，在美國著名大學畢業後，任職投資銀行，但逐漸發現金融工作缺乏意義，於是轉投科技界，從頭學起，赴美國學習程式課程，並去矽谷學師。最近，她在香港創業，結合科技和教育工作，教導小朋友學習編寫和設計程式。

Ms. Michelle Sun  
Founder /CEO, First Code Academy

Born and raised in Hong Kong, Michelle got 9 A's in the Hong Kong Certificate of Education Examination. After graduating from a prominent university in the U.S., she worked in investment banking. Gradually she found her career in the financial sector unfulfilling, and decided to start all over again in the IT sector. Michelle went to the U.S. to study an intensive program on software development, then gained a lot of experience working in Silicon Valley. Lately, she has commenced her own business by combining IT and education, teaching children how to design software.



香港教育局於本年六月刪去每日書寫練習家課不應超過**30分鐘(初小)**及**60分鐘(高小)**的上限指引。

## 2 小學教育

## PRIMARY EDUCATION



主持 | Moderator :  
何美儀女士  
Ms. Doreen Ho

教育大同會議發展顧問。任職教育界十五年後轉為全職媽媽，近年積極爭取停止TSA系統性評估，及全力推動學前階段的親子閱讀。

Conference Development Advisor, EDiversity. Worked 15 years in education then became a full-time mother. Recently active in crying for a stop in TSA, and promoting parent-child reading in pre-school years.



# 一些非傳統的教育選擇

## 講者簡介

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3 parallel workshops  
(Please select one)

3

中學教育

SECONDARY EDUCATION



吳焯軒先生  
「飄流教室」創辦人

於英國完成氣象學及數學的學位後，他於香港外展訓練學校開展體驗教育的事業，然後做「生命前線帆船事工」，以基督教的信念培訓青少年，用遠洋帆船為教育平台。作為訓練帆船「寧靜號」的船長，吳焯軒藉帆船上的各種操作，讓學生參與不同任務，把學術理論知識應用在實際環境，因而衍生「飄流教室」。「航行者計劃」是首次與中學合辦，於今年十月展開。

Mr. Chris Ng  
Co-founder, Floating Classroom

After completing degrees in Mathematics and Meteorology in the UK, Chris started his experiential education career in Outward Bound Hong Kong. Then he served in the Life Front-Line Sailing Ministry, a sail training organization in Christian values. As skipper of the training vessel "Spitali", he combines hands-on experience on board with academic knowledge, by teaching the students to apply academic theories in the real world. "Project Voyager" is the first project with a local secondary school, launching in October, 2014.



黃英琦女士  
創不同/ 李兆基創意書院創辦人

黃女士是律師、政治家、文化倡導者、教育工作者、社會創業家，致力推動社會創新、創意教育和文化發展。過去十多年，她先後創立多個非牟利組織及文化和社會企業，計有香港當代文化中心、香港兆基創意書院、Make A Difference創不同，及新近成立的The Good Lab 好單位，以推動公民社會發展。

Ms. Ada Wong, MaD Convenor  
MaD & HKICC Lee Shiu Kee School of Creativity

Ada is a lawyer, local politician, cultural advocate, educator, social entrepreneur and a staunch advocate of social innovation, creative education and cultural development. She founded Hong Kong Institute of Contemporary Culture (HKICC) and then Hong Kong's only art high school, the HKICC Lee Shau Kee School of Creativity, Make A Difference (MaD) initiative. Her latest social venture, The Good Lab, aims at promoting the civil society in Hong Kong.



**NHS (UK): Young people aged 5-18 should have at least 1 hour moderate-intensity physical activity every day.**

# A Few Non-Traditional Education Choices

## Speakers



陳卓豪先生  
聖士提芬會Gogetters青少年同住訓練計劃

卓豪在該會輔導本地吸毒青年廿年，後來增設Gogetters計劃，擴展服務有危機問題的青年，藉與同工共同生活，以生命影響生命，更成立多元智能具創意的學校，讓問題青年發揮潛能與所長。他近年亦參與訓練家長工作，定期為Gogetters家長舉辦工作坊。

Mr. Chan Cheuk Ho  
Gogetters Residential Training Programme  
St. Stephen's Society

Chan has worked with St. Stephen's Society for nearly 20 years, targeting the well-being of drug-addicted teenagers in Hong Kong. This led to the formation of "Gogetters" Residential Training, a programme for at-risk young people struggling with various life problems. In "Gogetters", teenagers live together and attend the on-campus school in a creative learning environment. The programme helps young people discover their strengths and talents. He also conducts regular workshops for parents of "Gogetters" to exchange ideas and advice about parenting.



**Multi-media tools improve our brains' memory power.**

3

中學教育

SECONDARY EDUCATION



主持 | Moderator:  
Mr. Kinal Ng

教育大同會議籌委會委員。全智教育基金創辦人，致力推動真正的健全教育，讓學校教育回歸以「學生為本、因材施教、有教無類」的教育理想。Conference Operation Committee member, EDiversity. Founder of Holistic Education Foundation, promoting student-oriented education in the schools in Hong Kong.

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

廣東話 / Cantonese

1415-1515

主題 1：贏在起跑線？

TOPIC 1: WINNING ON THE START LINE?



朱可達博士  
教育心理學家

朱博士自2002年起擔任教育心理學家，現為香港大學心理學系榮譽助理教授。他是香港大學教育學院融合與特殊教育研究發展中心的「學生輔導、生活技能和職業發展特別興趣小組」的創始成員，致力推行資優教育、創意及天賦發展。

**Dr. Matthew Chu**  
Educational Psychologist and  
Honorary Assistant Professor,  
Department of Psychology,  
University of Hong Kong

Matthew began his career as an Educational Psychologist in 2002. He is now Honorary Assistant Professor at the Department of Psychology at the University of Hong Kong. He is interested in the study of Gifted Education, Creativity and Talent Development.




陳嘉詠女士  
臨床心理學家

陳女士是香港註冊臨床心理學家，除在學校擔任臨床心理學家外，亦有私人執業。她有豐富前線經驗，接觸不同學生、老師及家長，並為他們提供心理評估、治療及預防心理病及親子工作坊。

**Ms. Patricia Chan**  
Clinical Psychologist

Patricia is a Registered Clinical Psychologist in Hong Kong. She is currently working as a school clinical psychologist and running a private practice. She has ample frontline experience in handling students', teachers' and parents' cases and offering psychological assessment, treatment and preventative workshops.

 Typical school children today report more anxiety than did child psychiatric patients in the 1950s. (Journal of Personality and Social Psychology, December 2000)



黃緯立博士  
香港教育學院心理學系助理教授

黃博士的研究集中在發展心理學的範疇，著重提高正常及有特殊學習需要兒童的學習和閱讀能力。近年來，他專注於行為遺傳學（雙胞胎研究）、消費者行為、正念和多媒體學習的研究。

**Dr. Simpson Wong**  
Asst. Professor, Dept. of Psychology, HKIED

Simpson's research interests lie in the area of developmental psychology, ranging from theory to assessment to intervention, with a focus on improving learning and reading abilities in children with or without special learning needs. In recent years, he has focused on behavioral genetics (twin study), consumer behavior, mindfulness and multi-media learning.



父母愈操控，子女品格愈差。(遊樂場協會與中大社工系本年7月對2,000名中學生的調查)



主持 | Moderator:  
莫宜端女士  
Ms. Zandra Mok

主題 1：贏在起跑線？

TOPIC 1: WINNING ON THE START LINE?



# 第一天的研討會

## 講者簡介

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

廣東話 / Cantonese

1515-1615

主題 2 : 一樣學校百樣人，學校要如何出招？



梁偉基先生  
東莞工商總會張煌偉小學校長

從事小學教育工作超過二十年後，梁偉基自2009年起出任東莞工商總會張煌偉小學校長。他認同「融合教育」的理念，相信全校一致的價值取向是成功的關鍵。教師應相信所有學生都有其獨特的潛能，能夠從不同的角度欣賞學生的能力，而學校應給予恰當的空間去發揮其多元智能。

Mr. Leung Wai Kei  
Principal, Cheong Wong Wai  
Primary School

Leung had been a primary school teacher for more than 20 years before serving as the Principal of Cheong Wong Wai Primary School in 2009. He believes in the principle of Integrated Education, and that establishing inclusive values in the school is the key to success. He believes teachers should believe that every student has unique potential and appreciate students' capabilities from different perspectives, and that schools should provide room for students to fully develop their multiple intelligence.



陳荭先生  
陳校長免費補習天地創辦人

陳荭曾任直資中學創校校長、香港直資中學議會秘書長和香港私立學校聯會副主席。於2011年，他毅然辭任校長一職，創辦慈善機構【陳校長免費補習天地】，為貧困弱勢青少年提供一對一免費補習服務。現時機構有超過3,500名學生註冊，其中2,500多名正接受義補服務。

Mr. Chan Hung  
Founder, Principal Chan  
Free Tutorial World

Chan was the founding principal of a Direct Subsidy Scheme (DSS) secondary school, the Secretary of the Hong Kong DSS Secondary Schools Association and the Vice Chairman of the Hong Kong Private Schools Association. In 2011, he stepped down and established the "Principal Chan Free Tutorial World", providing free one-to-one tutorial service for kids with financial and learning difficulties. Since beginning operation, more than 3,500 students have registered, and over 2,500 of them have benefited from the free service thus far.

# Day One Panel Discussion

## Speakers



楊富耀先生  
香港職業訓練局青年學院院長

加入香港職業訓練局前，他曾於香港理工大學工作九年，教授社會政策及青少年服務等課程。從事教學工作以先，他曾擔任前線社會工作者，在服務青少年方面，經驗豐富。

Mr. Vincent Yeung  
Principal, Youth College (VTC),  
Hong Kong

Before joining the Vocational Training Council (VTC), Vincent had worked at the Hong Kong Polytechnic University for 9 years. He specialised in Social Policy studies and Youth Services and was responsible to teach relevant undergraduate and postgraduate Social Work courses. He was also an experienced youth social work practitioner before joining the academic field.



學習表現下降，跟以下原因有關：睡眠不足、失眠、睡眠窒息症。



Countries with the highest scoring students on achievement tests, e.g. Japan, Denmark and The Czech Republic, have teachers who assign little homework.



主持 | Moderator :  
葉少康先生  
Mr. Nelson Yip

香港首位奧運馬術代表、成功企業家，聯志發展基金創辦人，熱心參與社會公益。

The first who represented HK in the Paralympics Equestrian Event, founder of Unleash Foundation, who is a successful entrepreneur very passionate in community service.

主題 2 : 一樣學校百樣人，學校要如何出招？

TOPIC 2 : HOW CAN SCHOOL CATER FOR INDIVIDUAL NEEDS UNDER 'INTEGRATED EDUCATION' ?

TOPIC 2 : HOW CAN SCHOOL CATER FOR INDIVIDUAL NEEDS UNDER 'INTEGRATED EDUCATION' ?

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

廣東話 / Cantonese

1645-1745

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

工作坊  
1

WORKSHOP 1

## 主題：21世紀的學校應該是怎樣的？ 《與嘉賓一起討論創新的教與學方案》



黃英琦女士  
創不同召集人

Ms. Ada Wong  
MaD Convenor



陳荊先生  
陳校長免費補習天地創辦人

Mr. Chan Hung  
Founder  
Principal Chan Free Tutorial World



Since 1981, time kids spent in sports has decreased by 58% (6- to 8-year-olds), 19% (9- to 11-year-olds), 43% (12- to 14-year-olds), 28% (15- to 17-year-olds). (University of Michigan 2004)



主持 | Moderator:  
趙永佳教授  
Prof. Stephen Chiu

香港亞太研究所聯席所長，香港中文大學社會學教授。  
Associate Director of HK Institute of Asia-Pacific Studies, Professor of Dept. of Sociology, CUHK.

## Topic : What Should Schools Be Like In The 21st Century? (Open Discussion With Participants)



呂大樂教授  
香港教育學院講座教授

呂教授的近著包括 "Hong Kong: Becoming a Chinese Global City", "Hong Kong, China : Learning to Belong to a Nation", 「那似曾相識的七十年代」等。

Prof. Lui Tai Lok  
Chair Professor  
Hong Kong Institute of Education

Professor Lui's recent publications include "Hong Kong: Becoming a Chinese Global City", "Hong Kong, China: Learning to belong to a Nation", and "The Story of Hong Kong in the 1970s Re-told".



Multi-tasking will not increase productivity. It may be less efficient - especially for complicated or unfamiliar tasks - because it takes extra time to shift mental gears every time a person switches between the two tasks.

工作坊  
1

WORKSHOP 1



第一天  
10月11日  
First Day  
October 11<sup>th</sup>

三語講解 | Cantonese, Mandarin, English

1645-1745

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

## 主題：在家自學與海外及中港台 自家教育者對談



陳怡光先生一家  
台灣自學家庭

「台灣自學教父」- 陳怡光，十二年來不斷努力，成功向政府爭取自學學生的受教權和保障家長的教育選擇權。陳爸和波蘭裔妻子Dorota育有三名子女，2002年開始在家教育，在陳爸的推動下，台灣現有2部自學專法以及10個相關辦法的配套措施，家長可以從小學一年級實施到高中畢業，完整保障自學學生的權益。

### Mr. Tim Chen & family

Tim is the founder of Taiwan Homeschool Advocates (THA). He and his Polish wife Dorota have 3 kids. They have been homeschooling since 2002. Under his auspice, homeschool law in Taiwan has expanded from just one line in the Primary and Junior High School Act to two dedicated laws plus comprehensive amendments to 10 other relevant laws.



朱德貞女士  
聖士提芬會 Go Kids  
親子遊戲小組創辦人

她在聖士提芬會工作逾廿年，專責青年及幼兒工作，和協助吸毒人士和其問題家庭，又開展「再教養」模式Gogetters。她和丈夫卓豪育兩子，有感香港幼兒教育理念狹隘，妨礙小孩的創意發展，故與數個家庭辦在家幼兒學堂，並設免費幼兒親子遊戲小組Go Kids。

### Ms. Esther Chu Founder, Go Kids Play Group, St. Stephen's Society

Esther has worked with St. Stephen's Society for over 20 years in Hong Kong, pioneering their service with children and young people and helping drug abusers and families. She and her husband, Chan Cheuk Ho, also established a residential youth programme called "Gogetters". A family of four with two little sons, they noticed that the Hong Kong education system stunted creativity, so they joined with like-minded parents to educate their own children. She established "Go Kids", in which parents and their children explore learning together in a creative and informal environment for free.

## Topic : Homeschooling Discussion with homeschoolers from Hong Kong, Taiwan and PRC



袁芳艷女士  
北京21世紀教育研究院負責人

華中師範大學音樂教育學士、音樂人類學碩士。曾任教於小學、大學。現時的研究領域：中國大陸非學校型態實驗教育政策研究，音樂教育教學與研究等。

### Ms. Yuan Fang Yan Project Officer, 21st Century Education Research Institute, Beijing

Yuan holds an MA in Anthro-musicology and a BA in Music Education both from Huazhong Normal University. She has experience teaching in elementary school and university. Her research concentration includes non-school experimental education policy, music education and research.



北京市政府教育部門頒布減負令，取銷小一小二學生家課，禁止學校把比賽成績及證書作收生依據，取銷小學期中考試，每年大考只考中英數。



Your children need your presence more than your presents. - Jesse Jackson



主持 | Moderator :  
周兆祥博士  
Dr. Simon Chau

曾任香港中文大學及香港浸會大學教授，環保組織綠色力量創辦人。三十年前在英國參與關於自家教育的組織。

Former lecturer in CUHK & Baptist University. Founder of Green Power. Joined homeschool group 30 years ago in the UK.

第一天  
10月11日  
First Day  
October 11<sup>th</sup>

英語 | English

1645-1745

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

工作坊  
3

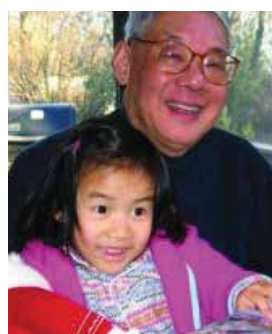
WORKSHOP 3

## 主題：家長學堂

從名人成長看家長教養方式的成敗

### Topic : PARENTING

Raising and teaching children for their tomorrows :  
Verifying key points of Professor Yee's speech through his  
biographical studies of famous individuals



主講：余元愷教授

Speaker : Professor Albert Yee



主持 | Host :  
王義光先生  
Mr. Nicholas Wang



Family meals are the single strongest predictor of better achievement scores and fewer behavioural problems for children ages 3-12. (Journal of Marriage and the Family, May 2001)



Kids between 5-12 need 10-11 hours of sleep each night. Teens need 9.25 hours. (National Sleep Foundation, U.S.)

### Excerpts from Professor Albert Yee's speech

Raising and teaching children should be treated with care and intelligence; it's not simple and easy. People realize that getting married, earning a university degree and a living demand focus and effort, yet of all their endeavors they typically shortchange their young.

While there are decent, child-centered households as well as excellent teachers, the reality is that too many parents and teachers have no idea of what they should do for their children. Their thinking is momentarily short-ranged with little foresight.

A gift of human evolution, awareness and learning begin at birth, not when children enter school. What a child becomes as an adult is largely determined in his or her first decade. I found that to be true through my study of famous people's lives.

Neurons and their interconnections are the workhorses of the brain, of which humans have many billions. As the brain produces neurons on a need basis, youths who have loving, interactive, and thoughtful caregivers and teachers develop brains richly interwoven with neurons.

Children raised and taught in bland, negligent conditions have fewer neurons and weak cognitive development. Studies have found that the brains of highly intelligent children developed differently from children with average intelligence.

Although average children (IQ scores of 83-108) reached peak cortex growth at age 7-8, very bright youths (IQ scores of 121-149) reached their peak cortex thickness about age 13 with greater dynamic pruning of redundant neuron connections to make way for new neurons. The brains of high IQ youths are more plastic and changeable. This has been verified by comparing orphanage children, who lack attachment and social interaction, with children raised by regular families.

The proper nurturance of children stimulates attachment trust and security with parents, mentors, and other guiding spirits from which readiness to learn, awareness, and good spirits spring and grow.

Mothers who scored high on sensitivity (show) more acceptance, cooperation, and accessibility in their interactions with their infants. Besides handling their babies' physical needs, such as feeding and changing diapers, high-sensitivity mothers also treat babies as thinking beings, a crucial important point. Mothers with low sensitivity express love and care in their attachment with babies, but they fail to go beyond the level of feeding and cleansing.

Readings should be frequent and done with social interaction. Instead of just rote recitation, caregivers should involve young listeners by asking them what is

transpiring and what might happen next, what do pictures show, and stressing certain words and phrases for meaning and use; use of social interaction.

The more parents talk with, not just to, their children, the faster the children's vocabularies grow and the better their intelligence develops. At three, children born into well-educated families had heard 30 million more words than those from poor backgrounds.

Sending children to "pre-school" at the age of four—a favored step among policymakers—comes too late to compensate for shortcomings at home. Words spoken directly and meaningfully to and with a child, rather than those simply heard around them, are what builds vocabulary. Putting children in front of televisions does not work. Neither does sitting at the feet of parents while the grown-ups converse. As I've said, children's language development comes from giving and getting communications from caregiver to and with children in social interaction. I don't mean reading the encyclopedia. Connect meaningfully.

Education should be more than memorization and facts. Children's brain development can be promoted by quality, interactive teaching. Support for that and more came from an exciting study by University of Virginia researchers (Child Development, May-June, 2008). Sampling 2,400 four-year-olds in 671 pre-K classrooms in the U.S., they found that children's academic and language skills flourished when they received "greater instructional support, such as feedback on their ideas and encouragement to think in more complex ways . . . when teachers showed more positive emotions. Rigid, line-by-line gluttonous syllabuses restrict teachers. Requiring teachers to have many hours of in-service training will not be helpful if the training is not focused on developing and maintaining social interaction with students.

Hong Kong should have demonstration schools with superb teachers, especially at the primary level. Elevated to the famous Frederic Burk School at San Francisco State, I joined a faculty of outstanding teachers who provided real-life teaching demonstrations for groups of student teachers and educators.

The most important years of learning begin at birth and continue through Primary Six. Parents, relatives, and teachers should develop positive attachment and rapport with children, which promotes giving and getting social interaction. Make a habit of speaking abundantly and meaningfully not just to but with children with frequent use of questions to elicit responses, as in reading sessions. Treat children and youths as thinkers, not robots. Expose them to a rich variety of experiences and ideas and engage their minds about them. When the children you have raised and taught have had a full, good life, in old age they can look back with much satisfaction and warm remembrance of you.

工作坊  
3

WORKSHOP 3



第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

英語 | English

0930-1015

講題 1

芬蘭學堂  
——主流教育可怎樣？  
——借鏡芬蘭

TOPIC 1 : THE FINNISH LESSONS

Why do Finnish schools excel without relying on drilling for exams and lots of schoolwork?



主講：Mr. Niko Lindholm  
TribaLearning 銷售總裁

從商前，Niko在芬蘭政府的教育部門工作，負責開拓海外市場，推銷芬蘭設計的學習系統，他負責的出口項目名為「芬蘭未來學習」（Future Learning Finland），Niko推銷學習系統經驗豐富，專責為芬蘭的教育公司和組織開發沙特阿拉伯和中國市場。

Niko現為上海復旦大學訪問學人，亦為芬蘭Tampere大學博士生，並為芬蘭土爾庫大學社會科學碩士，專修東亞教育改革政治學。他亦曾在日本大阪大學作客座研究員，並幫助越南維新大學設立國際學系。

他目前的工作是推廣數位化學習，結合搜索教育資料和學習內容分析，這種採用社交形式的學習科技，讓學習者以不同的制式，儲存、整理、搜尋各種學習資料，然後和其他學生在網上交流及分享。

Speaker : Mr. Niko Lindholm  
Director of Sales, TribaLearning

Previously serving the government as Project manager in the Finnish National Education export programme, namely Future Learning Finland, Niko has gained extensive experience in selling learning systems, and was responsible for opening markets for Finnish educational companies and organizations in Saudi Arabia and China.

Niko is also a visiting scholar at Fudan University of Shanghai, and a PhD Candidate at University of Tampere in Finland. He holds a master's degree in Social Sciences from the University of Turku in Finland specializing in politics of education reforms in East Asia. He also worked as a visiting researcher at Osaka University in Japan and helped Duy Tan University to build up its International Department in Vietnam.

At present, he is promoting digital learning. By combining both educational data mining and learning analytics, learners can save, organise and search learning material in different formats, and then study these materials collaboratively with other students on the Internet.



主持 | Host :  
王義光先生  
Mr. Nicholas Wang



芬蘭：零功課，  
學生每日平均有  
兩小時自由閱讀  
時間。

主講：Dr. Stephen Krashen  
美國南加州大學榮譽教授



Dr. Krashen 是世界著名的語言學家，亦是教育研究者和社會活動家。自1994年開始，他從語言學研究轉為教育學的研究。其最著名的研究，是建立首套全面的第二語言學習理論（Theory of second language acquisition）。他亦是「自然教學法」（Natural Approach）的其中一位創立者，已發表超過350份有關雙語教育及閱讀的論文和書籍，並推動以「自主閱讀」（Free Voluntary Reading）來學習第二語言，讓學生自由選擇自己喜歡的讀物，不限制其閱讀的速度，目的是讓他們享受閱讀的樂趣，所以毋須考核成果，他認為這是學習母語及第二語言最有效的方法。他曾在加州積極捍衛雙語教學，並就此向傳媒發表逾一千篇文章，後成為知名的社會活動家。

其著作多次獲獎，在2005年更成為國際閱讀協會「閱讀名人堂」（Reading Hall of Fame）的名人之一。工作之餘，Dr. Krashen 原來是跆拳道高手，是黑帶持有人。

Speaker : Dr. Stephen Krashen  
Professor Emeritus, University of Southern California

Dr. Krashen is a world renowned linguist, educational researcher and activist. Since 1994, his research focus shifted from linguistics to the study of education. He is best known for the development of the first comprehensive theory of second language acquisition, and is also the co-inventor of the Natural Approach in language teaching. He has published more than 350 papers and books, mainly on bilingual education and reading. He also promotes free voluntary reading during second language acquisition, which means students are free to choose a book that they like and are allowed to read it at their own pace. The aim is to help them enjoy reading, so assessment is usually minimized or there is none at all. During a campaign to enact an anti-bilingual education law in California, Dr. Krashen became an activist and campaigned aggressively in various media, writing over 1,000 letters to the editor defending bilingual education.

Dr. Krashen has won a number of awards for his work. In 2005, he was inducted into the International Reading Association's Reading Hall of Fame. Outside work, he is a Kung Fu master, holding a black belt in Tae Kwon Do.



主持 | Host :  
黃秋山女士  
Ms. Pia Wong

書伴我行(香港)基金會執行總監，致力宣揚閱讀的樂趣，並和理念相近的志願機構及社會服務團體合作，為社會帶來正面影響。  
Executive Director, Bring Me a Book (HK) Foundation, spreading the joy of reading to promote a better society with like-minded organisations.



Children who feel secure and loved usually do better in school, are more self-confident, have good self-esteem and are able to cope more easily with life's challenges.

第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

英語 | English

1015-1100

講題 2

為何傳統語言  
學習法已不合  
時宜？

TOPIC 2 : TEXTBOOK VS STORY BOOK

Why is the traditional approach no longer relevant in language acquisition?

第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

英語 | English

1130-1215

講題 3

在家自學  
在家自學在全球的發展

TOPIC 3 : WHAT IS HOMESCHOOLING :

How is it developing in the world?



主講：Dr. Paula Rothermel  
特許心理學家、教育心理學家

她是世界頂尖的在家教育研究專家，亦為英國法庭的在家教育案件擔任專家證人，在教育心理範疇，她是唯一的專家證人。

她的博士論文研究工作橫跨七個年頭，研究對象超過一千名兒童，規模之大，在北美洲之外，至今仍未有人超越。

她亦接受電視電台訪問，著作豐富，並多次在英國及國際性的主流教育論壇演說。此外，亦應邀在兩個關於另類教育的國際學術會議擔任主講嘉賓。作為專業的教育心理學家，她在Durham University設計及教授老師培訓課程。而自2000年，她在公開大學教授有關兒童發展的科目。

Speaker : Dr. Paula Rothermel  
Chartered Psychologist & Educational Psychologist

Paula is one of the leading authorities in the world on home education research and the only educational psychologist in the UK specializing in court cases where home education is an issue.

Her doctoral research spanned seven years and involved over 1,000 children. Neither before nor since has there been such an extensive research study in this area undertaken outside North America.

Paula also appears on TV and radio, and has an excellent record on publication. She has spoken at numerous national and international conferences on mainstream education, and was invited as keynote speaker at two international academic conferences on alternative education. As a qualified Educational Psychologist, she has taught her own modules at Durham University, and lectured in child development for the Open University since 2000.



Children's minds develop rapidly when they are talked to, touched and cuddled; when they see and hear familiar faces and voices; and when they handle different objects.

第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

英語 | English

1215-1300

講題 4

自主學校在香港  
可行嗎？  
世界各地的自主學校運動  
發展史，及美國瑟谷學校  
的個案。

TOPIC 4 : DEMOCRATIC SCHOOLING :

IS IT POSSIBLE IN HK?

The democratic school movement in the world and the case of Sudbury Valley School in the United States.



主講：Mr. Michael Sadofsky  
美國瑟谷學校顧問委員

瑟谷學校於1968年建於美國麻省，其為一所沿用自主教育並以民主方式管理的私立學校。Sadofsky先生的三名子女，在考入大學之前，均於瑟谷學校就讀，並獲得該校頒發文憑。Sadofsky於六十年代開始協助發展瑟谷學校，是自主教育運動的先驅。他隨後獲選為瑟谷學校董事會會員，更成為學校主任和顧問委員會會員。Sadofsky先生的專業為電子工程師。他曾受聘於多間機構，於多個領域肩負重任。他於退休前為美國研究院之副總裁，其後為獨立顧問。他目前已全情投入推動瑟谷學校的自主教學方式。

Speaker : Mr. Michael Sadofsky  
Member, Board of Advisors, Sudbury Valley School

Sudbury Valley School is a democratic school founded in 1968 in the USA. Mike's three children spent their entire pre-university schooling at Sudbury, and received a diploma from it before pursuing higher education. Mike was one of the pioneers of Sudbury Valley School, having been involved in planning and developing the school. He was elected to the Board of Trustees, and later as an Officer and a Member of the Board of Advisors. Trained as an Electronic Engineer, he served in many prominent companies, and was Vice President of American Institutes for Research. Mike has now retired from his professional employment and has been enthusiastically engaged in the promotion of the Sudbury Valley model.



“Tell me and I forget, teach me and I may remember, involve me and I learn.”  
- Benjamin Franklin



主持 | Host :  
王義光先生  
Mr. Nicholas Wang



第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

1415-1515

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

工作坊

WORKSHOP

1545-1645

三個工作坊  
(任擇其一)

3 parallel workshops  
(Please select one)

第一節

FIRST SESSION

第二節

SECOND SESSION

三語講解 | Cantonese, Mandarin, English

### 工作坊(一) WORKSHOP 1

在家自學聊天室：  
中港台在家教育者對談

### Homeschooling Chatroom : Homeschooling Families from PRC, HK & Taiwan



主持 | Moderator :  
張惠侶女士  
Ms. Cam Cheung

教育大同創辦人。自由撰稿人，前為新聞工作者。一家四口曾駕帆船橫渡太平洋達五年，並開展實踐在家教學理念，教育兩位女兒。  
Founder of EDiversity. A freelance writer, previously a journalist. Cam sailed across the Pacific with her family for 5 years and started homeschool experience with her two daughters.

英語 | English

### 工作坊(二) WORKSHOP 2

芬蘭學堂  
校長/老師優先  
(英語講解，兩節相同)

### Finnish Lessons (principals / teachers have priority)

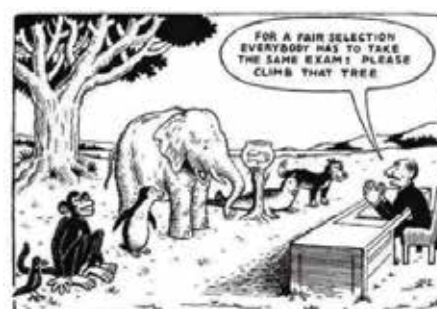
主講 | Speaker :  
Mr. Niko Lindholm



主持 | Moderator :  
何美儀女士  
Ms. Doreen Ho

內容同上  
Repeat Of  
Workshop  
Above

### 工作坊(二) WORKSHOP 2



Our Education System

英語 | English

### 工作坊(三) WORKSHOP 3

自主學校  
(英語講解，兩節相同)

### Democratic Schooling

主講 | Speaker :  
Mr. Michael Sadofsky



內容同上  
Repeat Of  
Workshop  
Above

### 工作坊(三) WORKSHOP 3



主持 | Moderator :  
黃斯薇女士  
Ms. Michell Huang

教育大同創辦人，全職媽媽，註冊老師。受自主教育啟發，支持親密育兒法及自主學習。  
As a full time mum and a registered teacher, Michell is inspired by democratic education and supports attachment parenting and self-directed learning.



主持 | Host :  
劉玉雄先生  
Mr. Hung Luu

教育大同會議籌委會委員，最近離開金融工作去追求理想，計劃在香港辦瑟谷自主學校。  
Conference Operation Committee member. He recently left the finance industry to pursue his dream of starting a Sudbury school.

工作坊

WORKSHOP

## 第二天閉幕禮 Day Two Closing Ceremony

主題：未來的學習方式 Theme: Exploring Internet Learning

演講 + 短劇

Drama Talk with Homeschool Kids

第二天  
10月12日  
Second Day  
October 12<sup>th</sup>

中英雙語 | Chinese & English

1645-1730



主講：高田先生

教育大同執行委員

生於英國，高田於1974年起服務香港皇家警察隊，在31年的警察生涯中擔任不同職務，以前線工作居多，2005年退下警司工作後，高田終於實現童年夢想－駕帆船遊世界，他帶同妻子張惠侶及時為四及六歲的女兒文思及文莉，由美國啟航，橫渡太平洋並遊歷多國，前後五年才返抵香港，航海期間，一家四口在翡翠號上，實踐在家學習理念。

Speaker : Mr. Robert Highfield (Arni)

Executive Member, EDiversity

Arni was born in the UK and joined the Royal Hong Kong Police in 1974. He served 31 years in many posts, mainly with frontline duties. He was a superintendent before retirement in 2005. Then he bought a yacht and realised his boyhood dream to sail around the world, with his wife, Cam, and two daughters, Molly and Nancy, ages 6 and 4 at the time. His family homeschooled on board Yacht Jade for 5 years before returning to Hong Kong.



主持 | Host:  
翁志明先生  
Mr. Jeff Ong

教育大同教師事務顧問，中學教師，現為「進步教師同盟」成員，為教師爭取公義和福祉。  
Teacher Affairs Advisor, EDiversity. He is a secondary school teacher, member of Progressive Teachers' Alliance fighting for justice and welfare for teachers.

表演嘉賓：新青年理髮廳 Guest Performer : New Youth Barber Shop



歐陽、發仔和Showroom三人於大學認識，2013年成立音樂創作組合「新青年理髮廳」，他們的歌曲充滿城市生活觸覺，雖以簡單的結他和弦，卻甚具感染力，在網上平台頗受網民讚賞。去年大學畢業，他們原本可以發展各自的專業，但為了實現共同的夢想，現已全職投入音樂創作。

Au Yeung, Fat Chai and Showroom were university friends. They founded their music group, "New Youth Barbershop", in 2013. Though using simple guitar chords, their songs are full of reflections on society. They have won a lot of fans through social media and the Internet. After graduating last year, they opted out of their original professional pursuit and devoted their time to pursuing their music dreams together.

## 網上免費自學資源，謹供參考！

There are hundreds of choices you can find online.  
We picked a few here for your reference.

幼兒 | Early childhood

The Natural Child Project

The Natural Child Project  
<http://www.naturalchild.org/articles/learning.html>

在家自學 | Homeschooling



a2z homeschooling  
<http://a2zhomeschooling.com>



免費電子書：家就是學校 | free e-book : Home Is Where the School Is  
<http://avatartravel.pl/cqi/de/ebook-Jennifer-Lois/m382710/>

香港自學家庭團體 | HK homeschooling groups

THE HONG KONG  
HOMESCHOOL  
MEETUP GROUP

The Hong Kong Homeschool Meetup Group  
<http://www.meetup.com/hongkong-homeschool/>

國際教育資訊 | Global Education information

THE DAILY RIFF

The Daily Riff  
<http://www.thedailyriff.com/>

免費網上自學資源 | Free Internet learning

KHANACADEMY

可汗學院 | Khan Academy  
<https://www.khanacademy.org/>

COURSERA

Coursera  
<https://www.coursera.org/>

OPEN CULTURE

Open Culture  
<http://www.openculture.com/freeonlinecourses>

codecademy

Code Academy (learn to write computer codes)  
<http://www.codecademy.com/>

youcubed

YouCubed (revolution in teaching and learning maths)  
<http://www.youcubed.org/>

TED

TED Talks  
<https://www.ted.com/>

香港教育城  
HKedCity

香港教育城 | Hong Kong Education City  
<http://www.hkedcity.net/>



# 讓教育回歸學習 程介明教授專訪

程介明跟「教育」二字分不開，這位香港大學教育學院講座教授，大學時代讀物理和數學，做過15年教師和校長，更笑言自己曾經營學店。這位香港教育界殿堂級人物，一直支持「教育大同」的「教育有選擇」會議。為何他與港大教育學院支持這會議？為何他認為現時學校制度不合時宜？家長與學校應怎樣做才可將學習風氣帶返學習正軌？

剛屆七旬的程教授，多年來先後從事很多有關學校管理、教育規劃與政策等多項研究，在香港教育界無人不認識的他，其實也是香港主流學校的產品：「我一家從上海搬過來，誰知來到後就爆發韓戰，又禁運，爸爸公司倒閉了，我們的屋子越搬越細，我入大學前就讀過七間學校。」

「我幼稚園讀聖馬利亞堂，畢業禮上不知怎的給獎了一本書，我好開心，爸爸說：『為何你得一本書？因為你考13名囉，你記得有個鄭國雄嗎？他考第一，他拿個金鎖匙啊！』」看，我現在還記得那同學的名字！從此就覺得原來讀書要考第一的！」教授說這種中國人的文化背景——由外在動機驅動教育的文化，一下子不易改變。

因香港多次教育改革，他轉而偏向研究教育以外的環境和條件，發現世界各地教育體系越來越不能適應社會變化與需要，全球都在掙扎，究竟教育應如何辦才對？

「一個大方向，應該將學生的學習放在教育核心，再從那裡去想如何辦教育，並不是由故有體系看如何做好一點，因這個體系是在不同的社會下產生的。」

學校體系從何而來？

香港於1970年代才有普及教育，當時讀書人少，大部份人都不會選擇讀大學。他說現今的學校系統源於西方工業社會：「大英帝國當年為日不落國，很多有地位財富的商人要去遠處工作，無人教孩子，就合力搞了public school。（時至今天，英國的私校仍稱public school）」他曾到美國麻省Sturbridge，在那個模擬1790-1830年代生活的活歷史博物館的一所學校裡，人們都說要到波士頓去上班，要識字識數，所以要來上課。「所有國家教育都是一個經濟話語，以前教育沒人管，60年代各國開始要投資，因GDP要增長；經濟要發展；要增加競爭力。對個人來說教育就是employability，就業能力。」「華人社會辦教育都說為人材，但人材不是個人的內在，是經濟機器裡的一件部件那樣，大家都困在這概念裡。」

今時不同往日

「在香港超過1000人的企業越來越少，只有110間，香港300,000間註冊公司，99%以上是100人以下，94.3%少於20人，87%少於10人，很多人踏入社會基本上都在細機構工作，這還未計越來越多的個體自由人。」

「以前的公司像個金字塔，底層的不用讀書，做的是操作工，好簡單的動作，好多人做就形成複雜的產品，作大規模生產，這是工業社會的特點，但現在是後工業社會，機構都很細，每一個人都要解決問題，要做決策；需要創新；面對挑戰；冒好多風險，還要經歷好多道德操守方面的誘惑。社會要求不同了，人們大部分時間要獨立作戰，跟以前只要找到工作就一世無憂截然不同。」

「全世界的大學畢業生的對口就業（即讀哪科做哪行）都並非主流，美國法學院50%沒執業、英國Imperial工學院只有44%想當工程

師，香港很多財務方面的專業都不看學生主修科。」「現代人轉工快，英國2006年一個調查說國民一生打13份工，美國勞工部則說10.5份，更預測國民一生會做4.2種職業，即轉四次行。我們的下一代，比我們更易遇上各種禍害：自然災害、人為意外、經濟危機、新舊傳染病、社會動亂、戰爭危機；政黨紛爭、恐怖行動、官僚貪污、對社會普遍不滿等等，所以我們的下一代，一定要比我們要強得多。」

世界各地與香港的教改又如何？

「歐洲學校面臨的挑戰是制度太古老，學生程度不高。本來好嚴謹的如南斯拉夫、波蘭等前蘇聯地方，現在也不行，因為整個社會的價值觀都崩塌了。」「最近上海及香港都是全球表現最好，美國緊張起來了；英美都想向這邊學習。他們想收緊，卻與本身的教育精神背道而馳。香港的改革跟星加坡較相似，整體來說是想將學生釋放出來。」他承認這是條漫長的路：「由一個集體化、劃一要求、劃一途徑、劃一課程、劃一量度的制度，要變成甚麼其實大家都心裡沒數。」

舉通識來說，本來是挺好的，但一計分數就出問題，其實計合格與不合格就可以，若大家向著同一方向慢慢微調會好，但若這個過程沒有發生，終有一天社會有外力會把這教育制度推倒。」

「現在說不定學校制度會變成怎樣，總體來說要樣樣放鬆一點，給學生多些空間與可能性，將正規課程壓縮，等他們有更多機會作其他經歷，這個過程好艱苦，因為惰性好大，有時會走回頭路，香港面臨的問題是老師正在換代中，他們經受的是舊的一套。教育改革一萬公尺的長跑只走了幾百呎。」

家長如何幫助推動以孩子為本的教育？

「我們要相信孩子有好大潛力，給他們空間去自己嘗試、處理事情和感受失敗。現在空間太少，時間更沒有，每晚做功課到十一、二點才睡，明早幾點起床、穿甚麼、吃甚麼都沒有選擇，一入學由6至18歲全部由別人為你決定，這個做法一定不利，因為你將來踏足社會不是聽話就可以，不懂拿主意做決定，在社會上遲早被淘汰。」

「哈佛在2012年提倡Gap Year，叫學生休學一年，不是要他們去見識，而是說他們在入大學前已捱透，要他們經歷自己，做生意也好，悠閒旅行度日也可以。空間好重要，就像中國水墨畫，落墨之處是畫，留白之處更是畫，否則你塗滿全幅畫就不成畫。」

「教育應該是為下一代去準備他們的未來，這是最根本的。教育的根本任務是要學生學會學習，所以香港課程改革的主題也是學會學習。你現在教他們甚麼也沒用，重要是他們懂得去學，用武俠小說的講法，就是縱有十八般武藝，仍需內功深湛。」

為何支持「教育有選擇」會議？

「這會議能提供一些小眾的做法，我覺得如果這會議成功的話，起碼更多人對學習的看法會更加開闊，家長這樣看；學校這樣看，對整個社會都有好處。港大教育學院認為做教育可以有很多模式，大家的共識是以learning代替教育觀念，反璞歸真，讓教育回歸學習。教育有好多可能性，所以開眼界很重要，會議可讓家長看到傳統學校以外還有很多天地，相信會是一個很好的開始。」

# Bringing Learning Back to Education An Interview with Professor Cheng Kai Ming

Professor Cheng Kai Ming is inseparable with education. Before joining HKU's Faculty of Education, Cheng studied maths and physics as a student and had 15 years of being either a teacher or a principal. This iconic figure in Hong Kong education has thrown his weight behind this conference. Why does he and the Faculty of Education give their support? Why does he think the current school system is out-of-date? What should parents and schools do to bring learning back to education?

As an immigrant from Shanghai just before the change of government in China, Cheng's education in HK was influenced by the economic bleakness due to the war: his family moved to smaller and smaller flats and he attended seven schools before entering university.

Cheng has been involved in research in school management, education planning and policies. The education reform in HK has caused him to change focus to study the larger context outside the education system. He observes that education systems around the world are lagging behind the needs of changing societies. "We have to reinstate student learning as the core business of education. We have to start looking at doing education differently, rather than just doing more and better of what we have been doing, because the system we have was created from a different society at a different time." Explains Cheng.

School system stemmed from the Industrial Revolution

"One of the more famous systems was started in England. At the time, the British Empire was where the sun never sets. Merchants had to travel far and wide and they founded schools to help educate their children at home, to prepare them as elite. I visited a schoolhouse mimicking 1800s New England in a life museum in Sturbridge in Massachusetts. I sat as a student and asked why young people should come to study. 'They want a job in Boston, hence they have to read, write and calculate' was the reply. Education started to answer to the need of industrialization. In most countries, education is still an economic discourse. It's about growing the GDP and strengthening global competitiveness for the nation. For individuals, it's about employability."

It's been more than 200 years since the Industrial Revolution. The world now has changed dramatically. Cheng adds, "In HK, the number of very large companies is decreasing. Among HK's 300,000 registered companies, 99.4% are under 100 people, 94.3% are under 20, 87% are under 10. Most people who enter the job market now work in small companies. Previously, in large companies, the structures are like a pyramid, where the lowest level of workers did simple operations, and they required little education. Nowadays in small organizations, everyone needs to directly face customers. They have to be creative, face challenges and make decisions."

Work patterns have changed too

"Everywhere in the world, it's not mainstream for university

students to work in what they studied. Cheng quotes a few figures. "In the U.S., many medical students graduate and do not become doctors but medical writers or involved in medical equipment. 50% of law graduates do not practice law. In the UK, only 44% of the engineering graduates at the most famous Imperial College choose to stay in the field. In HK, the financial sector, which is the largest employer, has not been considering recruits' majors during hiring." He continues to say that most people nowadays are expected to have many jobs and even occupations.

"In 2006, a UK survey states that every UK citizen may go through 13 jobs in their lifetimes. A similar study by the U.S. Labour Department in the same year says 10.5 jobs. It even went further to predict each U.S. citizen would work in 4 occupations during their lifetimes. These are situations in good times. As we are witnessing more natural and human catastrophes and crises, our next generation will face more adversities than us. They have to be even stronger in order to be prepared for the challenges."

Education Reforms around the World

Cheng thinks that, everywhere, education is facing a very similar problem, that school systems are lagging behind societal change. He says Hong Kong and Shanghai have been rising very quickly in recent years, and in the UK and U.S. both want to learn from here. "They want to tighten up the system, which is going against the purpose of education. We are trying to liberalise schools here, but it's a long journey. We're only at the first few hundred metres of a marathon."

"To change from a very standardized system, no one knows for sure what is right. I think the main thing now is to give more flexibility to schools. Give students more space and possibilities. Compress the formal curriculum, give students more time for other experiences." "We need to trust that children have a lot of potential. We are giving them far too little space and time. They may do homework till midnight. They don't have a choice for when to go to school, what to wear, what classes to attend, and what to eat. Once having entered school from age 6 till 18, everything is decided by somebody else. This is not good for them. The world has changed. If they can't decide for themselves they will be screened out by society in future."

"Harvard in 2012 promoted a gap year concept, asking new students to lead a liberal life. Giving them space is very important. Our mission in education is to equip children for their tomorrows, we have to make sure they know HOW to learn, not WHAT to learn."

Why support the EDiversity conference?

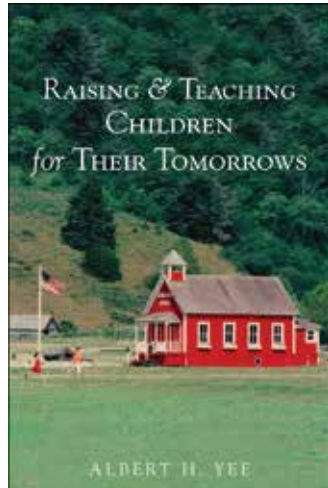
"This conference provides alternative ways of education. I feel that if this is successful, at least it will widen the horizons for HK people. It will do a lot of good to society if parents, teachers and the government see it the same way. At HKU Faculty of Education, our consensus is to bring learning back to the central stage of education. There are many possibilities. Broadening the views is essential, so parents can see there is a lot more to education than going to university. I believe this will be a very good start."



## Professor Albert Yee

Book : Raising and Teaching Children  
for Their Tomorrows

Author : Albert Yee



Quotes :

“When I approach a child, he inspires in me two sentiments: tenderness for what he is, and respect for what he may become.”

*-Louis Pasteur, the great scientist*

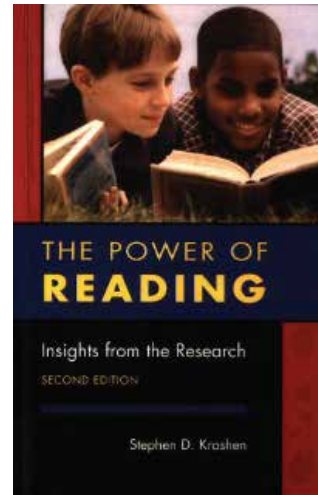
"Having children makes you no more a parent than having a piano makes you a pianist."

*-Michael Levine, American publicist and author*

## Dr. Stephen Krashen

Book : The Power of Reading  
(2nd edition)

Author : Dr. Stephen Krashen



Quotes :

MYTH : The best method to acquire language is based on "fill-in-the-blanks" and memorization of vocabulary.

TRUTH : Study after study confirms that we acquire language when we understand what we hear and what we read. Our vocabulary knowledge comes from "comprehensible input," not from memorizing vocabulary lists, and our ability to understand and use correct grammar comes largely from reading and listening, not from conjugating verbs.

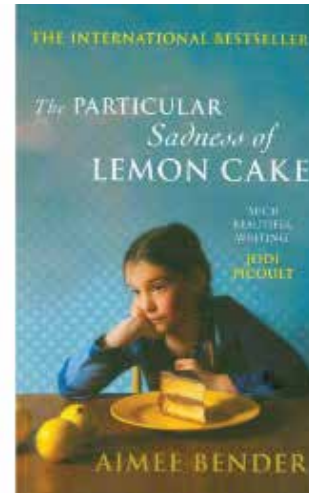
MYTH : Language acquisition comes from hard work.

TRUTH: Language acquisition comes from listening and reading messages we find very interesting, so interesting that we may even forget the messages are in another language. The most powerful methods for language acquisition are very enjoyable.

## Dr. Paula Rothermel

Book : The Particular Sadness of  
Lemon Cake (Paperback)

Author : Aimee Bender



Poem:

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
O what sweet company!

But to go to school in a summer morn,  
O it drives all joy away!  
Under a cruel eye outworn,  
The little ones spend the day  
In sighing and dismay.

Ah then at times I drooping sit,  
And spend many an anxious hour;  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn through with the dreary shower.

How can the bird that is born for joy  
Sit in a cage and sing?  
How can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring!

O father and mother if buds are nipped,  
And blossoms blown away;  
And if the tender plants are stripped  
Of their joy in the springing day,  
By sorrow and care's dismay, -

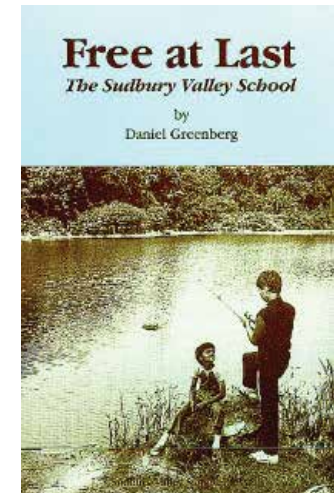
How shall the summer arise in joy,  
Or the summer fruits appear?  
Or how shall we gather what griefs destroy,  
Or bless the mellowing year,  
When the blasts of winter appear?

*-The Schoolboy, by William Blake*

## Mr. Mike Sadofsky

Book : Free At Last

Author : Daniel Greenberg



Quote:

"In order to be true to ourselves we had to get away from any notion of a curriculum, or a school-inspired program. We had to let all the drive come from the students, with the school committed only to responding to this drive. The full responsibility for each person's activities had to lie with the person himself, and not with someone else in a position of authority. We figured that everyone, with the help they could muster at school, could find out for themselves what was and what wasn't necessary to know in order to get where they wanted in life."

"To learn, children must be left alone and given time. When they need help, it should be given, if we want the learning to proceed at its own natural pace. But make no mistake: if a person is determined to learn, they will overcome every obstacle and learn in spite of everything. So you don't have to help; help just makes the process a little quicker. Overcoming obstacles is one of the main activities of learning. It does no harm to leave a few."

*-by Daniel Greenberg*

袁芳艷女士

書名：窗邊的小豆豆

Book: The Window of the Small Peas

作者：黑柳徹子

Author: Ms. Tetsuko Kuroyanagi



語錄：

不是槌的打擊，乃是水的載歌載舞，  
使鵝暖石臻於完美。

- 印度詩人泰戈爾《飛鳥集》

Not hammer-strokes, but dance of the  
water sings the pebbles into perfection.

- *Stray Birds*, Rabindranath Tagore

陳怡光先生

書名：我家就是國際學校

作者：魏多麗、陳怡光



Quote：

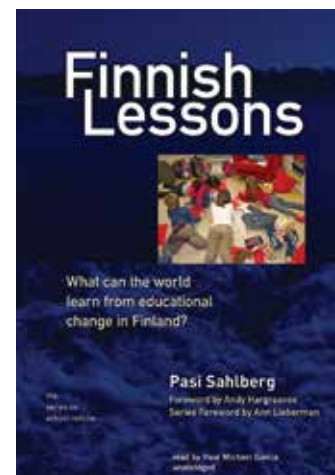
I've never let my school interfere with  
my education.

- *Mark Twain*

Mr. Niko Lindholm

Book : Finnish Lessons

Author : Dr. Pasi Sahlberg



Quote：

The philosophy of the school room in  
one generation will be the philosophy  
of government in the next.

-*Abraham Lincoln*



## 優學體驗年 Gap Year EDventure

全球頂尖兒大學：美國哈佛大學和麻省理工大學，都提倡新丁不用急於開課，可先休學一年。為何有這名為 Gap Year 的休學安排？因同學為爭入大學，長年身心透支，無暇亦無精力發掘個人興趣及人生目標，應讓同學 Time Out，否則只會 Burn Out。

每個孩子都有獨特天份，只要給予時間、機會和空間，他們定能各展所長。教育大同正研究支持「優學體驗年」Gap Year EDventure，建議小六畢業生可在家長同意下休學體驗一年，透過不同的學習經歷，如野外挑戰、登山、揚帆出海、城市探索、參觀、義務工作、各種DIY等不同活動及體驗，塑造孩子各方面的特質，並培養同理心、價值觀、堅毅、協作能力等，好讓他們建立自信及積存學習動力，儘早找到人生方向，為未來做好準備。

學習，豈限於課室和課本？社區和大自然都潛藏豐富的學習資源，只要讓孩子自發地親身探索，我們耐心地從旁引導，便能促成真正的學習，這才是教育的真正意義。有關計劃詳情，請留意本會日後公佈。



孩子各有不同 **All children are different...**  
**So are their learning needs** 學習需要自然不同



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**只要有彈性**

給學生空間顯本領，天天學習更高興，不用讀到

## 還孩子快樂童年！ 主流學校也有選擇！

有些學校已加強自主學習，令教與學效果更好！

- ♥ 拒絕操練TSA，還孩子真正的學習時間
- ♥ 每月讓學生到戶外考察一整天，不設工作紙
- ♥ 每學期自主學習雙週：鼓勵學生自組團隊做自選學習，形式內容不拘，由學生帶領，老師從旁協助，兩週後分享學習成果
- ♥ 每天的課堂，包括30分鐘自由閱讀時間
- ♥ 家課超市：  
每天最多三款指定功課，另設多項有趣功課讓學生自由選擇
- ♥ 每月一個「零家課」週末，讓孩子好好享受家庭生活
- ♥ 取銷考試排名
- ♥ 通識及體藝科不計分數
- ♥ 社區之友義務工作：  
在上課時間，每月一次到選定社區組織貢獻

，勿只顧督促成績與排名，功課測驗考只是教育一成，喂！教完課程學生係咪就明？如果大家都不停下醒一醒，根據孩子需要選擇合適的教程，讓童年

眼琿琿，多到野外探索生命，大自然裡身心提升，留白令人洗滌心靈，成長路上hea不等如零，學習要顧及學生身心靈，家長老師要聽孩子心聲，十項

全龍唔係人人咁勁，體察孩子真天性，培育自學與同理情，爸媽應關心孩子心靈，



## /T2外的展覽機構 Outside Theatre 2

書伴我行（香港）基金會 Bring Me A Book (Hong Kong)	<a href="http://www.bringmeabook.org.hk">http://www.bringmeabook.org.hk</a>	提供優質兒圖書籍，推廣親子共讀。 Advocates family literacy by facilitating access to quality children's books.	
騁志發展基金 Unleash Foundation	<a href="http://www.unleashfoundation.org">http://www.unleashfoundation.org</a>	推崇自強不息精神的慈善基金。 Supports programmes that encourage unleashing human potential.	
飄流教室 Floating Classroom	<a href="http://www.floatingclassroom.hk">http://www.floatingclassroom.hk</a>	以帆船旅程作為體驗式教育課程。 Offers experiential education through sailing.	
樂心舍 Revitalised Hearts	<a href="http://www.rh.org.hk">www.rh.org.hk</a>	推動基層兒童自學的慈善組織。 Promotes self-learning among under-privileged children.	
港灣學校 Harbour School	<a href="http://www.thsdock.net">http://www.thsdock.net</a>	讓學生釋放潛能，展現才華。 Unlocking the best potential of students.	
流浪・生命工程 Life Inspire	<a href="http://www.lifeinspire.com.hk">http://www.lifeinspire.com.hk</a>	藉體驗式教學讓青年在異國深度歷練。 An experiential learning experience for youngsters to encounter in-depth challenges overseas.	
天使家庭中心 Teens Angel Family Centre	<a href="http://www.taafc.org.hk">http://www.taafc.org.hk</a>	提供優良平台以強化親子關係。 A platform for cultivating a strong and positive parent-child relationship.	
特教平權 SEN Rights	<a href="http://www.senrights.org.hk">http://www.senrights.org.hk</a>	維護特殊教育需要者及身心障礙者之平等教育權利。 Advocates equal rights to quality education for people with Special Educational Needs (SEN).	
Autism Partnership	<a href="http://autismpartnership.com.hk">http://autismpartnership.com.hk</a>	為自閉症患者提供專業、安全及有效的治療方法。 Applied Behavior Analysis (ABA) service provider for autism spectrum disorders.	
The Hong Kong Homeschool Meetup Group	<a href="http://www.meetup.com/hongkong-homeschool">http://www.meetup.com/hongkong-homeschool</a>	在家自學家庭社群，定期舉行教育及社交聚會。 A community of homeschooling families in Hong Kong who meet together regularly for educational and social events.	
EcoFarm	<a href="http://www.ecofarm.com.hk">www.ecofarm.com.hk</a>	供應來自廣西高山蔬菜，無添加人造化學物。 Offers vegetables grown in the mountains in China's Jiangxi Province, no artificial hormones or chemicals added.	
香港兆基創意書院 Lee Shau Kee School of Creativity	<a href="http://www.creativehk.edu.hk">http://www.creativehk.edu.hk</a>	以藝術、媒體、設計和人文學科為本的高中。 A senior secondary school devoted to arts, media, design & humanity subjects.	
創不同 MaD	<a href="http://www.mad.asia">http://www.mad.asia</a>	啟發及支持亞洲各地青年發揮創意去改變世界。 Inspires and empowers youngsters all over Asia to promote world changes.	
愛同行 WeDo Global	<a href="http://www.wedoglobal.com">http://www.wedoglobal.com</a>	藉多元文化工作坊提升參加者的文化觸覺與國際視野。 Provides multi-cultural education workshops to enhance global awareness and cultural sensitivity.	

Mulberry Tree Unschool	<a href="http://mulberrytree.strikingly.com">http://mulberrytree.strikingly.com</a>	從Reggio理念啟發而設立的幼兒天地，讓孩子生活中學習，建構自己，啟發潛能。 A Reggio-inspired pre-school institute in Tai Po.	
International College Hong Kong, Hong Lok Yuen	<a href="http://www.ichk.edu.hk">http://www.ichk.edu.hk</a>	提供以孩子為本的探究式學習課程(小六以下)。 Provides child-centered, inquiry-based and progressive curriculum from Nursery to Year 6 unleashing human potential.	
青年學院 VTC Youth College	<a href="http://www.yc.edu.hk/ycsite/html/en/index.html">http://www.yc.edu.hk/ycsite/html/en/index.html</a>	協助學生掌握升學及就業的知識與技能的高中。 A senior secondary school for youths to acquire knowledge and skills for further studies and employment.	
鄉師自然學校 RTC Gaia School	<a href="http://www.gaiaschool.edu.hk">http://www.gaiaschool.edu.hk</a>	奉行「自然・人本・自主」的綠色理念私立小學。 A primary school which adopts a nature-affective approach to education.	
辰衝圖書有限公司 Swindon Book Co. Ltd	<a href="http://www.swindonbooks.com">http://www.swindonbooks.com</a>	供應教科書、各類書籍及網上書店服務。 Supplies textbooks and other books, with online ordering available.	

## /T4外的展覽機構 Outside Theatre 4

香港蒙特梭利研究及發展學會 Hong Kong Montessori Research and Development Association	<a href="http://hkmrda.org/HKMRDA">http://hkmrda.org/HKMRDA</a>	以真正的蒙特梭利教育訓練教師並培育家長及兒童。 An experiential learning experience for youngsters to encounter in-depth challenges overseas.	
香港華德福教育基金會 Rudolf Steiner Education Foundation Hong Kong	<a href="http://www.waldorfhk.org">www.waldorfhk.org</a>	以愛教育孩子讓他們邁向自由。 Educate children in love and let them go forth in freedom.	
綠田園基金 Produce Green Foundation	<a href="http://www.producegreen.org.hk">http://www.producegreen.org.hk</a>	藉著有機種植、社區園圃、綠色飲食推動綠色生活。 Promotes green lifestyles through organic farming, community gardening and education work.	
Highgate House School	<a href="http://www.highgatehouse.edu.hk">http://www.highgatehouse.edu.hk</a>	國際認可的Steiner Waldorf幼兒園，服務0至5歲孩子及家長。 A Steiner Waldorf Nursery & Kindergarten with groups for children from Parent and Baby through age 5, and a new dedicated centre for parent education.	
Amusing Science	<a href="http://www.amusingscience.com">http://www.amusingscience.com</a>	趣味科學，科學就是fun。 Amusing Science, where science is fun.	

## The University Of Hong Kong : Campus Map



- 1 明華綜合大樓  
Meng Wah Complex
- 2 邵仁枚樓、邵逸夫樓及黃麗松講堂  
Shaw Building and Rayson Huang Theatre
- 3 厲樹雄科學館  
James Lee Science Building
- 4 莊月明樓  
Chong Yuet Ming Building
- 5 梁銑琚樓  
K K Leung Building
- 6 圖書館  
Library
- 7 黃克兢樓  
Haking Wong Building
- 8 本部大樓  
Main Building
- 9 太古樓  
Swire Building

 食肆  
Food & Drinks

## Exhibition Map







[www.yesnetwork.org](http://www.yesnetwork.org)

於2010年創辦的 YES Network - “The People Incubator” 綜合創新思維、創業精神及個人生命成長，致力培育新一代的社會創業家，並孵化初創期社會企業。我們的「社會創業孵化計劃」提供度身訂造的培訓、生命教練、導師配對、啟動基金及網絡，務求令每一位社會創業家都能實踐他們對社會的願景。

YES Network 亦致力成為跨領域合作平台，匯聚國際網絡和資源，與社會各界聯手共創正向的社會變革。我們的合作夥伴和服務對象包括香港和中國大陸的社會創業家、公益組織、公司社會責任部門、大學、基金會、慈善家、創效投資者、教會機構和政府等。

我們所孵化的社會企業覆蓋各類的社會議題，當中包括：中學教育改革、幼兒教育創新、都市精神壓力與健康、婦女的自我價值與家庭關係等等。此外，YES Network 亦著重培訓工作，為有志於學習社會創新的機構設計度身訂造的培訓課程。

我們的客戶包括上海大學MBA工商管理學院，北京師範大學中國公益研究院，恩派公益孵化器及匯豐銀行等。YES Network 也與香港大學合作一個為期兩年的項目；在香港賽馬會的支持下，攜手推動社會創新，開展一系列的培訓與社會創業孵化計劃。



左起：黃偉納、林道昇、楊逸帆  
From the left : Michael Wong, Thousand Lim, Adler Yang

Pioneering social change through personal development, innovation, entrepreneurship and cross-sector collaboration, YES Network – “The People Incubator” nurtures a new generation of social entrepreneurs and incubates early-stage social enterprises of diverse social causes to tackle systemic problems facing our world today.

Tackling both the human and business risk of social ventures, our “People Incubation Programme” supports seed stage social entrepreneurs to realize their success and impact, by providing customized training, life coaching, mentorship, community support, seed funding and personalized network.

Reaching both local and global networks since 2010, YES Network is also a platform enabling cross-sector collaboration among diverse stakeholders, including NGOs, corporates (CSR), universities, government, foundations, philanthropists, impact investors, and faith-based organizations to co-create and up-scale positive social change with the society.

Present in both Hong Kong and China, our portfolio of social enterprises focus on various social causes ranges from education reform, poverty alleviation, woman empowerment to family restoration. YES Network also provides customized training to organizations that wish to apply innovation methodologies and a social entrepreneurship approach to enhance their impact.

Our past clients include Shanghai University (SHU) MBA program, Non-Profit Incubator (NPI China), China Philanthropy Research Institute (CPRI) and HSBC. As a valued partner of the University of Hong Kong (HKU) and the Hong Kong Jockey Club (HKJC), we have also collaborated with them on a 2-year project: fostering social innovation for the Third Sector through our training and incubation.



<http://www.awakeningedu.org/>

Awakening 是一個致力協助青年破解教育與就業迷思、探索生命可能，並承擔社會需要的媒體團隊。2012年成立後，旋即前往美國兩個月，採訪Ken Robinson、Yong Zhao、Stanford University等教育創新領航者。2013，分設香港、廣州分部，成員來自香港、福建、江蘇、吉林等地，開始發佈上雜誌。2014年，重心將克服網絡技術限制，將每一次採訪變成節目，記者轉化為主持人角色，讓全球華人青年能夠在跨地域、跨專業、跨世代的對談中，探索生命出路，共同創作「華人青年寫給華人的自我改變攻略」。



Yes Network 的林道昇與黃偉納及「青醒」的楊逸帆正培訓教育大同團隊進行系統思維分析。

Thousand Lim & Michael Wong from Yes Network, with Adler Yang from Awakening coaching the EDiversity team on System analysis.

Awakening is a socially responsible media team that endeavours to help young people debunk education and employment myths and explore possibilities in life. Upon setting up in 2012, the team went to the U.S. for two months, interviewing creative education innovators like Sir Ken Robinson, Dr. Yong Zhao, and Stanford University. In 2013, Awakening HK and Guangzhou branches were established. Members came from Hong Kong, Fujian, Jiangsu and Jilin, and started publishing an online magazine. In 2014, the group became focused on overcoming the limitations of network technology and is trying to turn their interviews into an online programme, and reporters into programme hosts. Through encouraging cross-boundary, cross-professional, and cross-generational dialogues among young Chinese around the world, we hope to collectively create ‘A self-changing strategy written for Chinese by Chinese Youth’, and help them explore different pathways in life.



為教育大同擔任顧問的台灣青年楊逸帆，年僅十九歲。

EDiversity's advisor Adler Yang, a youngster from Taiwan, is only 19 years old.



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程介明教授  
Professor Cheng Kai Ming  
香港大學教育學院講座教授  
Chair Professor, Faculty of Education, HKU

彭明輝博士  
Dr. Pang Ming-Fai  
香港大學教育學院副院長  
Associate Professor & Associate Dean  
(Cross-border & International Engagement)  
Faculty of Education, HKU

會議統籌 | Conference Coordinator :

蘇琳女士  
Ms. Lynn Su  
香港大學教育學院教育政策辦公室  
Education Policy Unit, Faculty of Education, HKU

EDiversity Website Design : Mr. Dennis Wu  
EDiversity Logo Design : piadesign.com