

Teaching is an Honourable Profession

教學是崇高的專業工作

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“Teaching is an Honourable Profession”. This statement has held true since I began my teaching experience at an education institute in Hong Kong in the summer of 2014.

Being a recent graduate from the University of California, Berkeley, with a degree in American Studies, I have been a part-time teacher at the institute for the past two summers. The institute strives to inspire Hong Kong students with social skills such as “Respect” and “Motivation” through special events, and academic skills through a diversity of classes such as World Music,

“教學是崇高的專業工作”，自2014年夏天至今，我在香港一間教育機構從事教學工作，證明此話真確無誤。

剛從加州大學伯克萊分校畢業，取得了美國研究學學位的我，在過去兩年暑期中，都在香港一間教育機構擔任兼職教員。該機構是以“浸入式”的英語學習為主，通過特別活動，促使香港學生獲取諸如“尊重”和“激勵”的社交技能；並通過多種多樣的課堂設置，如世界音樂、神

Neuroscience, Debate, among others. I have the pleasure of teaching Filmmaking to a small class of students who are from Form 2 or 3 in their respective local schools.

Teaching within the classroom parameters of the institute is a magical gift from the perspective of a foreigner with some understanding about the rigorous education system in Hong Kong. Before the start of the course, all the teachers attended two weeks' staff orientation, during which we familiarized ourselves with the classroom culture, studied the strategy of interacting with a "holistic" mindset, planned our first few lessons, and were also educated about the Hong Kong education system.

I am always intrigued when the guest lecturers touch base on the academic rigor shown in students' struggle to comprehend, the on-going exams for which students nearly study day and night, the "survival of the fittest" spirit among the student body competing for the best score in an effort to be ranked No. 1 in class, and the life-changing moments when the students perform below average, or perhaps achieve high scores in the Hong Kong Diploma of Secondary Education Examination (DSE).

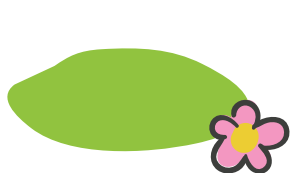
This outside factor is what promotes the institute as a magical place and enhances the uniqueness of my consecutive teaching experience. Teaching at the institute has cultivated not only my life-long connections with the students within the time span of five weeks, but also my understanding of the education value in Hong Kong. While Hong Kong restricts the students' goal to exam-based learning, the institute releases the tension through the positive reinforcements in terms of

經科學、辯論等科目，提升學生的學術技能。我十分高興能夠為一個小班講授電影攝製這門科目，對象是來自香港當地學校中二或中三年級的學生。

在該機構的課堂教學，對一個了解香港嚴謹教育體系甚少的外國人來說，是件奇妙的禮物。課程開始之前，所有教師要參加為期兩週的教職員培訓。其間，我們要熟習課堂文化、以“整體性”為導向學習溝通交流的策略，為最先幾節課堂作準備，並接受關於認識香港教育體制的培訓。

總會讓我十分着迷的是，客座講師會在以下問題上交流心得：學生為掌握知識而奮鬥時所理解到的學術嚴謹；為應付持續的考試，學生幾乎日以繼夜地複習；學生團體以“適者生存”為原則，為獲得最高分而競爭，拼盡全力爭取班級排名第一；以及當學生的發揮低於平均水準，或者在香港中學教育文憑考試（DSE）中獲得高分時，都會體會到那種瞬間改變一生的感受。

正是這些外在因素，促使該機構課堂成為奇妙的地方，提升我教學實踐的獨特性。在該機構五週的教學經歷，不僅培養了我與學生之間恆久的聯繫，更促成了我對香港教育價值的認知。當香港將學生的學習目標定在以考試為本時，該機構緩解了這種緊張的氣氛，提供了積極正向的援助，根據學生的需求，在小型的教室裡，讓學生獲得教師全心全意的關注，那是他



the undivided attention they deserve in a small classroom space, boosting the “Love of Learning” social skill during the “Student Teaching Day” special event, introducing cheers to promote inclusivity, making students feel welcome to have their voices heard, flicking our fingers, which gestures at our unwavering support for everything that the students partake in, and so much more. As much as I want to keep spreading the institute’s magic, it is only special for you to experience the magic yourself.

Teaching in the institute is an honourable profession for me and little did I know I have been learning alongside my students as well. We all perceive teaching as a one-way street where the teacher is lecturing the entire time and the students are listening. In my Filmmaking class, however, I transform the learning into a “student teaching student” relationship. While teaching them my Filmmaking lessons, it is important to ignite their learning. Allowing them to present their understanding of my lessons is equally, if not more, important. Hence, I always allocate presentation time for the students to showcase their storyboard drawings and provide speaking opportunities for them to practise their “English all the Time” social skill. As a result, I enjoy hearing about my students’ interests and learning about their passions. As a teacher, I strive to cultivate these students’ talents, thereby motivating them to take ownership of their work and be acknowledged as the people they really are.

As I conclude my third journey in the institute, I stand by the statement: Teaching is an Honourable Profession.



們應得的。在“學生教學日”這特別活動中，提升了學生“熱愛學習”的社交能力；以歡呼喝彩聲促進彼此的包容；學生發聲時有人聆聽，讓他們感到受歡迎；一個鼓勵的手勢，已是我們對學生的參與所表達堅定的支持，諸如此類，不勝枚舉。我真希望能夠把該機構的奇妙逐一呈現，但只有你親身體驗，感受才最為特別。

在該機構教學，於我而言是崇高的專業工作，同時也使我察覺到，我也與學生一同學習。我們總覺得，教學是條單行道，教學的過程總是老師在授課，而學生在聆聽。然而，在我的電影攝製課堂上，我將學習過程轉變為“學生教學生”的相互關係。在傳授電影攝製課的同時，我必須引起他們對學習的渴望，讓學生展示他們對我所講授的課程的理解，這點跟授課本身同等重要，甚至更加重要。因此，我一定會為學生分配做報告時間，來展示他們的故事分鏡繪圖；給學生展示的機會，訓練他們“隨時講英文”的社交技能。如此，我得以傾聽學生們的興趣，瞭解他們對學習的熱誠。作為教師，我盡心盡力栽培學生的天賦，從而激勵他們掌控自己的學習，以展示真正的自己而獲他人認同。

在完成自己第三次在該機構教學旅程之際，我信守這句話：教學是崇高的專業工作。

