



Segundo a proposta das normas, as salas de explicações devem dar aos pais e aos alunos informações sobre o número de vagas de cada turma e a tarifa antes de fazer a inscrição. Penso que se conseguirem pôr estas informações na Internet, será mais conveniente para os pais. Sobre o aumento da dimensão de apoio pedagógico por aluno e a reserva de espaço de actividade para 30 metros quadrados, no caso de salas de explicações terem mais de cem estudantes, também tem um efeito muito prático para aperfeiçoar o ambiente de aprendizagem dos estudantes, por isso concordo completamente.

Embora as novas normas possam melhorar o ambiente de aprendizagem dos estudantes e permitir obter mais apoio, acho que a pressão é ainda grande se os

estudantes têm de ir a salas de explicações após estudarem um dia inteiro na escola. E o mais grave é que isto significa uma redução do tempo de convívio com a família. Como mãe sinto-me consumida pelo remorso.

Decidi conversar com a minha filha a sério, discutimos se é necessário ir à sala de explicações. Mesmo que tenha de ir, não deve ficar lá tanto tempo. Deve voltar para casa, descansar mais cedo e conviver com a família, diminuindo eventuais mal-entendidos. Resolvi tirar algum tempo aos fins de semana para acompanhar a minha filha, de forma a reforçar a nossa relação.

Kai Si (Um encarregado de educação)
Extracto de "Pais Perfeitos", No. 26, Julho de 2009

03 Hoping to Enhance the Monitoring of Tutorial School

My daughter was studying in a middle school in the central region. According to my observation, her learning pressure was very great. She fought hard in the books from eight in the morning to more than four in the afternoon except lunch hour. She needed to do homework and studies after returning home. Therefore I would rather use my limited knowledge to help her instead of sending her to tutorial school. When she was in primary school, she managed to handle her homework. This year after she entered grade one junior middle school, the pressure on learning increased suddenly. Therefore I hoped to find a tutorial school to help her in English and Mathematics subjects.

Very soon I found that it racked my brains on how to find a suitable tutorial school. At last, I had no choice but try to search from newspaper. One day I read an advertisement of a tutorial school which introduced its qualified teachers and reasonable fee and all students here had obtained good study results every year. I decided to bring my daughter to visit this tutorial school and to understand it comprehensively. When I came to this tutorial school, firstly I wanted to check its environment but the tutorial school revealed that the students were studying and I could not visit inside. I said that I want to understand the qualification of teachers and they answered all teachers had good qualifications and were experienced. The tuition fee was charged according to chosen subjects. After all they called for me to be at ease and said it was wise to choose this tutorial school. The only harvest of this journey was that I was sure that this was a place for students to take tutorial lesson after school hour, but nothing else. In this helpless situation I had to "feel at ease" to send my daughter here.

In fact, I was really not released in heart. On the first day after I accompanied my daughter and saw her enter the tutorial school, I lingered outside the door for a while. Then I saw a parent bringing her child there and heard her urge again and again this small child to do the homework first and marked down the problems and waited to ask the tutor in the class when she came. I was curious and I chatted with this parent, hoping to understand more about the situation of this tutorial school. From her I knew that the tutors working here were middle school students. Most of them would come only after school and would be late if they had more homework and even sometimes they even came very late. Therefore this parent urged her child to do the homework herself beforehand and not be too late to return home.

She said that this tutorial school should not hire students, because when the students rushed here in hurry, she felt sad for them too. It was still lucky that the tutor was conscientious and attentive. In view that every tutorial school was quite the same in situation, therefore, her son remained taking tutorial lesson here. Nevertheless she had some substantial understanding of this tutorial school and I had no idea whether the tutors would help my daughter and how many qualified tutors were there. It seemed that the tutorial school should increase its transparency greatly.

At this time, fortuitously I read from newspaper that the Education and Youth Affairs Bureau was preparing to implement a revision on tutorial school legislation. For that it held a public consultation to explain the revised contents and obtain public opinions. Immediately I registered for the participation. I hoped to provide some opinion and request that the tutorial schools increase its transparency. I believed that the tutorial schools should provide more detailed information for the parents to select a suitable tutorial school for their children.

Continuing on P.15





This public consultation allowed me to understand the reason why the Youth Affairs Bureau revised the legislation. The new legislation had clearer standards on operations of tutorial schools. It allowed the tutorial schools easier to understand and follow and the parents to have more information when selecting tutorial schools. It was no doubt that this was great and good news to the parents. The revised legislation was more appropriate. For example, it regulated that the tutorial counselors for primary and junior middle school must be senior middle school qualified. It avoided the middle schools students to be tutors. In this way it reduced the effect on middle school students' learning and in the meantime it guaranteed the quality of the tutors. Another example was that it regulated that the tutorial school be stationed with learning counselors for students to have suitable learning counseling in tutorial schools during its operations. Besides that it regulated the tutorial schools to guarantee the hygiene and safety of food if the tutorial schools were providing meal services. All these were the concerns of parents.

This draft statute regulated that the tutorial school should allow parents to know the number of students in each class and tuition fee before registration. I thought it would be much convenient if this information could be put on internet. The draft statute also required the enhancement of space for each student and an area of 30 square feet for student activity, in school with over 100 students. These had

practical effect to improve the learning environment of students. Therefore I supported it greatly.

Although the new statute helped to improve the learning environment of tutorial school as a whole and allowed students to have better learning consultant, I was still worried that after one day's hard learning in school, the students had to go to tutorial school and their burden was too heavy. More important was that after participating in the tutorial school, the students had less time to get along with their family and I felt guilty.

I decided to sit down and talk to my daughter seriously in order to ensure whether it was a must to go to the tutorial school. Even if it was, the time in tutorial school should be lessened in order to get home earlier. So that she had more time to stay with family members and it could shortened the relationship distance. I made up my mind secretly. In future, I would find more time on every weekend to get along with my daughter in order to enhance our relationship.

Kai Sei (Writer: a parent)
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04

从“现金分享计划”看培育孩子的理财之道

为了分享经济成果，政府还富于民，实施“现金分享计划”，家长们又会否把这份“经济成果”中属于子女名下的一份，还给他们呢？孩子们又如何看待和应用这笔“钜款”呢？

为此，笔者访问了八名高中学生和四名家长。学生来自四所学校，家庭属于不同阶层；家长的职业各不相同，子女的年龄层相异。

财来何方？

对于是否谈到过“现金分享”的事，所有学生的答案都是：“老师和家人都有和我们提过！”。而家长方面，两位初中和高中的家长表示“闲聊的时候谈过一下”；小学家长和幼稚园家长则没有谈及。

多数人对“多咗一笔钱”都表示“开心”，只有少数家长和同学担心会形成“不劳而获”的价值观，也有一位学生认为“这不是最好的资源分配方法，认为应该把钱用在更有价值的方面。”

还富于「儿」？

家长和学生会如何处理这一笔钱，这是我们希望了解的问题之一。

“不会占用孩子的钱！”这是所有家长的答案。但是，他们几乎又都表示，不会完全让孩子自己动用这笔钱。

任职银行的家长说：“我会把钱储起来，但事先有谘询他们的意见，孩子都没有反对！”

有些家长则说：“我们(包括父母)都没有私下动用这笔钱。我会告诉孩子家庭是一个整体，没有你、我之分，正如父母也不会预早把钱留作养老一样，所以钱会用作家庭经费，例如上次用作装修房子，这次可能会购买大型家电，或是添置一些有用的东西。”

“孩子年纪太小啦，什么都不懂，我们会把钱以他的名义储存起来，等他们长大了再用！”这是两位孩子年少的家长回答。

有几位学生则显得有些无奈：“钱是父母的，我们无权过问啦！”“他们也问过我们意见的，但还是无缘应用！”

“可以用来改善家庭经济！”单亲家庭的学生说。

家庭经济不充裕的学生的想法则是：“储起来当零用钱！”“留作他日升学！”

也有同学说：“我上次就和同学去了台湾！”“我会储起部份，然后用一些来购买深爱的东西！”“我想买一个心仪已久的名牌手袋！”

虽然学生们都有不同的取向，但大多数都希望有自主权，希望家长会和他们商讨金钱的用法，而不是有了自己的想法，循例知会一声。

接第16页

