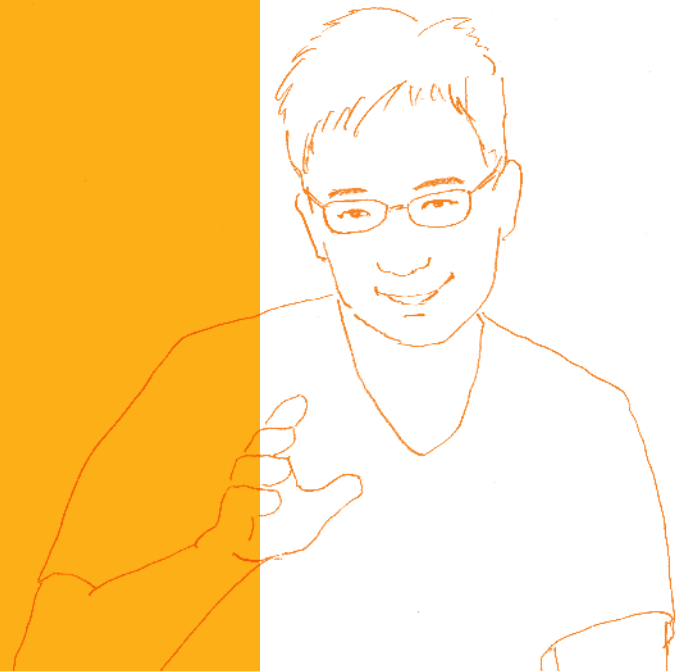


無償補習天王

Volunteer Tutor, Super Star



從四歲起到中心參加興趣班，劉宗澤 (Leo) 早在二、三年級時已從「穿梭成長計劃」、「小天使義工訓練」等的活動中建立起獨立而又喜愛助人的性格。現就讀於香港浸會大學英國語言及文學系及教育學系雙學位課程的Leo從小已有成為教師的理想，他對夢想的追求不但體現在他所就讀的學系，更反映在他正實踐的行動中：從二零一五年起，Leo開始了在中心為南亞裔的高中生提供英語補習的服務，幫助他們在公開試前作最後衝刺。從設計課程大綱、準備教材、每星期教授六小時課，到網頁的管理，Leo都一手包辦。「雖然需要很多時間，但過程也很開心。」

開設補習班 助南亞裔學生

一切始於一個小小的行動：「二零一三年的時候，中心有個幫南亞裔小朋友補習的Idea。社工韓麗雯Lemon問我，『你不是想當老師嗎？不如試下幫手一對一的補習啦！』因為這次機會，我開始對這個族群產生了興趣。」Leo形容着當年的情況，條理清晰的談吐、文質彬彬的舉止已初顯教師風範：「在一次中心舉辦的和高中南亞裔學生的外出活動中，我從他們口中得知學校是他們唯一能得到學業支援的地方。如果學生與老師的教學方式合不來的話，他們便沒有其他選擇。」

Having participated in different interest classes at 4, and a range of character-building and volunteer-training schemes, Leo Lau Chung Chak, majoring in English Language & Literature and Education Studies at Hong Kong Baptist University, successfully developed his independent whilst helpful characters. Aspired to becoming a teacher, Leo has been the senior HKDSE English course coordinator for the Centre's tutorial scheme since 2015, where he is responsible for the design of curriculum from scratch, materials preparation, weekly 6-hour teaching duty and website management. "All this preparation has been exhausting. Yet, it is also rewarding."

Helping through Means of Education

The fruition of scheme stems from an initiative back in 2013. "I was invited by Ms. Lemon Hon, one of the social workers of the Centre back then, to help with a 1:1 tuition project for EM children. I have been very much fascinated by this lovely community ever since." Leo recounted. "On a very occasion when I was traversing with several high school EM students, I came to know that schools had been the sole institute where these students acquire academic support. They, unlike many of we local students, have no other alternatives if their learning styles do not match how their teachers teach."

他提到中心或外面提供的課後學業支援主要對象為小學、初中生，但同樣經歷過從中學步入大學這一人人生新階段的Leo明白高中生對學業支援的需求，而亦因此連同社工鐘淑嫻 (Valerie) 向中心提議開設以南亞裔高中生為對象的補習計劃。「我也經歷過公開試，大家都很徬徨、很害怕。我教他們英文，不單止是語言能力或者考試技巧，我同時也是他們的強心針。」他形容這群即將面臨DSE的學生像「一群失去方向的羔羊」，但若果有人陪着他們，他們會安心許多。

知識以外 陪伴成長

雖然抱着一腔熱血，Leo在這路上並不是一帆風順。由於背景不同而造成的文化差異，他初時也碰了不少壁。「一開始我用對本地學生的傳統教學方法去教他們。」Leo笑言當初沒多少教學經驗的他，只以為可以套用同一套教學方法在這群學生身上。「我從前是怎樣被教導的，我就『照辦煮碗』，但原來他們不受這一套。」他坦言擔當導師的角色，他對學生有着一定的要求和期待。「我會要求他們要乖、勤力……如果他們達不到我的標準，我會很沮喪、很灰心、很『頹』，覺得他們無心上課的原因都是源於我的教學方式。」

幸好Leo亦學會調節心態，明白文化的差異需要互相遷就、理解。「我將玫瑰的標準套在百合上，但你沒辦法也沒理由將百合變成玫瑰。」經過一段時間磨合後，無論是學生的成績，抑或是Leo與他們的關係亦前進不少。「我想做的角色不是教導學生在DSE中取最多的5**，而是想和他們建立『Mentee-mentor』(導生—導師)的關係。」

“There hadn’t been much after-school academic support for high school EM students.” As a result, Leo proposed co-founding a tutorial scheme dedicated for this group of students with social worker Ms. Valerie Chung. “I may compare them with ‘a mass of lost sheeple’—it can be rather apprehensive for them to prepare for the public exams without proper guidance. Through tutoring, I hope to not only teach them about the language, or how to prepare for exams, but more importantly, instill confidence in them when venturing out this phase of uncertainty.” Through his scholarly yet gentle articulation as he narrated, Leo has exhibited his virtue as a teacher with perspective.

Growth Beyond the Transcripts

Despite his keenness, Leo’s pathway of teaching hasn’t always been as smooth as silk. “As a very green teacher, I was not very much aware of ‘cultural difference’.” Leo considered himself as a very inconsiderate teacher enforcing a lot of preposterous whilst demanding anticipations towards his students. “I used to be easily upset and attribute their poor performance to my lousy teaching. Only then did I realize teaching different students exactly the way I was taught could lead to a very dismaying outcome.” Reckoning the need of mutual understanding with students in an inter-cultural classroom, Leo adjusted his teaching and expectations accordingly. “Why shape my students into lilies when they are flourishing chrysanthemums themselves?”

During the conversation, Leo constantly referred his students as his “mentee”. “‘Teacher-student’ relationship, in my opinion, seems to have only referenced teachers’ emphasis on students’ academic regard. I don’t deprive the importance of having good results, as this is what paves my students an easier pathway for adulthood (Not to mention this was one of the objectives when setting up the tutorial scheme). That said, I’d rather put more emphasis on my students’ character building, a more prominent notion in my classroom, than teach students how to ace public exams. Instead of “teaching”, I hope to “mentor” them and make them give thoughts to things apart from their studies.”

Leo解釋道：「Teacher-student」(老師—學生)的關係局限於學業方面，但除了成績，他更關心學生的成長。他坦言：「成績只不過是一張『沙紙』。當然，有一張較出色的『沙紙』，將來的路會較好行，這亦是我設立這個補習班的目的。但人生中『沙紙』是最重要的嗎？在其他方面，尤其是初中高中階段，最重要的是幫助他們的Character building(性格建立)。我希望用這個方式與他們走這條路。」

這不只是Leo單方面的理念，他的學生對他的期望和熱誠再清楚不過。Leo回憶起不久前一位學生寫給他的字句：「我從你身上學到的不止是英文的知識，我從你身上學到怎樣去做人。Love you so much !」(很愛您!)Leo提到這件事時有點不好意思，但從他的笑容能看出他有多高興。「我希望能令他們開始思考學業外的其他方面。即使是短短的兩三年間，他們的成長亦可以很驚人。」

帶動學生 關心社群

「以生命影響生命」這句話，Leo一直堅信着，並且更在幾年間多次親身體會到。他從學生們的相處中留意到許多南亞裔青少年對社區的認知和參與度不高，不只是香港的時事，他們部分人對族群中發生的事亦不太清楚，更沒想過自己可以為他人做些甚麼。

令Leo十分欣慰的是，他曾經教過的學生中亦有不少人以行動作出了改變。「當年第一屆補習班的學生進了大學，加入了關注少數族裔的Community(大學學會)；亦有學生召集了一群有心人到中學義教，同樣以補習的方式去幫助同鄉。」他提到曾經為學生所做的事時，語氣中是由衷的自豪和與有榮焉：「原來我做的事能帶來改變。不論這改變是大是小，都能像星星之火一樣，慢慢散發出去。」

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Leo explained their teacher-student relationship is limited to academic performance. In addition to academic results, he cared more about students’ growth. He frankly said, “academic result is just a certificate. A gloss certificate with outstanding academic performance surely paves the way for one’s future which is also my purpose to run a tutorial class. But is a certicate really so important? The most important thing is to help them build their character. I hope to guide them by using this method.”

As time progressed, it was apparent that Leo had grown a stronger bond together with his students, alongside improving academic results and holistic development. “In my teaching evaluations, one of my students wrote me ‘Not only have I learnt English from you, but also a lot of life lessons. I love you!’ I was very touched! Comparing when I first taught them 2–3 years ago, they surely have grown up a lot.”

Mobilising Students to Care about People

The motto “inspired to inspire” is what Leo has been holding on, hoping to inspire his students to inspire others. Through interactions with his students, Leo has been very aware of the fact that most EM members are not very much involved in the community.

What has made Leo thankful, though, is his students’ change of attitude towards social issues participation. “I’m very happy to know that some of my first batch students, after entering universities, have pledged to care for their own community through participation of university societies, or organizing their own tuition schemes to help members of their own community.” “A single spark regardless of its significance can definitely start a prairie fire, far and near. I am, and will always be deeply convinced by this line.” concluded Leo, with an air of heartfelt pride.

