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Honours Project Report

**Teacher commitment among Hong Kong primary
school teachers in different career phases**

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1. Introduction

1.1 Research Background

The turnover rate in the teaching profession is high and the problem has been drawing wide attention. American studies show that about 30% of newly graduated teachers in the country quit the job within the first five years and in high-poverty schools the turnover rate is about 50% higher (Simon, & Johnson, 2015). British news has reported that teacher attrition has been a national crisis in Britain (BBC News Online, 2001). In South Africa, the Department of Education is faced with a challenge of losing the school teachers and more than 54% teachers are leaving teaching career (Kabungaidze, Mahlatshana, & Ngirande, 2013).

Researchers in the field of education have started to study teacher commitment in the 1980s and a lot of related studies have been conducted in Western societies since then. However, teacher commitment in Hong Kong communities has not been studied much, especially the trends in recent years. Since the political transition in 1997, a series of reforms in the educational field have been carried out in the last two decades and teachers have been directly affected. According to the figures and statistics on primary education in Hong Kong, the wastage rate of trained and untrained teachers in academic year 2014/15 was 4.1% and 19.5% respectively while that in academic year 2015/16 was 4.4% and 18.2% respectively (Education Bureau, 2016).

This study is important because it can help to add new understanding to the global concern of the teacher commitment crisis, and can offer Hong Kong primary schools insights into teacher retention strategies. In addition, being an education major student in Hong Kong, teacher commitment among Hong Kong primary school teachers in different career phases and the factors that influence their attitudes have aroused my interest. Therefore, the present study will investigate around 6 Hong Kong teachers' commitment and factors contributing to it.

1.2 Research Purpose

This study will mainly focus on exploring teacher commitment among Hong Kong primary school teachers in different career phases and to understand the factors that affect teacher commitment among Hong Kong primary school teachers at present.

1.3 Research Questions

Accordingly, two research questions will be addressed:

1. What are the characteristics of teacher commitment among Hong Kong primary school teachers in different career phases nowadays?
2. What are the factors contributing to teacher commitment among Hong Kong primary school teachers?

2. Literature Review

2.1 Teacher Commitment

Teacher commitment has only been researched in the field of education since the 1980s (McPherson, Crowson, & Pitner, 1986). Coladarci (1992) has defined teacher commitment as the “degree of psychological attachment to the teaching profession.” According to Fresko, Kfir, & Nasser (1997), commitment can be examined either by asking teachers whether they would continue choosing to teach today, or by looking at the attrition rate and the reasons for it. Research has consistently indicated that commitment is correlated with job satisfaction (Fresko, Kfir, & Nasser, 1997). Teachers who are committed to the job of teaching and choose to stay in the profession claimed that they enjoyed what they were doing and were satisfied with the job, while those who quit said that they had a greater sense of self-fulfillment in their new profession (Farber, 1991). In addition, teacher commitment has been studied to forecast teachers’ attitudes towards educational quality or classroom performance (Tsui & Cheng, 1999).

However, the objects of teacher commitment for a teacher may be different and teachers may also vary in their objects and intensity of commitment in different contexts as well as in different life and career phases (Choi & Tang, 2011). For example, a teacher who has high commitment to students and exerts efforts on behalf of low achieving students may lack identification with school goals and not have emotional attachment to

the school organization (Choi & Tang, 2009). According to Choi & Tang (2009), they conceptualized the sampled teachers into three cohorts as a result of the major characteristics of the sampled teachers which were influenced by the historical periods of educational change. 23 informants in the study were classified into “early-career”, “mid-career” and “late-career” cohorts according to the year of entry into teaching. Teachers who were in *early-career cohort* had 2-9 years of teaching experience during the period from 1997 to 2007 while teachers who were in *mid-career cohort* entered teaching from the 1980s to 1996 and had teaching experience ranging from 11 to 22 years of teaching experience by 2007. Teachers who were in late-career cohort started teaching in the 1960s and 1970s and had been teaching for about 30-40 years by the year 2007. The categories and examples of teacher commitment objects and the intensity of teacher commitment will be discussed in the next section.

2.2 Objects and Intensity of Teacher Commitment

According to Razak, Darmawan, & Keeves (2010), four categories of teacher commitment objects are emphasized. *School organization* has direct relationship with teacher retention and therefore it has been recognized as a core category of teacher commitment object (Choi & Tang, 2009). Teachers who are committed to the school organization are expected to devote noticeable effort for the organization beyond minimal expectations, to act positively and help the organization to accomplish its ambitions and to show their eagerness to remain working in the organization (Razak, Darmawan, & Keeves, 2010). As Choi & Tang (2009) mentioned, it should be well noted that teachers who plan to leave a school organization may still have an emotional affiliation to the teaching profession. Commitment to *teaching profession* is another category of teacher commitment, which involved a positive attachment to the profession that was connected with personal identification and satisfaction in working as a teacher (Somech & Bogler, 2002).

Commitment to *students* is also a widely-studied category of teacher commitment (Razak, Darmawan, & Keeves, 2010). According to Dannetta (2002), teachers who are committed to students such as student learning will have high expectations that students will learn and will show their willingness to make efforts into ensuring such learning,

especially for students who have low academic performance. Commitment to *teaching work* is another category of teacher commitment and Razak, Darmawan, & Keeves (2010) has defined it as the extent to which a teacher identifies psychologically with the work of teaching, and hopes to engage in teaching work.

The trends of the commitment level of teachers in Western countries have been investigated. The studies suggested that teachers who were able to develop a positive professional identity are those who showed a high level of commitment across their career phases (Choi & Tang, 2009). However, not many studies on teacher commitment in different career phases in Hong Kong communities have been carried out systematically.

2.3 Factors Affecting Teacher Commitment

A variety of factors have been found to increase or reduce teacher commitment according to the different focus and the perspective of the studies. Researchers who showed interest in the influence of teachers' personal conditions discovered that life events such as births, illness, divorce and deaths impacted the sustaining of teacher commitment (Huberman, 1993). Teachers who could adjust themselves well in both positive and negative life situations and keep the inner motivation to make contribution have more sustained commitment (Day & Gu, 2007).

Studies interested in commitment to school organizations indicated that workplace factors are also important. According to the research done by Firestone & Pennell (1993) and Leithwood, Jantzi, & Steinbach (1999), learning opportunities, teacher autonomy, participation in decision making, resources, leadership and collaboration were some significant factors in maintaining high levels of teacher commitment. In addition, recent studies have pointed out that teacher commitment could also be affected by whether principles of the school organizations could lessen teacher stress resulting from excessive community expectations.

A lot of studies focused on how the changes in teachers' working contexts influence teacher commitment. According to Tedesco (1997), much evidence shown at the UNESCO International Conference on Education in 1996 that reform-intensive contexts

in a lot of countries have triggered loss of teacher commitment. Some studies have indicated that mandatory new initiatives since late 20th century in the UK led to teacher's attrition among teachers in their mid- and late- career phases and government intervention in curricula as well as school governance in Australia has made teaching more audit-driven and performance-oriented (Choi & Tang, 2009). However, other studies have also displayed that a good deal of teachers showed deep commitment regardless of the changing in their working conditions (Choi & Tang, 2009).

According to Razak, Darmawan, & Keeves (2010), culture is an important factor that affects teacher commitment since culture can influence emotions, motivations, values and cognitions. Moreover, Kirkman et al. (2006) argued that culture could be connected with a range of outcomes in the field of applied psychology and in management, which are particular important in the educational field. However, issues that are in relation to different contexts within the country involved have been generally ignored in many studies. In this study, research will be done on the characteristics of teacher commitment among Hong Kong primary school teachers, who have been working under contexts where successive educational reform policies have been implemented in recent years.

2.4 Hong Kong Educational Context

According to Choi & Tang (2011), Hong Kong has been faced with tremendous challenges after its reunification with China and the Asian financial crisis in 1997 and HKSAR government has desired to develop talents to help Hong Kong to remain the competitiveness due to the changing of political and economic identities as well as economic globalization after the handover. Forestier, Adamson, Han, & Morris (2016) have also mentioned that Hong Kong has launched intensive reform policies in the field of education from the 1990s and from 2000 new Government policy initiatives were introduced. According to Cheng (2009), starting from 2004, the Education and Manpower Bureau (EMB) implemented external school review (ESR) to validate schools' self-evaluation activities once every four years and the Territory-wide System Assessment (TSA) to measure the progress of students from Primary 3 through Primary 6 to Secondary 3 against a professionally defined standard of basic competency in English Language, Chinese Language and Mathematics. The trends can be seen as a reflection of

the influence of globalization, including the increasing network of educational expertise, the speed of information shared all over the world, the growing quest to use international tests to evaluate systems and common challenges faced by countries within the global economy (Forestier, Adamson, Han, & Morris, 2016). Therefore, education reforms have triggered a quest for outstanding performance and education has been moved towards marketization, with market strategies such as benchmarking, external school review, performance indicators, etc. being transplanted into education to expedite school performance (Tse, 2002).

In addition, according to Choi & Tang (2011), teaching has no longer been a stable occupation. Many beginning teachers served on contract terms and were not able to secure tenure. Schools have downsized and education policy makers have refused to introduce small class teaching in primary schools to deal with the continually falling birth rate and the shrinking number of primary students, which has added to competition for a teaching post (Hong Kong Professional Teachers' Union, 2007; Education Bureau, 2008). Therefore, teacher commitment may vary under such educational context in Hong Kong and can be referred to as educational systemic factors, which will be researched on in this study.

3. Research Design & Implementation

This study used qualitative method to collect data because teacher commitment is a complicated concept. It is impossible to be fully studied without researching on the teachers' personal characteristics, their own ideas and the wider social historical context. The objects of this study are the lived experiences of real people in real settings, therefore qualitative method is most suitable to conduct the research (Hatch, 2002). With the use of qualitative method every participant is considered as a unique individual and the factors that lead to their thoughts will be investigated. According to Hatch (2002), one of the advantages of qualitative research is that it seeks to understand the world from the perspectives of those living in it. Hatch (2002) also mentioned that in qualitative work, the intent is to explore human behaviors within the contexts of their natural circumstance.

While the participants' opinions are relatively subjective, the wider social historical context analyzed by the researcher is comparatively objective.

6 teachers in different career phases in the placement school for my Field Experience Semester were recruited for the research. Although different literature has diverse way to delimit years of teaching experiences into different career phases, the classification method in the present study was based on the characteristics of the participants and referred to Cheong Cheng's (2009) on Hong Kong educational reforms: purposive sampling strategy was employed to select the participants from three cohorts, namely "early-career" (teachers who entered teaching after 2004 and had 1-12 years of teaching as at 2016), "mid-career" (teachers who started teaching from 1997 to 2003 and had 13-19 years of teaching as at 2016) and "late-career" (teachers who entered teaching before 1997 and had more than 19 years of teaching as at 2016). 2 teachers from each career cohort were chosen.

Data was collected from Sep 2016 to Nov 2016. Semi-structured interview which lasted for around 1 hour was conducted with each participant. Teachers were asked a few interview questions and were invited to tell their decisive career events and personal thoughts about professional development. The list of interview questions is attached in Appendix I. Teachers were also requested to indicate the intensity of their commitment at career entry and at present (with 0 representing the lowest and 10 the highest teacher commitment intensity which follows the intensity level in Choi & Tang (2009)) and explain that whether it had been changed through their professional lives with possible reasons. The results were not used to compare the intensity of commitment among teachers but were used as subjective indicators of individual teacher's ideas about teacher commitment. The whole interview was recorded and transcribed after obtaining the teachers' consent. The audio interview recordings and the interview transcriptions (Appendix II) were used as qualitative data and were analyzed in the data analysis stage (Throne, 2000).

As for the data analysis approach, interpretative phenomenological analysis (IPA) was used to explore in detail the participants' lived experience because this study attempts to examine personal experience and is concerned with an individual's personal perception of an object or event (Smith, 2007).

4. Limitations

First of all, this study only involves relatively small numbers of participants, which means that it is less likely to be taken seriously by other academic researchers or by policy makers and practitioners (Griffin, 2004). In addition, the main disadvantage of qualitative approaches is that the findings cannot be extended to wider populations with the same degree of certainty that quantitative analyses can (Atieno, 2009).

In order to reduce the limitations of qualitative research, the interviewees were told that the interview was only for research purpose and their answers would only be known by the researcher and the supervisor, which means the trustworthiness of the research is ensured. Besides, the research findings have been cross-checked by another peer so that the research is not biased and the reliability of the research findings is enhanced.

5. Results

5.1 Trends of Teacher Commitment

Under the common context of successive educational reform policies in Hong Kong as well as intensive and unstable working conditions in Hong Kong, the findings of this study affirmed previous studies that teachers differ in falling into more positive or negative career trajectories (Choi & Tang, 2009). Although Hong Kong primary school teachers in different career phases suggested different commitment trends, the three cohorts of teachers defined teacher commitment in similar ways. They mentioned that a committed teacher was one who:

- actively devotes much time and displays great initiative in teaching work;
- strives to be a role model to positively influence the students and do something right to the students;
- tends to reflect oneself to improve and do things at an excellent standard instead of merely fulfill responsibility.

In addition, the result that most of the teachers indicated that the objects of their commitment were students also echoed previous findings that ‘students’ remained a strong object of commitment to all teachers, regardless of their commitment trend

(Edmonds, Sharp, & Benefield, 2002; Smethem, 2007). They would like to educate students both academically and morally and were willing to ensure students learning, especially by setting different goals for different types of students and providing extra help for students with low academic performance or special educational needs, which was similar to the description made by Dannetta (2002). Only one teacher who was in mid-career cohort had different commitment object, which was teaching profession. According with the definition of Somech & Bogler (2002), she had education missions and her positive attachment to teaching profession was related to her strong personal identification in working as a teacher.

Teachers used figures to describe their commitment trends in their career course. The number 0 represents the lowest teacher commitment intensity level and 10 the highest level. Analysis of the characteristics of teacher commitment trends from the time when they first entered teaching to 2016 showed that teachers in early-career cohort and late-career cohort demonstrated decreased and increased or sustained commitment trend while two teachers in mid-career cohort both reported a sustained or upward commitment trend (Table 1).

To be specific, one teacher from the early-career cohort indicated that his commitment level had decreased by 2 points while the other teacher from the same career cohort had increased her commitment by 1 point. Teachers from the mid-career cohort were most committed in comparison with the other two groups. Both teachers either maintained a high level of commitment (level 8 to 9) or increased the commitment level by 2 points although they still mentioned some factors that negatively influenced their commitment level. As for the late-career cohort, one teacher indicated a sustained commitment. On the other hand, another teacher in this group reported a declining commitment since her career entry, with a drastic drop of 2.5 points.

The results that the mid-career cohort comprises the greatest proportion of committed teachers affirmed previous findings that more teachers in the mid-career cohort teachers demonstrated an upward or sustained trend (Choi & Tang, 2009). Nevertheless, the fact that there were teachers in both early-career cohort and late-career cohort who reported increased and decreased commitment trend and there were teachers in all three cohorts

who mentioned factors that had negative impact on their commitment led me to further analyze the factors that contributed to these different trends.

Table 1

Teacher commitment trends of teachers from career entry to 2016.

Cohorts & (years of teaching as at 2016)	Name	Commitment level	Commitment trend
Early-career cohort 2004-2016 (1-12 years)	Herny	8→6	↓ - 2
	Linda	8→9	↑ + 1
Mid-career cohort 1997-2003 (13-19 years)	Penny	8-9→6→8-9	—
	Carl	6-7→8-9	↑ + 2
Late career cohort Before 1997 (more than 19 years)	Willy	7→7	—
	Cindy	9→6.5	↓ - 2.5

5.2 Factors Contributing to the Decreased Commitment Trend

Teacher commitment involves three main types of factors including personal, workplace and educational systemic factors. As the data of the interviews showed, these factors affect teachers in different career phases and teachers with contrasting commitment trend differently (Table 2), which will be analyzed in details in the following sections.

5.2.1 Educational Systemic Factors

In comparison with teachers with increased or sustained commitment, educational systemic factors were cited by teachers from all three cohorts to negatively affect their commitment and the result was in line with the research done by Choi and Tang (2009). Teachers who were from early-career cohort and late-career cohort both complained about the intensive reforms that resulted in their downward commitment trend. A young teacher attributed his declining commitment to the unreasonable reforms that were not suitable for the reality of school and made him feel confused.

I believe that the educational system in Hong Kong should not be such disordered. The educational system should be developed continuously, but it must not be changed unreasonably. For example, as for TSA, I think that it is ok to test, but the same assessment paper has been used for years and you know that it is useless. However, the government refused to listen to teachers' opinions. [Henry (early-career cohort)]

A teacher of the late-career cohort also regarded the continually changing educational policies as burden that led to work overload.

Sometimes the policies that the government carried out were not clear enough. In fact, there is not much time left for teachers after teaching, but we need to deal with different programs required by the government and more administrative work should be done. For example, when they give us money, we have to make a plan of how to use it and write in details the way and the reason we use it, which is extremely troublesome. Those programs have increased the burden on us. [Willy (late-career cohort)]

The most salient factor that influenced the commitment of teachers from mid-career cohort who had increased responsibilities in school was unstable employment conditions caused by school downsizing and closure policies. A teacher who has already become the vice headmaster of the school after 18 years of teaching was vehemently opposed to school closure policy and claimed that the government should not make the decision to close a school and should ensure that the school has a certain operation scale. In addition, he felt sorry for the anxious teachers under the effect of school downsizing because the school had no choice but offer contract positions.

Another teacher of the mid-career cohort had once suffered from demotion herself caused by school downsizing and it was the time when her commitment level dropped dramatically.

I felt very uncomfortable for a long time. My commitment level dropped to 6 and I even thought of changing occupation. I just got promoted, but because of school downsizing, I was the first to be demoted only for the reason that I was the latest one. I

thought that I did well enough, but nobody cared. It was not my fault, but how would others think of me? [Penny (mid-career cohort)]

5.2.2 Workplace Factors

Although all teachers interviewed were from the same school, it was found that workplace conditions still played out differently for different teachers. Teachers in the early- and late- career cohorts attributed their decreased commitment to various unfavorable workplace factors. A young teacher mentioned that the lack of resources in the school has damaged his commitment.

You can see that the school buildings are quite old here. In fact, there is even no computer in my classroom. Teachers from other schools in Hong Kong consider using computer and E-book to teacher as a normal thing, but I cannot. When I plan to explain words, I cannot use Google or PowerPoint to assist in teaching like others do. Instead, I can only print the pictures in advance. [Henry (early-career cohort)]

A teacher of the late-career cohort had strong feelings about work intensification and weak school support, which was the most crucial factor for her declined commitment. Instead of complaining about the educational system in Hong Kong, she placed the blame on the school administrators for heavy workload and meaningless meetings. She was frustrated by the administrative arrangement of the school that left little time for students.

We have to attend meetings frequently, but they have nothing to do with improve teaching or student learning. I really think that it is a pure waste of time. There is only one question I would like to ask: What is happening in the classroom? They often say that teaching is the most important thing. However, where do we teachers spend our time? Do we spend most of our time on teaching or evaluation of teaching and learning? I believe that the answer is no. [Cindy (late-career cohort)]

5.2.3 Personal Factors

Among the six teachers interviewed, only one teacher in the late-career cohort related personal factors to the fall in her commitment in teaching. Her main consideration was personal health condition, which affirmed the results of previous studies that life events

such as illness influenced the sustaining of teacher commitment (Huberman, 1993). She had noticed the fact that more and more colleagues had suffered from deteriorating health and she was considering early retirement if she could not maintain a balance between work and rest.

5.3 Factors Contributing to the Sustained/Increased Commitment Trend

5.3.1 Educational Systemic Factors

While all teachers in the three cohorts attributed their decreased commitment trend to educational systemic factors, none of the teachers with sustained or increased commitment mentioned the impact of this category of factors on them. In fact, when referring to the education reforms in Hong Kong, all of the teachers had negative views.

5.3.2 Workplace Factors

As for workplace factors, in line with the research done by Choi & Tang (2009), teachers in the early- and mid-career cohorts related more favorable workplace conditions to their sustained or increased commitment while none in the late-career cohort mentioned reasons in this category for their enhanced commitment trend. Two teachers in the early- and mid-career cohorts respectively both explained the importance of collegial support in their school. Penny, a mid-career teacher who had been demoted because of school downsizing, expressed her gratitude for the support from her colleagues that helped her go through the difficult times.

I had a lot of negative emotions at that time and my enthusiasm about teaching was destroyed. However, many colleagues supported me and told me that it was not my fault. Besides, when they met anything good or bad, they would come to share with me. I felt warm and I rediscovered my passion after some time. [Penny (mid-career cohort)]

In addition, having increased responsibilities in school was one significant factor that had impact on teachers in the mid-career cohort who had increased commitment, echoing previous studies that participation in decision making as well as leadership and collaboration could help maintain high levels of commitment (Firestone & Pennell, 1993; Leithwood, Jantzi, Steinbach, 1999). Carl, the vice headmaster in school, perceived his

increased responsibilities as meaningful and professional instead of merely administrative duties. His new position enabled him to participate in policy making and influence school development.

As I get older and have different positions, I can do more things and make a change. I am now able to formulate school policies, which can help school development and provide benefits to students. Now I keep engaging in advanced studies and improve myself so that I can broaden my horizon and make appropriate decisions. [Carl (mid-career cohort)]

Moreover, another teacher of the mid-career cohort mentioned that she could look at school development from a broader perspective after being promoted to be a panel. She understood the leadership of the school management more and became more positive about her job.

5.3.3 Personal Factors

Different from teachers who have decreased commitment trend with only one senior teacher talked about negative personal factors, all three cohorts of teachers with increased or sustained commitment made references to personal factors in relation to their commitment trend. Teachers in the early-career cohort became more committed when they have “realized the importance of teachers” after actually being teachers whereas the mid-career cohort related increased/sustained teacher commitment to “personal aspirations”. A teacher of the mid-career cohort also regarded “financial needs” as one personal factor that helped maintain her commitment level because the salary of a teacher was good enough for her to support her family.

Note worthily, “satisfaction of helping students” stood out as the crucial personal factor that was emphasized by all three cohorts of teachers who reported upward or sustained commitment. The willing of helping different types of students and the sense of satisfaction after helping students had a leading role in maintaining or increasing teacher commitment.

When I successfully solve students' problems and see their improvements, I feel extremely satisfied and my passion for being a teacher has increased. [Linda (early-career cohort)]

I really like it when students have improved themselves. Different students have different abilities. Some students can learn very fast while others require more help until they can acquire the knowledge. Regardless of their competence, as long as they make progress, I will feel a sense of achievement. [Carl (mid-career cohort)]

Different students have different characteristics and potential. As a teacher, I think that it is important to appreciate every student and find their strengths. I feel satisfied with interacting and helping students. [Willy (late-career cohort)]

The aspiration and satisfaction of helping students, as shown among various cohorts of teachers, was consistent with their conception of a committed teacher. With a desire and satisfaction of helping students, they would like to make extra efforts in teaching work so that students can make improvements. They had the aim of positively influencing the students and help them grow into a good citizen. Their strong educational ideals of helping each single student made them carry through firmly regardless of other difficulties.

Table 2

Teacher commitment trends of teachers from career entry to 2016.

Cohorts (years of teaching as at 2016)	Category of factors	Increased/ Sustained commitment	Decreased commitment
Early-career cohort (1-12 years)	Personal	- Realize the importance of teachers - Satisfaction of helping students	
	Workplace	Collegial support	Lack resources

	Educational systemic		Intensive reforms
Mid-career cohort (13-19 years)	Personal	- Satisfaction of helping students - Personal aspiration - Financial needs	
	Workplace	- Increased responsibilities - Collegial support	
	Educational systemic		Unstable employment, school downsizing & closure policies
Late-career cohort (more than 19 years)	Personal	- Love for students - Satisfaction of helping students	Health condition
	Workplace		- Work intensification - Weak school support - No time for students
	Educational systemic		Intensive reforms

6. Discussion and Conclusion

The crisis of teacher commitment and the fact that teachers may follow different trajectories has been well documented in literature. This research affirmed several findings and recognized the characteristics of teacher commitment among Hong Kong

primary school teachers in different career phases nowadays as well as the different types of factors influencing the individual teachers' commitment trend. The analysis in this study showed how the interplay of teachers' personal, workplace, and educational systemic conditions affect teachers of the three career cohorts in similar and different ways. In addition, it is worthy to note that various categories of factors weighed differently in positively or negatively influencing teacher commitment.

As a matter of fact, teachers in the mid-career cohort were more committed compared with the other two groups and one important reason is that they have increased responsibilities in the school so that they can understand the leadership of the school management more and make a change by themselves. On the other hand, teachers of the early- and late-career cohort complained about negative workplace factors that decreased their teacher commitment, including lack resources, weak school support, etc. One senior teacher particularly expressed her lack of understanding and dissatisfaction of school management. Besides, most of the teachers in all three cohorts regarded students as the object of their commitment while none of them referred to school organization, which echoes previous findings (Edmonds, Sharp, & Benefield, 2002; Smethem, 2007). Therefore, although it is good for teachers to attach importance to students, the school organizations should reflect on themselves whether they provide enough support for teachers and seek for their understanding by explaining their policies clearly, especially teachers from early- and late-career cohort who are not school administrators.

Educational systemic factors were perceived negatively by all teachers in three cohorts in Hong Kong and were heavily referred to in relation to decreased commitment. While teachers in the early- and late-career cohort attributed the decline commitment to intensive reforms which were meaningless and a waste of time, teachers of the mid-career cohort were concerned more about unstable employment caused by school downsizing and closure policies that either influenced the school or even themselves. As a result, the Education Bureau should think over the possible impact and listen to voice from the teachers and parents who have direct contact with students before launching new policies. It is also important to view from the perspective of the teachers and give them more time for students instead of paperwork because excessive fatigue will definitely have negative influence on teacher commitment (Goodson, Moore, & Hargreaves, 2006).

On the contrary, personal factors, in particular, teachers' sense of satisfaction of helping students, were connected with increased or sustained commitment trend among all the three cohorts. This echoes previous findings in Western societies that the personal and professional values and beliefs appeared to shape teachers' constructions of commitment regardless of social context and it is one of the most important factors in maintaining teacher commitment (Day, Elliot, & Kington, 2005). As shown in the data, teachers' personal values of willingness and satisfaction of helping students in fact overrode the other two categories of external factors. Although some teachers also complained about negative external factors, they still had increased or sustained commitment because they were extremely satisfied after students had improved, which made them decide to continue teaching. Their personal values counteract educational systemic and workplace factors to sustain and increase teacher commitment.

However, it is of vital importance to note that while many teachers have personal values of satisfaction of helping students, some of them still have the idea of exit teaching at least once when external factors have sudden or significant impacts. Therefore, the government and the school should try to further strengthen their personal values by providing them with a facilitating environment (Choi & Tang, 2009). The more their personal values being accumulated, the better opportunities the teachers will be able to overcome unpredictable challenges and have sustained teacher commitment.

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Appendix I

Interview questions

1. How long have you been a teacher?
2. Why did you choose to be a teacher?
3. What do you think of being a teacher nowadays?
4. What do you think of ‘teacher commitment’?
5. What does “teacher commitment” mean to you?
(school organization, teaching profession, student, teaching work)
6. Are you satisfied with your job?
7. Will you continue choosing to teach today?
8. Have you ever thought of changing your occupation? Why?
9. Do you engage whole-heartedly being a teacher?
10. Has the engagement ever changed? Why?
11. Do you think that the level of your “teacher commitment” has increased or decreased? Why?
(Indicate level 0-10, at career entry and at present)
12. How many hours do you spend on your job each week? Has this changed? Why?
13. Would you like to share a critical career event that affect your “teacher commitment” in your career life?
14. Has any new policy in Hong Kong affected your “teacher commitment”?

Appendix II

Interview transcriptions

Henry (early-career cohort)

Z: 好，咁我係香港教育大學嘅學生來嘅，咁呢個係我畢業嘅一個 Honours project，咁題目就係 Teacher commitment among Hong Kong primary school teachers in different career phases. 咁呢個係一個 semi-structured 嘅 interview，即係話主要係呢十四條問題，咁可能就會多咗一啲或者少咗一啲都有可能嘅。可能都唔一定跟呢個順序嘅。

H: 明白。

Z: 好，咁第一條問題係：咁你做咗幾耐嘅老師？

H: 呃，三年。

Z: 哦，三年。咁係 14 年.....

H: 14-15 年果個學年。

Z: 14-15 年入職嘅。

H: 係了。

Z: 好，咁你點解選擇做一個老師呢？

H: 可能個人比較文靜啊，即係唔係好鐘意商業、投資果個好功利果個世界，同埋做老師比較穩定啊。前景比較穩定。係了，咁所以就揀做老師了。

Z: 嗯.....咁你覺得做老師依嚟穩唔穩定呢其實？

H: 依嚟就有以前咁穩定嘅，因為始終依嚟都有果個合約，即係依嚟都係合約嘅嘛，即係好難話搵到一個實質位。咁呢個就比較唔穩定咯。

Z: 咁其實合約係每一年簽一次？

H: 係，每一年簽一次。

Z: 咁你其實依嚟都係合約？

H: 係了。我都係合約嘅。

Z: 咁你覺得呢個其實會唔會影響到你嘅 teacher commitment? 即係你覺得唔穩定.....

H: 呃，有陣時會啦，即係話如果當你係一個合約嘅時候，你未必知道下年會唔會繼續續你嘅時候呢，咁可能就會覺得.....啊，咁我嘅投入度呢，未必會咁大了。係了。

Z: 咁你覺得今時今代做一個老師你點睇呢？

H: 即係點睇.....即係身為一個老師果個形象定係果個呢份職業係點？

Z: 都得嘅。呢份職業係點。

H: 我覺得依嚟老師好多限制咯，即係好多嘢受束縛啊，不論係來自學校啊，學生啊，家長啊，甚至係校董會啊，呢啲都有機會令到老師有陣時會比較處於彷徨嘅.....或者呢兩難嘅局面咯。係了。

Z: 處於.....

H: 兩難嘅局面。即係話可能你唔知究竟點樣取捨，點樣做。

Z: 咁其實同你想象中係唔係一樣嘅呢？

H: 有出入嘅。有出入嘅。因為以前我會覺得老師係.....真係為咗淨係要將知識教到俾小朋友，然後教好小朋友，就已經夠。但是當我入到來做老師嘅時候，發覺有好多另外一啲嘅行政啊，甚至係一啲叫做.....你要處理家長啊、學生問題嘅時候，呢啲反而係可能我之前有慳過嘅。係了。

Z: 咁其實你覺得呢啲問題會唔會影響到你嘅 teacher commitment?

H: 都少少有。有陣時會.....可能有陣時家長唔明白，咁佢會覺得可能.....啊，小朋友學唔到嘅，咁點解老師.....即係好直接話係唔係老師做得唔好呢？咁有時就會令到我覺得會

係唔係我自己嘅問題呢。咁呢個可能對新入職嘅老師會係一個衝擊咯。即係有陣時會覺得，係唔係真係因為我嘅問題呢？係了。

Z: 好。咁你點睇 teacher commitment? 你覺得一個有高嘅 teacher commitment 嘅老師會點樣做呢?

H: 呃，高嘅 teacher commitment 啊。我會覺得佢應該每一方面都處理得好好咯，同埋應該會諗到點樣可以幫到小朋友為先咯。因為我會覺得真正係一個有.....我覺得係有責任啦，或者係一個有承擔嘅老師，應該係.....佢會諗.....係先從學生果方面去諗，而唔係就咁拿本書教完就算了。係了，即係依嚟嘅學生好多唔同嘅種類啦，咁有可能你拿住本書就咁齋講就得咯。係了。

Z: 好。咁 teacher commitment 對於你來講係意味咗乜呢？其實有四方面嘅，可能係對於呢間學校，即係你覺得要幫呢間學校完成乜目標；咁可能對於老師呢一份職業；咁可能係對於呢啲學生；咁可能係對於教師工作。咁你覺得對於你來講係邊一方面？

H: 哦即係呢四樣嘢揀其中一個，咁應該係對學生啦。

Z: 咁點解係對於學生呢？

H: 因為.....即係我覺得老師最大嘅責任就是教育學生咯。即係我唔係單指係成績上面，佢品行啊，甚至佢心理上嘅發展。即係呢個係老師應該要做到嘅嘢咯。而唔係.....即係當然最好係可以拿到獎啊，幫到學校發展啊，但是我自己覺得就對學生果個發展，老師幫唔幫到佢，呢個係最重要。

Z: 好。咁你依嚟對於呢個工作整個環境啊，或者呢個工作滿唔滿意呢？

H: 可唔可以用分數去俾啊？

Z: 可以。

H: 如果十分嘅話，我俾七分咯。

Z: 噢.....咁點解呢？

H: 呃.....呢個工作環境.....好嘅方面來話，老師會幫.....即係大家會幫大家啦，亦都唔會話真係會收收埋埋，咁跟住轉頭就好似.....就唔話俾你知啊。咁呢樣嘢，我覺得果團隊精神都好嘅。但是呢，可能有啲地方果制度上面未必可以幫到晒全部小朋友。同埋有陣時會覺得.....呃，呢度嘅工作環境，可能.....即係可能果啲硬件啊，果啲唔夠完善啊。即係你睇，其實都比較舊，果校舍。咁呢個可能就增啲咯。係了。即係呢度同新校舍比，即係果啲新嘅校舍比呢，一定係有好大嘅距離嘅。所以我會覺得呢度就會扣咗分咯。

Z: 即係呢間學校嘅。

H: 係啊，因為特別係香港呢，好多人都整日話香港好好啊，有臺有凳咁樣，即係話香港小朋友唔知足，山區小朋友乜都有喔，咁樣。但是慳返，其實依嚟佢地係香港嘛，你話香港比返香港嘅話，其實呢間學校有啲硬件係未做得好咯。係了，我自己上堂嘅地方，我都未有電腦用。係呀，所以我都話.....即係可能係其他學校嘅老師覺得，開電子書，用電腦教學係好正常嘅事，但我係好少用咯。我直情個課室依嚟都未有電腦。

Z: 啊，邊一個課室？

H: 呃，305.

Z: 係有電腦啊？咁整班都有嚟？

H: 有啊。咁所以就要最普通果種方法，可能你要教中文咁樣嘅，咁我要解釋詞語嘅時候，咁可能你就要 print 幅圖出來咯。咁如果係一間可能硬件好嘅學校，咁就咁開果電腦，Google，或者你搵定嘅，擺係果 PowerPoint 果度，係咯，咁就已經 OK 了。咁可能所以呢間學校就增啲咯。不過我慳佢都會發展，即係我都見好多電腦買緊啊，都會進步緊嘅。係了。

Z: 咁如果係用一個 level 來講你嘅 teacher commitment 嘅 level，咁最高係 10，最低係 0，咁你覺得你啱啱入職果時係幾多，依嚟係幾多呢？

H: 啱啱入職啊，呃啱啱入職應該係 8 咯。

Z: 咁依嚟.....

H: 依噶應該 6 咯。

Z: 哦，咁點解低咗呢其實。

H: 呃，可能會……即係可能覺得有陣時要處理啲行政嘅嘢，就會自己會無暇去兼顧返即係實現呢個 **commitment** 嘅嘢咯。即係始終來話，最簡單啦，咁你開會，你都要開會嘅嘛。係啦。咁你開完會之後其實，但是時間所限啫，咁呢度七點鐘要收工啦，咁你始終有個時間嘅時候，咁你就會……係了，你明唔明我意思就係，即係你用果個時間，咁你教學方面，或者你想點樣去幫到學生嘅方面，你就始終係增啲咯。係了。

Z: 咁你覺得呢個係學校嘅環境嘅因素？

H: 呢個唔係學校環境咁簡單，我覺得係整個香港嘅教育制度係咁樣。

Z: 哦，咁你覺得其實有冇啲具體嘅教育制度會影響到你嘅 **teacher commitment** 呢？

H: 呃……例如話係……可能規定要好多果啲唔同嘅發展咯，即係我覺得……點講呢，我好大膽噃，我覺得每間學校定位唔同，但是呢，整個教育制度就係要全人發展。咁然後呢就好似依噶咁樣就會有資優啦，咁加埋其實好多嘢我地都未搞定，咁又有 SEN 又有資優，又有正常……即係有啲正常嘅小朋友，有啲係普通嘅小朋友，即係好多唔同範疇嘅時候，咁你不停咁樣塞啲果啲叫……佢其實都係硬性咁樣叫人地，即係學校一定要跟佢做呢啲咁樣嘅計劃嘅時候，咁其實結果搞得大家唔係好似開咗好多鑊嘢，但是又做唔晒咯。係了，反而我覺得即係佢原意係好，但是佢有慳過係每一間學校有佢自己特別嘅需要咯。即係你話好似我覺得自己……呢間學校其實反而著重係個成績果邊個培訓會好過你不停做一啲可能多元化發展咯。當然有係好咯，但是我覺得不如你操練多少少，令到個小朋友基礎有返先。你教英文你都明，即係有啲連字都未識嘅，咁你點樣去學另外一啲嘢呢？咁我都會碰到呢個問題咯，我覺得不如多啲基本嘅操練先，令到佢地有個底，咁先再佢慳其他發展。

Z: 嗯，咁你覺得係邊啲發展？多元智能課果啲啊？

H: 即係例如音樂啊，體育啊，即係呢個係基本一定要……即係有緊係好啦，佢識彈琴緊係好，但是當有啲小朋友佢嘅成績唔係特別好嘅時候，咁你又要佢學多呢兩樣嘢嘅時候，咁佢結果拖累咗兩邊嘅發展咯。

Z: 係，因為佢地導修堂整日都唔係度。

H: 係了，即係你會……兩頭唔到網咯整件事就係。即係明明慳住想捉佢來做下改正啊，點知佢又走去田徑啦，咁果問題就係唔係話邊個係錯，即係大家都想去將果小朋友嘅潛能發揮得最完善，但是有陣時時間係有限嘅。即係我覺得要排清楚果個叫優先次序先，然後再去慳個方向。如果個優先次序係真係覺得呢班小朋友唔得嘢，啲成績真係唔 OK 嘢，其實你不如要佢地先去……唔好再慳體育了，先去搞成績先。即係有一間學校，好少有學校可以兩邊發展得咁好，有嘅，咁就係傳統名校咯我覺得。但是如果你話一啲有咁好嘅學校，即係叫基礎有咁好嘅，我反而覺得你培養返佢地嘅基礎先咯。即係其實我慳老師要佢地操練，其實我覺得呢樣嘢我覺得係幫佢地咯。即係唔係話好似果啲填鴨式果啲，因為有啲嘢我自己覺得真係有啲嘢你要識嘅嘛。串字，你好多小朋友係屋企唔串，咁你唔係係學校串咯唯有。咁你串一個唔識兩個唔識，你之後你就會好多嘢都唔識嘅了。我係咁慳咯。

Z: 咁其實呢個係香港嘅制度。即係 extra-curricular activities，係一定要嘅。

H: 呃，基本上係噶，即係你唔會搵到間學校冇咯，你咁樣就反而被人話咯，話點解會……即係以我所知道，應該有一間學校會完全冇課外活動咯。

Z: 但是你覺得對於每一間學校來講……

H: 即係我覺得要取捨咯。即係好似我頭先所講，即係有啲小朋友其實英文唔叻，中文又唔係好好，係了，咁又走去跑步。咁即係話又唔係話果啲完全教唔到嘅，果啲係教到嘅，係果邊位嘅時候，咁你咁樣走一走，可能就會……但是佢跑步又唔係真係跑得……係唔係真係可以去到好勁呢？咁呢樣嘢又可以令到大家會有個，即係覺得係唔係應該取捨方面要再慳一慳。係了。

Z: 嗯，咁你之前講果啲 SEN 同果啲資優都係度，咁你覺得呢樣係唔係好嘅，定係……

H: 係要照顧佢地，不過但是個問題就是因為太多項目，跟住令到大家都照顧不暇，即係有陣時會……即係好似大班咁樣果啲老師啦，其實我都好佩服佢地，即係唔同嘅學生都有啦，咁但是我地學校可能 SEN 比較多嘅，但是問題就是……但是因為咁樣出到來即係可能好多項目啊，即係佢好多學生我又要顧呢樣顧果樣嘅時候，我就唔記得咗照顧真係要照

顧嘅人咯。特別係 SEN 咯我覺得。即係功課調適啦，佢地嘅課程係唔係需要再剪裁啦，咁呢啲好多嘢有陣時就係因為行政果方面太多，我地老師其實真係俾唔到時間去愜呢啲嘢。

Z: 即係你話其他嘅項目太多，咁你就冇時間.....

H: 係了係了，都係其中一樣嘢咯。

Z: 其他有啲乜項目？

H: 開會咯就係。

Z: 哦.....

H: 係了，即係好多會咯，好多小組，係會令到老師有陣時會分心不暇咯。行政果方面有陣時會令到.....真係老師會覺得做唔到頭先我想講就係，我就係話我有幾個 SEN 小朋友，我想檢查下我嘅教案.....即係課程，或者想搵啲特別啲嘅活動俾佢地，都愜唔到咯。係啊，呢樣嘢可能就增啲咯。

Z: 咁開會你覺得係呢個學校嘅環境定係大嘅？

H: 開會間間學校都係啊，呢間學校應該係叫做好，我覺得已經叫做.....即係唔算好重嘅了。有啲學校真係可以，我聽啦真係，都唔敢.....我都係道聽途說，有啲就開到.....即係可能每日都開幾.....可能有一排就兩三日都要開會，咁開會你愜下仲有冇時間呢，係啊。即係仲要改薄，仲要備課，咁備課果 part 會唔會變作被人忽略咗少少呢我覺得。

Z: 其實你覺得點解會有咁多會要開啊？

H: 呃.....大家想再做好啲嘢咯。即係大家好多嘢想再做好啲，想再系統化啲，但是一定要經過開會咯。我明嘅，即係有啲嘢唔可以你話，一個人講完就個個都跟住做，咁唔可以咁樣嘅，但是奈何就係因為大家都想將果個學校嘅制度啊，即係再系統化，好好嘅，即係唔會亂來有啲嘢，可能來話出卷果度，咁你都要開會講清楚，你話，啊，我地出卷要點做，點做點做，咁呢啲嘢就無可避免咯。只不過我愜係要走向呢個系統化，或者比較完善嘅結構，所以就令到.....係了，就令到有會開，即係開會嘅次數會比較多。係了。

Z: 嗯，咁你依噶係每個星期大概花幾耐係用到老師呢一份工作上呢？

H: 哦即係你講備課果啲。

Z: 全部咯。

H: 全部啊。幾多時間啊。

Z: 係。即係幾多 hours。

H: 由我返工開始咁樣啊.....都十個鐘了都有。

Z: 一日都有十個鐘？

H: 你係唔係話我返屋企有陣時會自己做啊？

Z: 係，呢個都計嘅。

H: 咁我當十二個鐘了。即係半日了有。

Z: 十二個鐘？

H: 有陣時我會帶嘢返去做嘅。

Z: 哦咁又係喔。

H: 不過依噶就少咗可能，依噶果啲叫乜啊.....我會做得快啲啲嘢。以前就真係會帶返，即係以前真係做到最尾果個先走啊，跟住然後真係好早返來，其實我好早就返到來，跟住就開始做嘢。七點鐘就返到來學校，跟住就.....即係去到差唔多六點，我都當差唔多十二個鐘了。

Z: 咁星期六日呢？

H: 星期六日有陣時會開會、出卷啊，或者改作文咯。係啊出卷，有陣時出卷，或者改作文都會有陣時會帶返去做咯。或者出工作紙咁樣咯。

Z: 咁一個星期大概係.....

H: 一個星期啊？呃.....當五十個鐘咯。一個星期。

Z: 唔止吧.....

H: 我拉上補下咯，我都有食飯、休息時間，咁我都覺得留返果個時間，拉上補下，五十個鐘咯我覺得。

Z: 咁其實呢三年係少咗？即係由一開始至到依噶。

H: 會少啲咯。有咁多可能，即係.....不過其實分別都唔係好大，因為當你做老師，你係同一間學校做得耐呢，其實你嘅責任就會多咯，即係唔會就係做啲好輕微嘅嘢，即係之後就會做多啲好唔同嘅範疇嘅嘢。係啊。

Z: 咁你依噶係多咗啊？

H: 都唔算係多咗好多，但是可能.....呃，會睇年齡唔同啊，因為我係非華語嘅老師，咁我睇返非華語嘅同學仔，果方面嘅能力如何咯。因為我始終佢入學之前我唔知佢有幾好，但是如果入到去之後，有啲同學仔可能比較論盡嘅，咁就花多時間係果方面咯。係啊。

Z: 咁非華語其實政府有啲乜資源支持？

H: 呃，多數都係.....最主要都係先有一筆資助啊，錢啊，咁同埋都會有派果啲叫支援人員過來幫手嘅。即係話教佢點樣學中文啊，咁樣。咁但是.....即係都係因為始終學校唔會.....始終我明白因為非華語人數唔多，咁有可能為咗佢地而去整本中文書再轉去另一半啊，咁一定唔會。咁所以佢地就會追得好辛苦。即係當你慇.....有陣時我都會反思自己，當你慇個小朋友點解唔教功課嘅時候，我會慇返佢都唔係只讀你呢一科喔。咁佢果個痛苦其實你都要慇下，其實佢仲要讀中文嘅數學，中文嘅常識，咁一個非華語小朋友其實佢仲要面對咁多問題嘅時候，有陣時佢真係可能吃不消咯。

Z: 係，我班有個都係好叻嘅，英文，但是佢英文果啲功課有唔係做得好好。尤其係果啲要寫返中文嘅真係唔得了。咁我慇緊佢自己都係非華語，真係果啲都好難其實。

H: 係啊，即係有陣時我會覺得老師即係會慇咯，即係可能有時會覺得點解唔交功課啊，咁但是慇下，唔係喔，其實佢地好多科要兼顧啦，佢比本地嘅學生係會更吃力，因為佢地要用中文讀常識，中文讀數學，咁你見到本常識書裡面啲中文字仲難過佢自己嘅中文。所以有陣時我都會體諒佢地嘅處境咯。係了。咁教育局最主要都係錢啦，同埋請.....即係用錢去請老師，專職幫佢地咯。係了。

Z: 好，咁如果你可以揀你會唔會揀去繼續做老師呢？

H: 我會繼續。

Z: 咁點解呢？

H: 雖然辛苦，但有滿足感。個滿足感好大，即係有人會覺得可能係股票，我舉例啦，唔係話佢地好衰嘅，股票，哇今日升咗幾個價位攞咗十幾萬好開心，但我又覺得反而係學生有進步，而個進步好少我都覺得好開心。係啊。

Z: 咁你其實係依嗰份工作入面都係有滿足感嘅？

H: 都有嘅。滿足感，都有嘅。

Z: 咁其實你有冇慳過轉工呢？

H: 冇喔，真係冇慳過。

Z: 即係完全冇慳過。

H: 可能慳係慳轉去教育局果啲咯。係，如果有得轉緊係好咯。

Z: 都係做埋教育。

H: 係，都係做教育果啲。

Z: 咁點解呢？

H: 因為教育呢樣嘢係好……唔係好機械式嘅嘢咯。即係你會慳好多唔同嘅嘢，會衝擊到你，好多年前都冇人慳到係可能用 **net teacher** 呢樣嘢，但是突然間有人提起，咁又試下又真係得喔。電子學習呢樣嘢亦都唔係……即係唔係好機械性，以前有就有，就咁做嘅嘛，又係一個大家覺得，可行喔，不如試下啦。反而掉翻轉頭，填鴨式，依嗰啲人話唔得了，咁又變到不如試下用活動式嘅學習，睇下會唔會好啲。即係我覺得教育呢樣嘢係可以領到你不停咁激發你嘅思維咯。即係當你係有時間嘅話。有時間去慳點樣去教班小朋友嘅時候，你可以慳到好多嘢嘅。即係大問題做嘅時候就因為時間所限，就……但是呢樣嘢係好玩咯

我覺得，好過你即係對住個.....即係我自己覺得對住個股票機啊跳跳跳的數字，咁其實有意思咯。係啊，即係呢樣嘢係我會覺得好玩嘅嘢。係了。

Z: 好，咁你依噶係唔係全心全意嘅做一個老師呢？

H: 應該都係嘅。係了。

Z: 咁其實有冇變過呢？你由一開始入職到依噶都係？

H: 冇。

Z: 好。都係咁？

H: 想做老師。係。但是係辛苦咯，但是會係好玩咯。

Z: 咁可唔可以分享一啲嘅重要嘅事情會影響到你嘅 teacher commitment？

H: 重要嘅事情。乜係重要嘅事情？

Z: 就係一啲.....可能你話突然之間覺得好高，或者好低.....

H: 即係你話可能加人工咁樣果啲？

Z: 如果呢個可能.....即係你覺得.....你之前都講咗果啲，可能你開會，突然之間覺得好低；可能你果啲學生有進步，你突然之間覺得好高。咁有冇啲其他呢？

H: 我會覺得係.....可以多啲體諒可能。即係點講呢，多啲去諗下果個學生嘅處境咯。好似唔係好啱啱呢樣嘢.....

Z: 唔係，即係果啲.....

H: 制度啊？

Z: 係，譬如話私人果啲原因啊，可能話有啲乜影響到自己生活啊，或者你覺得學生進步你會覺得好滿足，呢啲都係算嘅。

H: 咁啊，咁我不如答答呢個。我覺得係香港嘅教育制度可以改下，唔好咁.....即係唔好咁亂啊。即係唔好咁亂。教育係要變，係不停咁變，但是問題係，佢唔好係度亂變咯。即

係有啲嘢應該要走就應該走咯，有啲嘢應該要去繼續落去就繼續落去，但是反而我覺得香港嘅教育制度依噶就係有啲亂了開始，即係唔知……啊東見到人地咁樣做幾好喔，咁吸入來，咁呢度又做得幾好吸過來，咁吸吸下大家又吸唔到果個……吸到個樣喔，又吸唔到個精髓出來喔。咁反而我覺得係呢樣嘢如果佢可以……即係政府果方面真係可以比較清楚啲啊，或者做得好啲呢，咁我就會真係可能做得會好啲咯。

Z: 可唔可以舉一啲例子，即係邊啲係亂？

H: 嗯……譬如話非華語呢，我會覺得佢學中文果度呢，有陣時……即係我用返非華語，咁我會覺得你慳果套，然後同學校又要銜接到，即係佢常常講佢覺得非華語唔可以咁樣一本書嘅喔，你有八個階層嘅。但是問題你慳呢樣嘢你有冇慳過學校先，即係你學校嘅實際情況你都要去處理。即係佢就係一成不變，都係咁樣了，好似佢果個……佢俾果套果啲測試果啲，果啲叫試卷啦，咁多年都係咁嘅。即係呢個佢又不去變喔，佢又不去深討下……你都識講你有八個階段，咁但是你仍然都係分小一至小三，小四至小六，咁我會覺得咁我做嘢都有意思喔。即係你好似果啲係……明明係小三嘅，但是完全有咁樣嘅根底，佢做出來果份嘢一定係零分嘅啦。咁但是呢可唔可以……即係你自己又走去話，同老師培訓嘅時候，啊，依噶非華語應該係八個階層嘅，即係果個中文嘅水平，唔可以仲一二三四年班咁樣計，但你自己果啲配套又有做到喔。

Z: 即係都係考果啲試……

H: 即係佢會叫我地做評估喔，但是果份評估卷年年都係咁樣咯。咁有乜意思呢？我會覺得咁你做有乜意思呢？係咯，即係完全同你想講個嘢唔配對咯。係咯呢啲，有陣時我會覺得有意思咯，份卷又係咁嘅。咁你又要去講話強調呢樣嘢，但兩樣嘢係唔配對嘅時候，你唔係覺得……即係會令到我自己要做就好迷茫咯。係啊。

Z: 好，咁呢個係政府果啲……

H: 制度咯。我會覺得係制度問題，果政策，政策可唔可以一致啲。即係有陣時唔好，遺漏啊，啲嘢。又係好似 TSA 果件事，TSA 果件事其實我會覺得你係想測試可以，但是你果套嘢用咗咁多年，你都知其實……即係……係了都知嘅，不過我覺得，你都係唔係應該慳下其實係唔係應該改革下呢？即係但是佢又繼續堅持，咁然後又唔想聽老師嘅意見，又

唔想點聽其他人意見.....即係佢做咗好多嘢，然後又好似搞到自己冇錯咁樣，咁其實你一個.....我覺得一個明眼人都知道其實你係度做緊呢啲.....即係總之做緊呢啲故話啦，我會覺得係直情係故話啦，咁我會覺得呢啲嘢唔係令到大家嘅教師果個感覺唔係會低咗咯，即係果 commitment，係了。

Z: 咁其實果個八個階段都係果個政府咁要求，但是佢果個試卷冇變過？

H: 冇啊。佢好奇怪啊，所以我覺得教材呢其實佢都係唔按一至六年級嘅，俾非華語小朋友，但是佢果個評估卷好搞笑嘅就係，真係入門啦，即係幼稚園啦當，小一至小三啦，小四至小六啦，咁然後我會見到果啲卷由我第一次接觸非華語嘅幾年前都係咁咯。但是你幾年前肯定唔會係咁樣睇非華語果啲中文啊，係咯，好奇怪，所以我覺得有啲嘢佢做得唔夠完善咯。係啊。好多新嘢嘅了，但是好多嘢都好遺漏有陣時會。係了。

Z: 咁 TSA 都係冇變過嘅？

H: TSA 我自己覺得冇變過咯，因為我舊年監.....其實一模一樣都係咁嘅嘛。即係只不過係易咗，你知我講易咗。即係點樣易咗呢，佢會講明.....以前係搵一個填充出來，即係用中文啦，我監中文啦，填充，咁唔會同你講係第幾段，依噏講明，你會知第幾段搵呢個詞語出來咁樣。即係類似呢啲咯。你話寫邀請卡，佢會俾埋個下款你咯，俾埋個日期你，咁淨係填個名咯，即係有呢啲係易咗嘅，係簡單咗，但是.....即係我會覺得當大家都唔係覺得呢樣嘢需要去評.....即係做多套卷嘅時候，佢硬來嘅話，其實大家會.....即係我會覺得老師都係人來嘅嘛，佢.....你唔可以咁樣硬來嘅嘛果啲嘢。係咯。即係我覺得唔可以硬來就係.....係了 TSA，我總之係要咁樣做返咁樣。

Z: 唔可以咁.....

H: 即係佢依噏變咗嘅名叫測試嘅嘛，但是問題就係其實係一樣嘅。即係我會覺得係換湯唔換藥果啲，係啊。冇乜意思。其實果陣時 TSA 果個風波係因為家長，家長都覺得呢樣嘢其實係唔係仲有用呢，你可唔可以講得出.....如果你真係想做測試題目，你可唔可以變下呢，十幾年都係果啲。但是跟住然後吳克儉局長又唔去聽個家長會，咁繼續又.....即係跟住然後又有人去.....即係果啲教育局果啲又繼續唔去理呢樣嘢，最尾呢，就話有另外一個計劃，但是其實果個就換湯唔換藥嘅計劃。一模一樣，只不過名唔同咗，咁我唔係覺

得.....你係我眼中唔係覺得佢係硬來咯。即係佢呢樣嘢係.....因為有聲音嘅嘛，但是佢唔肯去理咯。

Z: 咁你都係主要覺得係果啲制度嘅問題。

H: 係啊係啊，其實有陣時會啊。

Z: 好，咁有冇啲私人嘅原因呢？

H: 私人啊.....冇乜私人原因㗎。

Z: 好。咁學校呢邊有冇呢？即係學校嘅環境。不過你都講過係硬件果啲.....

H: 係啊，硬件咯，我覺得係咯，如果硬件可以配合得好啲就好了。可能我唔好彩啦自己.....

Z: 點解果個課室冇電腦啊？

H: 其實原本以前果個課室係多元智能室來嘅，咁今年就編到去我教訓練班就去果度教啦，即係係果個課室用，奈何真係可能太多嘢要處理啦，學校嘅電腦果啲，IT，咁最後咁唔係.....即係我果邊就比較慢去處理咯。

Z: 訓練班？

H: 奮進班。即係俾啲比較論盡啲嘅小朋友去上堂。

Z: 但是你自己嘅課室係有嘅？你自己教果啲.....

H: 我就係教奮進班嘅。

Z: 哦，即係你係教奮進班同埋非華語嘅。

H: 係了係了。但是另外一班有嘅，另外一班.....依噶六樓果班有，即係六年班有，三年班果班就有。不過但是.....係了，好痛苦啊，真係有電腦呢樣嘢。

Z: 即係三年班.....人地上課果時你係.....

H: 抽果啲出來咯。

Z: 哦，即係三年班就開始。

H: 三年班係有嘅。有果個硬件嘅，但是六年班都有嘅。六年班。

Z: 因為英文果個係 IRTP.....

H: 係啊係啊，就係一模一樣。

Z: 哦.....其實一年、二年級仲未開始，三年級先有.....

H: 二年級果個係課後咯。

Z: 係啊課後。

H: 三、四、五、六都有英文嘅。係啊。

Z: 好。咁有冇啲其他想分享一下？

H: 應該就有了。

Z: 有.....咁就差不多係呢啲了。唔該嘅。

(Z=Researcher, H=Herny)

Linda (early-career cohort)

Z: 咁我係香港教育大學嘅學生，咁呢個就係我 Honours Project，題目係 Teacher commitment among Hong Kong primary school teachers in different career phases。咁要做大概一個鐘嘅 Interview，咁係一個 semi-structured 嘅 interview，就係大概係呢十四個問題，但是都有可能有啲加咗啲有啲少佐啲。咁第一條問題就係，How long have you been a teacher? 你做咗幾耐嘅老師？

L: 今年第三年。

Z: 哦，第三年。咁即係 2014 年.....

L: 好似係。我唔記得了。總之今年第三年了。

Z: 第三年。即係做咗兩年。

L: 做咗兩年。

Z: 咁你點解做一個老師呢？

L: 咁因為.....第一我係讀.....即係我嘅 degree 係讀 education 嘅啦，即係都係讀教育嘅，咁樣，即係覺得理所當然地畢咗業就應該教書咁樣咯。

Z: 咁你點解選擇教育呢個專業呢？

L: 因為其實自己本身.....因為我教中文嘅，本身都對中文有興趣，咁都想教.....即係做都中文有關嘅嘢咯，係呀。

Z: 咁所以你就揀咗呢個專業，咁就係揀咗做一個老師。

L: 嗯。

Z: 咁你覺得今時今代作為一個老師你點看？即係點樣嘅意義呢？What do you think of being a teacher nowadays?

L: 即係做一個老師有乜意義啊？

Z: 嗯。應該點.....

L: 應該點做定係有乜意義啊?

Z: 都可以。就係關於一個老師你覺得.....

L: 應該點做啊? 我覺得應該起碼除咗教識學業上, 品德都應該有所培養嘅, 係啦, 咁跟住如果學知識上嘅話, 咁真係要幫佢地.....如果係小學老師嘅話, 應該幫佢地打好個基礎, 咁樣咯, 總之真係要令佢地學到更多知識咯。咁品德方面當然要培養咯我覺得, 呢兩者都好重要嘅。

Z: 咁你點睇作為一個老師呢一份職業?

L: 點樣睇老師呢一份職業?

Z: 各個方面都得嘅。

L: 各個方面啊。都算一個專業來嘅, 教授知識同埋培養品德咯。

Z: 噃。What do you think of teacher commitment? 你覺得 teacher commitment 係乜意思呢? 點樣一個老師係有高嘅 teacher commitment?

L: 即係點啊?

Z: 噃.....即係對於教師呢一份職業比較高嘅 commitment。承諾果啲.....

L: teacher commitment.....有冇一啲例子啊?

Z: 即係可能有四方面嘅。即係可能對於呢個學校, 即係你覺得呢個學校對於你來講.....你對於呢個學校來講有一個好高嘅 commitment; 咁都可能對於老師呢個職業; 同埋可能對於學生; 同埋可能對於教師呢一份工作。咁你覺得你係對於邊一方面?

L: 咁抽象嘅.....你舉個例子俾我聽?

Z: 好。咁譬如對於學校來講呢, 就係你可能會做好多嘅努力去幫助呢個學校來達到佢呢個學校嘅目標; 咁對於學生來講, 可能你對於果啲.....即係你會.....

L: 哦, 即係你覺得老師對學生。咁唔係教學生咯。知識同培養品德咯。對學校來講嘅話, 咁係協助學校去推行啲政策啊, 咁樣咯。咁除咗學生方面, 學校方面, 仲有邊度啊?

Z: 仲有教師呢一份職業。

L: 對邊方面？唔係學校、學生呢方面咯。冇了。

Z: 咁你覺得.....即係 teacher commitment 可能就係你覺得你要自己不停反思啦，可能都係一個好高嘅 commitment 嘅。譬如話可能你會花好多時間，都會可能好高。同埋可能.....

L: 呢個 commitment 係乜意思啊？

Z: 噃.....就係你對於呢一份工作你有好高嘅熱忱，同埋承諾啦，即係.....

L: commitment. 承諾。係咯，承諾，即係乜意思啊？

Z: 呃，即係好高嘅認可。都係呢啲意思了。

L: 呃.....一定要確保學生唔犯規啦.....咁呢啲係唔係 commitment 啊？

Z: 呃，都可以嘅。即係譬如話你會自己主動咁投入好多時間，對於呢個學生或者對於學校。即係譬如話備課果啲.....即係唔係話好似做完就做完了，你可能會投入好多其他嘅時間。咁都可能係一個好高嘅 commitment 嘅。

L: 哦，咁要備課啦，課後要做出反思啦，會同同儕一起交流點樣去令到教學更加好啦，呢啲咯。

Z: 噃，咁係了。咁你覺得對於你來講係邊一方面？可能對於學生、對於學校，定係.....

L: 對學生來講咯。最主要課堂真係要不停反思咯，係了。

Z: 噃。即係你都會對學生.....譬如話學生學得唔係咁好，你都會投入其他果啲時間，係唔係？

L: 噃。

Z: 咁你覺得你對於依嘅嘅工作滿唔滿意呢？

L: 呢個工作滿唔滿意啊？呃.....工作量定係工作質素啊？

Z: 都得嘅。即係對於你依嘅果啲工作你覺得你.....

L: 人地安排俾我嘅工作滿唔滿意，定係我自己做出來嘅工作滿唔滿意啊？

Z: 呃……依噶果啲工作生活啊，即係好似你覺得你會唔會繼續做老師啊……

L: 我會唔會繼續做老師啊，都會嘅。係了。咁因為都可以帶俾我好多滿足感嘅。

Z: 哦咁就係呢個了。咁你都對於你依噶嘅工作好滿意嘅，

L: 嗯嗯。

Z: 所以如果你可以揀，你都會繼續做一個老師嘅。

L: 嗯嗯。

Z: 咁你其實有冇慳過轉工呢？你呢幾年，都好短時間。

L: 呃，冇啊。即係就算要轉都可能轉返去教育呢方面咯。係啊。

Z: 咁你覺得老師呢一份工作同你之前想象嘅係唔係一樣呢？

L: 同我想象係唔係一樣啊。有小小唔一樣啦，即係我會覺得老師係淨係教書咁樣，但是其實仲有好多嘢要做嘅，要應付家長啊，要做好多行政嘅工作譬如開會啊，果啲咁樣咯。係呀。

Z: 咁你覺得呢啲會唔會令你嘅 teacher commitment 高定係低呢？

L: 高嘅。係了。

Z: 咁你 teacher commitment 嘅 level，可能由 0 到 10，0 係最低嘅，10 係最高嘅，咁你一
開始係幾多，依噶係幾多呢？

L: 我覺得自己做到幾多，定係我想自己做到幾多啊？

Z: 唔係，teacher commitment 就係你覺得你依噶對於呢一份職業嘅……

L: 承諾啊？

Z: 係啊。係低定係高？

L: 都高嘅。9。

Z: 哦。咁 14 年，即係你啱啱入職係幾多呢？

L: 咁啊，啱啱入職果陣時啊，8 咯。

Z: 8. 依噶係 9. 咁點解高咗呢？

L: 因為比我想象中老師.....比我想象中重要好多咯。

Z: 可唔可以舉幾個例子？

L: 呃.....唔係淨係教書咁簡單咯。我覺得。即係佢其實仲有好多嘢要做。仲有好多嘢要幫助學生嘅。咁樣咯。

Z: 咁你從幫助學生果個過程中係唔係覺得好滿足？

L: 嗯。

Z: 咁你依噶都係全心全意想做一個老師嘅？

L: 嗯。

Z: 咁你每個星期大概花幾耐係老師呢一個工作裡面？

L: 包唔包括進修果啲嘅？

Z: 包括。如果你有嘅話。

L: 幾耐.....一星期幾耐.....包括上堂時間、進修同埋.....

Z: 同埋你返去備課、改簿果啲。

L: 備課啊.....咁啊。我愼返七、八點.....我愼十四個鐘到咯。

Z: 一個星期哦。

L: 一個星期。一日十四嘅話，咁.....差唔多咯，十二、十四.....十二.....我返八放六，跟住我可能有時進修、備課，可能十三個鐘咯，當。

Z: 一日十三個鐘。

L: 係。一日十三個鐘咯。十三乘七.....九十一個鐘。你當九十個鐘。

Z: 咁耐嘅。咁星期日都有？都咁耐嘅？

L: 星期日.....咦，係喔，星期日.....咁我最多都係減一日嘅喔，我星期六通常會返來啦，跟住我自己去進修啦，同埋我放工之後有時間都會進修嘅喔。睇下先，咁你當八十個鐘咯。

Z: 好。咁你其實有啲乜進修嘅課程呢？

L: 視藝啦。中文果啲朗誦啦。呃.....我自己帶嘅課外活動啦，升旗隊啦，同埋啲有興趣嘅童軍果啲咁樣咯。都係進修嘅。係了。

Z: 即係呢啲都係額外去進修嘅係唔係？

L: 係呀。同埋有時星期六返來嘅話，你地都知嘅啦，星期六有時家長日，有時有開放日，即係都會返來咯。都會搞整日。

Z: 咁呢個有冇變過？即係你啲啲入職果時都係咁長，定係.....

L: 啲啲入職果時都係咁長嘅啦。係呀。

Z: 咁依嘅都有變過？都係咁長。

L: 冇啊。

Z: 哦。咁你會唔會覺得太長？會影響到你自己嘅私人生活呢？

L: 都會。係呀。

Z: 咁你覺得呢個會唔會影響到你嘅 teacher commitment？

L: 呃.....冇乜影響喔。

Z: 即係你都係自己願意嘅。

L: 係啊係啊。

Z: 咁你有冇一啲嘅重要嘅事件會影響到你嘅 teacher commitment 呢？

L: 暫時冇。

Z: 即係平時都有啲事件.....咁你工作有冇一啲嘅事情可以分享一下。

L: 呃.....譬如話處理學生果陣時咯，處理學生嘅違規行為果陣時咯，咁你會覺得.....即係如果佢學業上，即係果啲功課佢做得唔好嘅，你以為只係教佢地知識就得啦，其實唔得，其實你可能要去了解佢點解會欠啊，呢啲咁樣。呢個時候唔係會覺得.....呢件事我覺得 teacher commitment 高咗。當我處理到學生嘅問題之後解決咗了，即係見到佢嘅進步了，咁我熱忱唔係高咗咯。即係覺得，啊，滿足感多咗啊。咁我嘅熱忱唔係高咗咯。我 commitment 唔係高咗咯。

Z: 嗯。咁啱啱你係覺得你解決咗果啲學生嘅問題，咁 commitment 就高咗。

L: 嗯。

Z: 咁有冇啲會覺得低咗呢？

L: 低咗嘅話，其實真係可能會嘅，即係可能有時返到屋企已經覺得好累了，即係返到咁耐工了，咁可能呢個時候會覺得，啊，好累啊，咁樣咯。咁就低咗了。

Z: 咁其實你三年都係高咗嘅，咁就係話你滿足感就係高咗。

L: 係啊，高咗啊。

Z: 咁其實你進修果啲課程係你自己願意嘅。

L: 係啊。

Z: 即係唔係學校要你參加嘅。

L: 唔係啊。

Z: 哦，你自己都會好願意去參加嘅。

L: 因為可以增值自己嘅嘛。

Z: 嗯，好。咁有冇啲政策會影響到你嘅 teacher commitment?

L: 有冇啲政策影響我嘅 teacher commitment.....學校嘅政策啊?

Z: 嗯。可能都有啲教育局果啲政策。

L: 教育政策啊。其實譬如我地教非華語嘅，咁佢其實可能教育局派咗好多支援，咁其實如果我有得到支援嘅話，我 commitment 唔係高咗咯。

Z: 咁你依噶係有支援嘅。

L: 非華語果度有啊。

Z: 嗯。好。咁你依噶係 contract 定係長期果啲?

L: 呃.....contract。

Z: 哦，咁你會唔會覺得有長期果啲咁穩定?

L: 咁如果 contract 一定有 permanent 咁穩定嘅。

Z: 咁你覺得呢個會唔會影響到你嘅?

L: 咁又唔會。

Z: 咁點解唔會呢?

L: 點解唔會.....咁.....雖然係無穩定嘅，但是無穩定.....咁唔一定係做死一間學校嘅嘛。係咯，咁如果學校唔請我了，我唔係搵第二間學校咯。咁我唔係對呢間學校 commitment 嘅嘛，你話 teacher commitment 嘅嘛。

Z: 唔係，其實 teacher commitment 係四方面嘅嘛。都可能有啲人係對於呢間學校嘅。咁可能副校果啲，咁可能對於呢間學校嘅 commitment 都係算作 teacher commitment 嘅一部分嘅。咁可能係對於呢個職業啦，教師呢份工作啦。咁你主要係對於學生。咁就可能對學校有咁多.....

L: 嗯。

Z: 咁其他果啲政策都唔會影響到.....咁你覺得依嚟同三年前有冇啲乜變化呢?

L: 乜有冇變化?

Z: 大環境果啲。政策果啲。

L: 教育政策有冇變化? 我覺得有冇變化? 呃, 都.....以我教嘅嘢來講, 教嘅範圍來講, 我又唔覺得有非常大嘅變化㗎。

Z: 咁你覺得大環境呢? 即係你之前會唔會覺得咁累呢?

L: 大環境.....我呢三年大環境有冇變, 係唔係? 冇乜點變㗎。

Z: 㗎。咁你覺得呢三年你都係咁長時間, 你會唔會覺得累㗎, 定係.....即係你會唔會覺得更加累?

L: 累㗎啊.....呃.....都會累㗎嘅.....

Z: 都係比之前累㗎.....

L: 呃.....我一年年.....我第一年因為要適應, 我係最累嘅, 跟住第二年適應㗎就好㗎, 咁跟住第三年呢, 今年好似多咗啲嘢做, 咁我比第二年累㗎㗎咯。

Z: 㗎, 咁有啲乜多嘢做嘅呢?

L: 譬如第三年嘅話, 教多咗抽離班啦, 跟住.....呃.....即係堂數多咗啦, 今年我又要教新嘅嘢, 今年我教普通話, 我上年冇教嘅, 咁唔係都會累㗎咯。因為始終你都要適應嘅嘛。總之其實我要適應嘅話我會累咯。

Z: 㗎, 咁其實第一年係冇咁多堂嘅。

L: 第一年? 第一年多堂。

Z: 第一年就係咁多堂嘅?

L: 第一年多堂。第二年就少番啲。係了。

Z: 咁第三年.....

L: 就多啲普通話。同埋第二年係適應咗第一年嘅嘛。所以唔係好啲咯。

Z: 哦，咁第三年都係多啲。

L: 第三年就要適應番普通話。咁就又再累啲咯。

Z: 咁你覺得呢個會唔會影響到你呢其實？

L: 我嘅 commitment? 唔會喔。

Z: 咁點解唔會呢？

L: 點解唔會？呃……我覺得適應到呢樣嘢，咁你之後就唔需要再去適應嘅啦。即係我覺得呢個係一個學習嘅過程咯。係了。即係學習令自己變得更加好咯。係啊。

Z: 哦，咁你都係好願意去自我適應同埋……

L: 係啊。

Z: 好。咁你之後都會覺得未來都會做一個老師？

L: 嗯。

Z: 咁你一開始都係係呢間學校嘅？

L: 係啊。

Z: 咁你依噶其實係教幾多堂？

L: 計唔計埋班主任堂啊？

Z: 呃，計啦。

L: 計埋班主任堂 33。

Z: 哦。咁你係教邊啲科？

L: 中文、視藝、普通話。

Z: 咁幾年級的？

L: 呃.....呢個好難講，因為中文我教我三年級啦，但我抽離班我又抽離一年班、二年班、同埋四年班嘅。

Z: 抽離班係果啲.....

L: 每個禮拜抽兩堂出來咯。教咯，俾我。

Z: 哦，IRTP 果啲定係.....

L: 唔係 IRTP，非華語抽離。抽離啲非華語嘅。

Z: 哦，導修堂定係果啲平時.....

L: 平時。

Z: 即係二年班都有.....

L: 有。上中文堂果時有抽嘅。

Z: 哦，中文堂即係二年班就開始有抽離班嘅。

L: 係了。一年班都有。一至六都有嘅。

Z: 哦.....但是佢地果啲功課係呢俾嘅？

L: 功課大班老師俾嘅。我地主要教佢地默書同寫作咯。

Z: 哦，即係唔係每一堂都係抽離嘅。

L: 唔係每一堂。一個禮拜兩堂嘅嘛。

Z: 哦.....呢個都係今年先有嘅？即係你.....

L: 上年已經係咁樣嘅了。

Z: 即係第一年都係咁？

L: 係了，第二年就有抽離。我第一年就有嘅。

Z: 哦.....

L: 係了。

Z: 咁視藝科係教幾年級啊？

L: 呃……今年二年班。年年都係二年班。

Z: 咁同埋普通話。

L: 一、四。

Z: 咁其實普通話你都係需唔需要進修嘅？

L: 需要啊，所以我放學都會進修普通話嘅。

Z: 即係你進修，咁你可能幾多點先返到屋企？

L: 十點幾咯。

Z: 哦……都幾累嘅。

L: 係啊。

Z: 咁因為你自己好想做，所以都會覺得……

L: OK 嘅。即係覺得學嘢咯。咁樣咯。

Z: 哦……好。咁有冇啲其他想分享一下嘅？即係你三年嘅教學裡面。

L: 冇。

Z: 即係冇一啲嘅重要嘅事情……

L: 冇啊。

Z: 即係譬如學生有冇啲……譬如話你教到佢，你覺得果一刻會高好多，teacher commitment。

L: 呃……有一個學生整日欠交功課啦，跟住同家長溝通完之後，即係大家……老師同家長一起合作啦，通過咗一段時間，真是改善咗咯，即係見到佢呢個成長同進步咯，咁算唔算……

Z: 算啊。呢啲都算嘅。咁有冇一刻你覺得真係好唔想做了？

L: 好唔想做啊……冇嘅。

Z: 譬如話果啲學生嘅關係啊，或者同家長……

L: 哦，冇啊。OK 啊。

Z: 即係都 OK 嘅。

L: 嗯嗯。

Z: 咁你覺得同呢啲學生嘅關係點樣呢？你同果啲學生嘅關係。

L: 我同學生之間嘅關係啊，嗯……你要用好同差來形容呢，定係用形容詞去形容佢？

Z: 都得嘅。你自己……

L: 都 OK 啊。係啊。啲好學生……即係啲好學生我當然喜歡佢地啦，但是果啲成績差嘅學生嘅話，其實關係係……我好想去幫佢咯。

Z: 嗯。咁同家長呢？同家長嘅關係。

L: 我同家長嘅關係啊。

Z: 即係呢度學生嘅家長，係唔係合作嘅，定係……

L: 我今年果班果啲家長都合作嘅。係了。

Z: 咁前兩年都……

L: 前兩年嘅話，都有啲唔理嘅，即係你就算同佢溝通過幾多次啊，都唔理，或者佢地真係能力幫佢唔到。有啲能力幫佢唔到嘅我明白嘅，但是有啲唔理嘅唔係唯有自己去用自己嘅時間幫佢咯。咁都有辦法嘅啦，家長唔合作。

Z: 咁你都係好願意去幫佢地嘅。

L: 係。

Z: 咁你覺得果啲學校果啲行政上面嘅嘢會唔會好多呢？

L: 學校嘅行政好多啊。呃……又唔算話非常多，但是都有嘅，係啊。有，咁做果陣時都會覺得累嘅，咁樣咯。即係譬如開會、打會議記錄啊。

Z: 呢個都係同你想象中唔一樣嘅。

L: 嗯嗯。

Z: 咁呢個其實都唔會影響到你 teacher commitment。

L: 少少咯。少少。因為覺得累嘅嘛。同埋呢個……我打會議記錄又唔算係話乜進修啊、學習果啲。所以就有咁願意咯。但是其實我又覺得呢個係我嘅工作來嘅，要做嘅。係了。

Z: 咁其實你覺得係香港作為一個老師果個……即係呢一份工作點樣呢？香港老師。

L: 香港嘅老師係點樣嘅工作。呃……其實……呃……我覺得都……supply 大過 demand 咯。就係咁樣咯。

Z: supply 大過 demand。點解呢？唔係話譬如話香港教育大學就係咁多位，咁……

L: 你仲有啲人係讀 PGDE 嘅嘛。係咯，即係其實你有……你係好難搵咯。

Z: 即係其實都好難搵工嘅。

L: 係啊。

Z: 其實你係邊一間……

L: IED 咯。

Z: 哦……

L: 係啊，都係 IED 嘅。

Z: 咁係師姐來嘅。咁其實老師嘅工時都幾長嘅，其實會唔會覺得可以請多一啲老師，咁就有咁多.....

L: 如果政府肯配多啲資金緊係好啦，咁大家都想嘅，咁依嚟好多人都講緊想多啲位嘅啦，同埋都有時老師想.....如果你想照顧到學生更加好，就應該小班教學咯。

Z: 咁你覺得小班教學係好定係唔好呢？

L: 呃我自己依嚟覺得係好嘅，但是可能到行果陣時都有唔好嘅地方，咁我就唔知了。咁有啲嘢做咗先知嘅嘛。

Z: 但是因為其實小班.....對於一個老師來講都係咁多班要教，可能會多啲班要教。

L: 咁如果你行小班就會 demand 就會大啲嘅啦，對老師嘅 demand。

Z: 哦好。咁有冇啲其他要分享？

L: 冇了。

Z: 咁應該差唔多係咁樣了。

(Z=Researcher, L=Linda)

Penny (mid-career cohort)

Z: 好，咁呢個就係我嘅 honours project 嘅，咁就係關於 teacher commitment among Hong Kong primary school teachers in different career phases。咁呢個係一個 semi-structure 嘅 interview，就係有呢啲問題，但是可能有一啲係會問多啲嘅。

P: 好。

Z: 咁第一條問題就係，你係幾時成為一個老師嘅？

P: 即係我讀完書出來就做老師了，咁到依嚟做咗十六年了。

Z: 啊，咁係邊一年開始做老師嘅？

P: 二千年咯。1999 啊應該係。

Z: 哦，1999.

P: 係啊，應該 1999.

Z: 咁你果時點解選擇做一個老師呢？

P: 我好細個嘅時候已經有三個理想嘅工作嘅，咁做老師就係我第一個嘅理想職業，咁所以最後又好好彩咁樣又可以達成我嘅理想啦，咁做咗老師啦。

Z: 嗯，好。咁你覺得 nowadays 做一個老師係意味著乜呢？What do you think of being a teacher nowadays?

P: 嗯……比我細個慳嘅來得複雜咯，咁我細個就覺得老師都會喺課室度教下書啊、改下簿啊，咁就係一位老師啦。我細個會咁慳。咁一路出來做嘢其實都接近嘅，都係會教學啦，咁同埋會改簿啦，呢啲都好正常。咁但是時代唔同，我地嘅小朋友其實都有好多唔同嘅潛能，或者有唔同嘅變化，咁所以就變到要 handle 佢地嘅情緒啦，或者上堂嘅秩序，都越來越有挑戰性。咁再加上其實并唔係真係淨係教佢一啲知識咁簡單，咁好多時都係要教佢一啲做人嘅方法，或者個正確嘅態度，咁呢啲先至係難咯。所以我唔會同人講我教書，我通常話俾佢聽我係從事教育嘅行業嘅。咁依嚟就更加變得複雜，因為家長其實好多時都要返工，咁佢地就好大嘅理由就係慳住將小朋友擺學校，越長嘅時間就覺得越好，咁所以老

師就唔係淨係喺教學方面需要花時間了，咁甚至乎要照顧埋佢食飯啊，提下佢要換校服啦，今日著運動服，點解你會著咗校服，即係諸如此類好個人嘅自理能力啦，執書包都唔係嘅。咁同埋更加多咗令我自己覺得……我專長唔係帶活動咯，我專長真係可能係教學，或者去 present 一啲知識俾小朋友，或者用我去感染一啲小朋友，但是無奈我地做呢一行業，依嘅係好多好多好多活動，而呢一個唔係我自己嘅強項。咁對於我來講最困難嘅就係呢一點咯。

Z: 嗯，好。咁你覺得 **teacher commitment** 對於你來講係意味著乜呢？因為其實有四方面嘅，可能係對於學生啦，可能係對於呢個學校啦，咁可能都係對於老師嘅工作啊，咁可能都係對於老師呢一份職業。咁對於你來講係乜呢？

P: 對我自己其實係……所有嘢我都係對我自己要有一個交代咯。我要入到一個課室，我要對個家長，對個學生我要有交代；我離開個教員室我要對我頭先果堂嘅反思我要有一個交代；我同家長，每一日我俾功課佢地，其實唔係淨係個學生，其實個家長……其實真係有新嘅家長佢話佢知道自己小朋友果個學習嘅 **progress** 去到邊度，所以我對家長都有一個交代；咁我對學校都有一個交代，但是我覺得言歸與最後嘅，係我自己嘅 **mission**，就係我本身對教育仍然係好有一個……即係好抱有一個理想啊，即係希望佢能夠……我唔係淨係為咗教呢一個小朋友或者為咗教呢一個 **topic** 咯，我希望佢能夠由潘老師一啲嘅神態啦，或者啲動作啦，或者一啲好細微嘅一啲嘅可能係道理咯，咁佢地可以慢慢潛移默化去影響佢嘅人生。未必要成大事幹大業，但是都要係一個良好公民咯，即係最基本佢都要係成為一個良好公民。呢個我覺得自己，我自己最大嘅 **commitment** 係呢一方面。

Z: 係對於老師呢一份職業？

P: 教育嘅使命我覺得係。

Z: 係呢個 **profession** 嘅。

P: 係。

Z: 好。咁你覺得你由一開始到依嘅，**teacher commitment** 有冇變過呢？即係譬如話 0 到 10，0 係最低，10 係最高，咁你一開始係幾多，依嘅係幾多呢？

P: 最開始嘅……其實都有變嘅，最開始應該係 8 到啦，跟住就一路就堅持到 8、9、8、9，咁就有跌過去 6 嘅，咁亦都有……依噶又返翻轉去返 8、9 咁樣。即係都係不斷有轉變嘅。咁好多原因嘅，係咯。咁可能係……我最大嘅原因係個工作環境嘅原因，咁其他對我來講嘅影響就唔大嘅。

Z: 咁可唔可以講一下個工作環境具體係乜……

P: 點解令我有轉變係唔係？其實呢個都係我有一個念頭都曾經係放棄嘅，即係曾經直情想不如冇教書了，轉做另一個行業，咁剛剛好亦都有朋友去……即係搵我去做我第二個理想職業啦，咁所以我都有慳過，果一刻去放棄。咁點解會想放棄呢，其實最大嘅原因係，其實我一路，即係教書咁多年呢，果個……我自己覺得自己都係好用心、好有熱忱嘅，咁 even 校長寫 appraisal 咁多年，我教咗咁多年書呢，都未試過拿一個係 Grade 2 或者 Grade 3 嘅 appraisal，次次都係拿第一個 banding，可能有十個老師，我都係裡面其中一個來嘅。咁點解係幾年前會有一個咁大嘅轉變呢，咁我自己其實嘅心都好唔舒服，得好長時間嘅，咁直至到我都會覺得自己會跌到 6，我甚至乎覺得自己返唔到轉頭。咁係乜事呢？係因為當時我地學校係縮班，亦都當時我係 promote 咗一個職位，咁由於縮班嘅時候，咁所以學校乜嘢嘅理由都唔提了，無論你係做得好，定係做得唔好，或者有啲主任做得更差，佢都唔會理嘅了，總之你係最新，所以你係第一個 de promote 嘅。咁我就會覺得呢個年代唔係仲同我講緊呢一件事係唔係啊，但是而事實上校董會啦，教育局啦，教協啦，同埋校本呢，都係話俾我地聽，係用年子去計算嘅。咁所以當時就係係一個不能夠控制嘅環境，亦都唔係我自己自問表現得唔好嘅環境之下，而是要無奈咁樣縮班，咁其實受到嘅壓力其實係自己俾自己。我會去慳，人地點睇我自己。但是其實呢一個並不是一個好……其實慳到最後都唔係一個好重要嘅因素，但是當下係過唔到嘅。即係覺得自己有做錯，亦唔覺得自己對學生唔好，亦唔覺得自己對家長唔好，亦唔覺得自己冇用心教書，點解係我？即係會將好多呢啲負面嘅情緒擺咗落去，咁所以當時我係有將我嘅教學熱忱調低咗嘅。咁但是經過同同事相處啦，咁其實同事嘅看法并唔係我想慳嘅看法咯，咁反而掉翻轉好多同事會 support 我啊，或者會“諗，都知道啊，唔關你事啦”，即係有一啲嘅開心，或者一啲唔開心，佢地都會走埋來同我分享咁。反而就見到多啲真正嘅人性咯。咁所以返翻轉頭小朋友又有錯嘅其實，咁所以當我一返課室嘅時候，其實果件事又唔再係我嘅腦子入面牽住我走

了。咁所以短短一段時間之後又返翻去，即係又返呢一股熱忱咯。我相信我自己係會有嘅，果一刻，我相信係會熄滅嘅，咁又好彩又暫時都未去到一個咁差嘅境界咯。

Z: 果個係幾多年？

P: 兩年前。

Z: 兩年前。即係果時有果個 class shrinking 嘅.....

P: 係啊，之前我地有五班嘅嘛，咁一縮縮到得兩班。五班畢業，但是得兩班讀.....即係依嚟三年班得兩班。咁所以就係縮咗三班咯。係了，咁普通老師固然要縮走咯，咁主任位都要縮了。

Z: 即係由.....

P: 由一個主任變返咗一個非主任。

Z: 咁依嚟又係主任.....

P: 依嚟又係因為佢又擴班了。

Z: 原來係咁.....

P: 係了，就係呢啲其實果一刻係難受嘅，所以當時校長邀請嘅時候我都有慊過唔接受嘅，因為接受咗其實都要再面對再縮班又再係點呢，咁所以都要自己有一個心理調節咯。

Z: 即係果時有啲老師就走咗了。

P: 走嘅。其實來緊都 preview 到都有老師要走了，所以.....即係本來老師係一個比較穩定啲嘅行業，但是係一啲咁樣弱勢嘅環境之下，我地都.....老師呢一個行業都係未必一定係保得住個飯碗咯。咁所以今年有老師入，亦都會.....來緊都會有老師會.....有機會需要離開嘅。

Z: 咁你依嚟係唔係 engage whole-heartedly being a teacher?

P: 依嚟係嘅。都係嘅。

Z: 好。咁你每個星期用幾長時間係教師呢一份工作入面呢？

P: 每個星期啊。我慳都有差唔多六十個鐘。

Z: 六十……咁多嘅。

P: 都有喔。

Z: 每日大概係……

P: 大約十二個鐘到啦。咁但是因為我有啲……禮拜六日我自己都會係屋企做嘢嘅，咁所以就唔係淨係計返來學校嘅時間，都有差唔多六十個鐘。

Z: 嗯，好，咁呢個有冇變過呢？即係由之前到依嘅。

P: 以前少啲嘅，我整日講初頭出來教書呢係簡單啲嘅，咁我可以真係兩點半呢就放工，咁仲可以去行一陣街，咁但是依嘅就真係嘅時間越俾越多咯，只不過係調節咗，可能我會……因為我依嘅有小朋友，咁我返可能會咗屋企會睇咗佢嘅功課，咁我十點先再開工，即係再做我學校嘅嘢都唔定。咁所以就時間上係擺返咁多，但是就改變咗果個 arrangement。

Z: 好。咁你依嘅係教幾多班？

P: 我教六年班英文，二年班英文，一年班同埋五年班視藝。

Z: 咁係唔係一畢業就係咁多嘅課？

P: 仲多，因為係轉咗主任位，所以先至多咗啲空堂俾我地做行政嘢，同埋去見學生。咁所以其實一畢業係仲多嘅。舊年都仲多一班視藝嘅，即係總共多兩堂嘅。咁所以其實係因應你要負責唔同嘅嘢，你上嘅堂更多，所以你睇到時間表班主任嘅堂係仲多。

Z: 哦……但是果啲堂唔係上堂，即係俾班主任果啲堂？

P: 班務堂要處理好多班務啦，同小朋友建立關係啦，跟住亦都……即係我以往係要教一班中文、一班英文，咁跟住仲會有機會係教常識，再加一班視藝咁樣咯，咁堂係多好多嘅其實。

Z: 咁但是依嚟堂少咗，時間都係多咗？即係用於.....

P: 行政同埋見小朋友嘅時間咯。係了，因為我地譬如依嚟嘅導修課，你地導修課會入課室嘅，咁我地幾個同事就會去唔同嘅課室，去幫一啲譬如跨境英文好弱嘅小朋友，去輔佐啦，又或者一啲啱啱來香港，啱啱來學校，小一唔適應學校嘅小朋友，去照顧下佢地啊，即係讓佢投入間學校啦，投入佢容易 pick up 到嘅嘢，即係個人成長方面。咁所以果啲空堂我地就睇，上面係我地空堂，咁但是其實我地都會落到入課室去見唔同嘅小朋友，去幫佢地。咁朝頭早你地去上早讀堂，我地係下面接果啲哭著唔想返學果啲啦，咁都會有同埋同家長聯絡啦，呢啲都有。咁亦都要見下心理學家啦，見下社工啦，去籌備一啲嘅事務，點樣去安排佢，俾佢地做 assessment，咁呢啲就變作係果啲時間。

Z: 噃，好。咁有冇除咗啲啲果件事以外，有冇其他事係 affect 到你嘅 teacher commitment 呢？

P: 呃.....只有係越來越想係呢一行咯。即係譬如好多時.....都試過好多時就改薄改到好夜啊，或者測考改到好夜，咁我都會將一啲同學嘅分我自己都好原始化又登錄嘅，咁當然我地都要入電腦化嘅，咁但是都係習慣有本嘢在手就好似安全啲咁，咁所以我登錄完之後每一次我都會將果啲分呢影俾我啲朋友仔、同學睇，哇你睇呢個上次咁樣啊，今次咁樣.....即係其實呢一啲係一啲嘅鼓勵，咁所以佢未必係個小朋友對住你講，啊我好鐘意你啊老師，咁，但是你見到佢係呢果科度擺心機，或者佢寫啲字靚咗，佢做齊佢嘅嘢，上你堂眼仔 lingling 望住你，咁其實呢啲都已經係一啲推動力。咁所以呃.....你話有冇改變，我只可以話係.....其實好多時係有正面嘅改變咯。咁譬如我初頭出來做嘢嘅時候校長會叫我，啊，你啱啱出來做嘢一年，唔係好耐嘅，咁所以你應該工作唔忙嘅，咁。咁佢就整本手冊丟俾我了，就話，啊，你諗下本手冊點改，我想出本新嘅，咁。咁當時覺得點解同事放晒工咁得閒，點解我咁夜嘅呢咁，但是我覺得好得意喔，點解校長會搵我嘅呢咁，都嘗試去做啦，同埋問返啲年資深嘅嘅老師啦，問佢俾啲意見啦，咁大家一起去改。咁呢啲其實好多時都係一啲正面嘅推動力咯。如果你話係跌嘅呢，即係令我 commitment 越來越跌嘅呢，我諗果件係唯一，我都希望係最後一件事。係了，即係一路咁多年都係增加或者係平穩咯。

Z: 嗯，咁你覺得做主任果個有冇令你增加你嘅 commitment 呢？

P: 嗯……其實做呢一個職位只係增加咗我對行政……或者我可以更加了解學校點解有啲嘢推行嘅時候遇到碰釘，咁但是對我嘅教學其實係冇乜點增或減，咁只不過係……呃，以前唔明點解啲行政會咁樣落嘅，點解明知道唔得嘅啦，都做，咁但是做咗呢啲崗位嘅時候你就會睇得通一啲嘢多啲，咁所以兜兜轉轉我都有興趣係呢一個……即係呢一個果個 position 去繼續去嘗試，就係因為我覺得有啲嘢始終係唔同嘅職位睇到嘅嘢唔同。咁所以即使係會有機會再縮班啦，或者會再遇到一啲咁嘅情況啦，咁我都想 on trial 再試，就係咁嘅。所以都有……呢個其實唔係太影響我。

Z: 好。咁有冇啲其他嘅 new policy 都係影響到呢？即係好似啱啱果個 class shrinking 啦，咁有冇啲其他好似乜 ESR 果啲，會唔會影響到呢？

P: 哦，又冇，真係。因為果啲只會係令我地嘅文件性啊，或者有導師……即係唔係導師，佢地真係 ESR 果啲人員來睇堂，其實講下就會果段日子會忙碌啲、緊張啲，咁但是其實我都經歷過兩三次嘅，咁其實我又唔覺得咁有影響咯。係真係會忙咗，係做文件方面咯。咁就變咗係……一定嘅啦，你二十四個小時一日，咁你擺咗時間做文件，對學生嘅備課相對果段日子一定係差咗。呢個係好肯定嘅。咁但是就唔會影響到我繼續投身呢一個教育嘅行業果熱忱咯。只不過係唔同嘅時間你著重嘅擺係邊度，係了。即係我個人自己會係咁。

Z: 好。咁其他嘅 policy 都唔會影響到？

P: 暫時都有。係啊。

Z: 咁你覺得當老師會唔會壓力好大呢？

P: 大啊。好大壓力啊真係。其實好多嘢都要言行要好一致咯，因為都係好身教嘅其實，我要做俾小朋友睇我好勤力，咁所以我覺得佢先會勤力。如果我做俾佢睇我係一個好唔認真嘅老師，咁我覺得小朋友都會好唔認真。咁所以我自己好著重就係我要表現得俾佢睇我係認真，我每個字我要咬得正，我要想中文譯英文我會讀俾你聽個字，我英文都要讀俾你聽，唔係亂咁讀一啲音，唔係老師想咁讀就咁讀咯，同我果個年代老師話呢話長啲果話短

啲，依噶又唔同嘅咁，即係我唔想佢地接收一啲錯誤，或者轉變咗之後佢地要明白，哦，我嘅年代呢話係長嘅，依噶到你嘅年代呢，果話係短嘅。即係我覺得佢地要求真理，咁所以唔能夠話我一個人兩個口我講晒，所以同學仔你地都要知多啲，上網去搵唔同嘅資源。咁呢啲其實只會令到我地嘅壓力越來越大，因為不斷有好多嘅轉變，咁科技又一路咁進步，同學仔接觸面亦都多咗好多，咁加上我地本身呢條村叻其實都係社經地位好低嘅家庭，佢地一係叻就理唔到，一係叻就唔想理，咁所以放學好多時都見到有街童係度玩啊，唔做功課啊咁，咁呢啲其實我地又處理唔到，因為始終佢放咗學，係佢嘅時間，咁你話二十四小時係度行乜，我亦都能力可以 take care 到佢二十四小時，咁所以呢啲其實林林種種都係我地壓力。咁特別係面對家長嘅時候，咁譬如有時佢有細佬妹喔，家長唔理，細佬妹唔來讀書喔，咁可能我地就要做一個說客，要說服佢地讀書，我就會問自己，點解係我？我來教學嘅嘅，點解我會變作 sales？呢啲就係……即係會係一啲嘅壓力咯。咁 even 我地依噶要去國內收生嘅，五月要上去……五一勞動節來嘅，係我地心目中係放假嘅，但是我都要返去招收學生，點解呢？我唔係……真係唔係賣緊一啲搶嘅嘢，但是只不過我學校收唔到學生，但是老師都係要做呢啲。係我嘅感覺其實都幾為難塊面，但是無奈呢個就要做了。咁呢個係我感受到最唔鐘意嘅壓力咯。咁你話如果係工作上面啊，或者老闆要寫你 appraisal 啊，同事要寫你做嘅嘢好定唔好，咁我覺得十隻手指有長短啊，咁有好有唔好，咁其實只要接受，同埋再去優化，咁我覺得 Ok 嘅。反而最大嘅壓力就係來自一啲我控制唔到嘅收生，而又要我去做嘅。我覺得呢啲係最大壓力咯。

Z: 咁你覺得咁多年來壓力係大咗定係小咗呢？

P: 大咗嘅。因為除咗時代轉變啦，第一啦，第二就是我自己家庭又轉變啦，因為由做女變成做媽媽，其實都負責嘅嘢好唔一樣啦，第三就係年紀大咗了，咁新陳代謝又慢咗了，步伐又慢咗了，咁所以呢啲承受嘅壓力我我覺得係……而且果教育係……出邊其實都對教育界好有期望，但是投放嘅資源又好少，咁我覺得壓力係大咗。

Z: 咁會唔會影響到你嘅 teacher commitment 呢？

P: 壓力大咗就暫時冇啊，因為我都……因為我整日醫生都話會唔會太大壓力啊返工咁，我暫時唔覺得壓力大到我承受唔到咯，咁所以有啲乜要做嘅我都盡量做到去，做得唔好或

者做唔到叻，咁就唯有同校方傾咯，啊呢日子我真係做唔到俾你嘅了，你會唔會褪一褪啦，或者呢個 project 其實唔啱我地學生嘅，會唔會 cut 咗佢啊咁。即係要話時間同佢地傾，咁所以暫時壓力就有影響到我做老師嘅一個 commitment。因為呢個係我好細個嘅願望來嘅。

Z: 啊，好。咁你會唔會覺得做老師會影響到你嘅私人生活呢？

P: 會噃。譬如有時去旅行都會撞到一啲同學仔都一起係果個國家度旅行啦，咁佢就會嗌你啦，咁搞到你都有小小尷尬嘅，但是佢都係尊重你嘅。咁都試過好多次係荃灣啦，或者巴士站都會來到好遠好大聲咁嗌你，咁整條街嘅人都會望住你啦，咁正正都係我要教我嘅學生，離遠見到老師微笑點頭得嘅啦，唔洗咁大聲係條街度嗌嘅咁。即係呢啲其實我地都要教佢一個社交嘅禮儀，咁都有遇到呢啲尷尬嘅場面嘅，咁但是 so far 我都覺得 OK 嘅。

Z: 咁你覺得之前嘅環境好啲定係嘅大環境好啲呢？即係做老師嘅.....

P: 工作環境啊。呃.....其實可能除住我自己嘅經驗唔同，其實我自己係享受之前初頭出來做嘢個環境多啲嘅，因為果陣時係我仲係一個啱啱畢業嘅同學啦，咁所有前輩都會好.....即係好愛護我地啦，又會指條明路俾我地行啦，咁當時佢地已經話係果間學校好辛苦嘅啦，你搞定呢間學校你出去唔洗擔心嘅啦咁，咁但是果時我又唔覺得好辛苦㗎，我真係好老實講又覺得 OK，咁跟住因為結婚搬咗出來住啦，咁所以就轉咗呢一間.....即係轉咗來呢度做嘢。咁依噏轉咗來呢度做嘢其實就呃.....因為人又大咗，經驗又多咗，校長唔會淨係叫你做好你教學果 part 嘅，一定有其他嘢俾你做嘅。咁所以就會有啲變化，咁變作去享受人地嘅成果、人地嘅樹蔭就少咗了。掉翻轉就變作我要張開我嘅大手去護佑住新畢業嘅同學仔，咁就變作 mentor 嘅情況會多咗啦，或者會睇住啲新老師其實佢有啲地方踩緊線啦踩緊界啦，或者做得好好嘅，咁我都要好多多事事咁提佢，啊你真係做得好好，咁其實俾返一個正面嘅鼓勵佢。咁但是其實唔關我事嘅，或者關我事嘅都好，呢啲點點滴滴都會花時間，咁就變作等於以前話享受緊，依噏我係俾緊人，咁所以兩樣嘢果個唔同嘅角色。咁依噏係.....有依噏嘅 enjoyable，咁以前就好 leisure 咁 enjoyable，依噏係有 pleasure 咁 enjoyable。

Z: 咁但是都唔會影響到你嘅 teacher commitment。

P: 暫時都有㗎。因為我都幾強啊，呢樣嘢，我堅持咗之後都比較難去改變。

Z: 因為係好小嘅願望。

P: 係啊，好細細個已經好想做呢一行，即係細細個自己屋企玩遊戲都已經係將報紙果啲人名剪晒出來扮點名簿嘅了。咁所以好細個已經係呢一行充滿咗呢一個嘅幻想啦，同埋好想去實踐，咁所以到依噶。

Z: 嗯，好。咁其實做主任可唔可以參與到一啲學校果啲政策呢？

P: 可以啊。所以呢個亦都係點解今次我都再挑戰呢個職位，就係因為其實我見到我地學校四十週年了已經，咁好多嘢叻我地老師層面睇到嘅，唔知道當佢地睇到……主任層面睇到嘅時候你會點做。咁當做咗幾年主任嘅時候，咁其實當時都有好多機會發言嘅，即係講好多意見，咁但是就都會碰灰嘅，都會遇到困難嘅，咁就要再慇慇個說話技巧，點樣去演說啦，同埋點樣去包裝我地嘅說話啦，咁然後再推行我地嘅 policy。咁當中遇到好多好多細細碎碎的問題，亦都唔可以同自己嘅好友傾，因為你層面唔同咗，你有嘢係要保密嘅，咁唔講得，或者未推行得來嘅你唔可以講住。咁好多呢啲問題要自己去承受，唔同自己有嘢就可以講出來。咁但是亦都係一個成長，令自己成長嘅階段咯。咁參與咗一啲嘅政策嘅時候其實知道推動咗有嘢叻係老師不滿嘅，preview 到不滿嘅，我地整日都話叻，can predict but cannot prevent。我地好多呢個 question，點解我地行政層面知，點解仲要推，咁但是點解仲要推叻？就係因為校長想推。咁呢啲係……唔係我地嘅行政層面做得到了，即係我地已經能夠將我地要反映嘅嘢反映出來，將同事擔心嘅或者我地覺得唔可行嘅都講咗出來了，咁如果校長覺得呢件事係對學校好嘅，咁作為行政人員都要係支持佢去推行。但是無奈我地又唔可以同老師講我地講過唔做嘅了，我地又唔可以，因為呢個係我地嘅專業操守，咁我地只會係默默支持校長，嗯，係咁點頭，係咁嗯，啱啦推啦，其實我地自己私底下行政組都會傾下計，或者你有時見我地幾個湊埋一起其實都會講點樣能夠同校長講得好啲，或者將某一個重點帶到俾佢清晰一啲，等佢明白呢一樣未必適合我地呢度學生。咁最後我地講咗出來了，校長接受，咁我地更加係欣然啦，咁佢真係唔接受嘅，咁我地都無奈都要推行。咁呢個就係作為行政組，能夠做一點滴其實係幫緊學校嘅嘢。咁但是唔代表能夠貫徹到你想做嘅嘢咯。只不過我地係盡量去發聲嘅嘢，做得好嘅，我地支持，做得唔好嘅，我地嘗試提出，唔得嘅，都有辦法。好無奈嘅。

Z: 咁你覺得做主任係對於你 teacher commitment 係正面嘅定係負面嘅影響呢？

P: 其實係正面嘅。都正面嘅。因為令我更加明白以前做小妹妹做老師嘅時候，原來有啲嘢唔係主任唔想幫我地咯，係實際上其實佢都係含住淚同我地一起去擦，咁就會令到我嘅 commitment 係一個正面嘅，其實係正面。

Z: 咁係舊年重新變作一個主任？

P: 今年。

Z: 哦今年啊。

P: 應該係 15/16 depromote，跟住 13/14 就係 promote，13/14、14/15 就係 promote 做嘅，跟住 15/16 就係 depromote，跟住 16/17 又 promote 返。其實中間有一年係 depromote 咗。

Z: 即係 13/14 係 promote 嘅.....

P: 係了。

Z: 咁 14/15.....

P: 就 keep 住嘅。15/16 就 depromote 了。

Z: 咁係舊年，即係 15 年變作 6 嘅。

P: 冇錯，你啱。

Z: 咁依嚟又 promote 咗。

P: 係了係了。

Z: 噢.....咁有冇咗其他係正面影響到你 teacher commitment 呢？

P: 其實都唔係好大嘅影響咯，咁即係間中叻政府都會有啲乜意思活動，咁呢啲其實都係有呢啲正增強嘅，但是其實又唔會話好深遠咯，係果一刻你會得到好多同學或者家長嘅認同。咁其他都.....唔係太大影響咯其實。譬如係學校有啲同事做咗十年就會有個.....有隻筆，或者十五年有個金牌咁，其實果啲對我來講都好身外物咯，又唔覺得係啲乜，反而真

係最大最大嘅回報就係啲學生，啲舊生叻會搵返你啦，會同你講佢地依噶嘅嘢啦，咁正正我今年即係有班舊校畢業嘅學生，佢唔知點樣上網 search 到我係呢度，咁佢就暑假係度駕緊車係門口捉我了，咁果個……呢啲其實對我做老師嘅 commitment 係好大大嘅鼓舞咯。咁佢地通通都……好叻喔佢地通通都讀晒大學了，即係讀緊啦，有啲就來畢業啊，有啲啱啱畢咗嘢做嘢，咁呢啲其實最後都係做好人嘅，咁有一個就話，啊我有佢咁叻啊，我讀完副學士啊，依噶先至轉來做讀大學。咁其實我覺得都唔緊要嘅，有時有啲人條路係直行，有啲人可能要轉一個彎，但是見到佢地咁乖，仲將以前細細個果啲相，因為我有曬返啲相俾佢地嘅，咁佢地都仲有 keep 住嘅，全部冇丟過喔。咁其實呢啲都只有令到我嘅 commitment 越來越大咯，係啊。

Z: 因為最主要都係果個對於……

P: 人嘅影響咯。校長整日都話，哇你去講咯，係啊，我最鐘意就係“人能動人”呢一句，所以無論係點樣其實做呢一行最大最大嘅魔力就係我細個俾老師影響嘅，咁所以依噶都想就住呢一樣嘢自己去……即係發光發亮去影響其他同學，而係一個正面嘅影響。

Z: 嗯，好。咁果啲政策之前同依噶比你覺得係有啲乜影響？之前果啲政策好定係依噶果啲政策好？

P: 你講教育局果啲啊？

Z: 係啊，教育局果啲。

P: 嗯……其實 On and off 佢地慳嘅嘢叻只不過……我自己覺得啊，只不過係每一個新官上場都要有一個新嘅點子發出來，咁什麼乜普通話教中文啊，咁乜從閱讀中學習啊果啲，咁其實呢啲都……我自己讀咁耐書我唔覺得係啲乜真係幫到學生嘅嘢，我讀書嘅時候，我夠唔係普通話教中文啦，我唔係又係寫篇文寫得 OK，唔係點讀上去嘅。咁我亦都唔係什麼 reading to writing 啊，老師有講呢啲噶，咁我地細個都係好目標為本，要考三課唔係讀三課，要考一百課唔係讀一百課咯，只不過你係溫習嘅過程你閱讀嘅量會增加，咁呢啲我覺得係佢地只不過係你初上場你要有啲嘢要推嘅，咁你唔係要講啲嘢出來要我地去做咯，乜目標為本計劃又推一陣，“求學不是求分數”，最後唔得嘅，又輸咗起跑線，乜又係比人地講返一大餐，咁其實對於我來講呢啲通通都唔係重點咯。我覺得只要落到嘅細蚊仔嘅就會

係重點了。咁所以教育局整日話推果啲政策果啲政策做，我地要做，因為我地弱勢學校，你推，我地要配合，咁但是有幾多落到係我地調節嘅嘛，你要交文件俾你我交到俾你噏，但是我俾我嘅細蚊仔未必淨係你講果套了。或者我可能回顧返係我地以前俾佢果種，反而佢能夠吸到最快，或者最能夠拿到嘅，咁我地就用返果啲方法。咁佢地全部都係一啲空口講話嘅一啲嘅政策來嘅，從來我都唔覺得好影響我地，只不過係要交好多文件，我地要申請你要交好多文件，你要拿呢筆錢你要交好多文件，咁來來去去都係果啲文件嘅嘢，根本我睇唔到對學生有得益。甚至乎 TSA 我都見唔到我嘅學生有得益。只不過你話要做，我唔可以話唔做，除非我係好大嘅學校，我係啲私校好多學生，咁我可以 say no，但我地係弱勢學校，你講我一定做，但是做我地點樣去微調，就我地可以自己選擇。

Z: 咁你有冇慳過轉工呢？點解呢？

P: 呃……中間講過我都有慳過嘅，因為果段時間又係自己覺得自己唔係好開心啦，咁係果一刻，同埋叻最主要嘅原因係咁咁就有個朋友佢就介紹另一個我第二個嘅願望嘅職業，咁佢話，啊我可以幫你搭路㗎，咁樣，咁其實果個職業就比較難㗎可以踏入果個門檻嘅，因為我第二個理想職業係做卡通片配音。咁所以叻果個朋友仔係相熟 TVB 一啲嘅裡邊嘅人啦，咁所以佢話可以，“喂你去試下音啊，你 OK 噏”咁，我都好有興趣㗎，咁我首先緊係問佢，咁人工點嘅？因為我始終兩個小朋友都唔係大，一個三年班一個五年班，仲有排要養啊，“噏……咁呢個你真係要考慮下了”，咁我話，咁即係幾多？佢話，starting point 係八千。跟住我慳一慳，噏，同我都有一段好大嘅距離，哦咁都要等我小朋友畢咗業我先可以塞錢入呢個第二個理想職業了，咁樣。咁所以就當時都有轉到，就係咁。但是都係我自己一個興趣來嘅。即係有機會我都會去再配音嘅。

Z: 咁你有冇去試音啊？

P: 我有做過一啲好簡單嘅教會果啲配音，咁但是 TVB 果度有一年有個朋友話俾我聽，喂佢地招募㗎，但佢同我講個時候已經係……譬如三點係開始，我係一點先知，咁我根本唔 available 即時去果個場地，咁所以我都 miss 咗果個 chance 嘅。咁到最近果個朋友講係因為佢地都缺人手嘅依噏，咁同埋好難搵到咁咁又變音多嘅人，咁所以佢地就有咁嘅提出，咁加上佢都識我，知道我係啲都鐘意，同埋都變音都多嘅，咁所以……其實我地呢行都係

整日講嘢啊，咁所以亦都要整日講故仔俾小朋友聽，咁所以呢方面我自己都有興趣，咁但是人工都係一個好重要嘅因素，咁所以最後都有考慮轉工。

Z: 嗯，好。咁有冇啲其他要分享嘅？

P: 分享啊，就係其實教育係好辛苦嘅，咁呢個熱忱要好大先能夠去達到呢個目標，咁眼見其實有好多同工啦，無論係教育學生同埋朋友都好，係見到好多都係一路係識緊嘅，咁但是大家都唔會放棄呢個職業，未必係因為個熱忱，因為頭先我都講識緊，好多時還因為果個人工係好好 pay 嘅。咁其實都睇得到有啲同學叻其實係受到一啲負面嘅影響，咁呢個係我最唔開心係教育界見到嘅嘢。而呢一件事係有一個人能夠影響到每一位老師，只係個老師自己去影響佢自己。如果佢個熱忱係咁低嘅，其實佢都唔再適合做一個老師。但唔會有人要求佢離職，或者唔會有人係佢身邊提佢，咁呢一啲就係最可惜。呢個我覺得係最遺憾，咁而最大嘅問題就係因為你唔係做緊文件嘅嘢，因為呢真係影響緊個學生，而我亦都睇到學生係受到負面嘅影響。呢個係我最唔開心，而係好想 share 嘅一樣嘢了。咁其實好多好多正能量係我地身邊，即係尤其是同小朋友生活，咁佢地會敲下你門啊，“老師你做緊乜？哈你要食飯噃？”即係呢啲其實係好 lovely、好 cute 嘅，咁呢啲好正面嘅，咁真係都見到有呢啲嘅情況其實都有啲心涼嘅。咁但是有辦法嘅，呢個係要好個人去 alert 到呢件事嘅，所以我覺得教院……我當時畢業果時候，即係我讀果個 PDGE 嘅時候，教育學院整日都係度講“反思”，講整年啊，晚晚去上堂都係講反思，係我心目中係廢話當時。咁但是出咗來畢業之後發現，原來真係有人係有呢個能力嘅，咁我都……即係參透到明白到點解當時教育學院整日都……即係依嚟教育大學啦，整日都講反思反思，但是唔知道果啲人幾時先反思得到呢？咁即係我覺得考牌係考牌，讀書係讀書，但是點樣可以令到呢一班人，已經做緊嘢嘅人，佢果個熱忱，好似咁講果個 commitment，可以提升返呢？其實呢個係一個最難嘅地方。始終樹大有枯枝良莠不齊，好難令所有都係咁，但是起碼……即係我自己覺得，起碼唔好教壞咗學生嘅性格，呢個我覺得係最基本。

Z: 咁你覺得點樣先可以提升到果個 teacher commitment 呢？果啲人。

P: 其實呢個好難嘅，因為佢係好……其實係好個人啦，同埋好細細個已經……即係個家庭嘅教育啊，俾佢聽做每一件事，到底你能不能夠堅持，堅持再堅持，不放棄嘅心態。咁

呢個人如果本身係冇呢樣嘢叻，其實係做唔到。佢只不過係覺得教學係佢一個嘅工作，返工就係返工咯，放工就拍卡，我唔需要帶住小朋友嘅嘢返屋企，我改唔晒啲嘢我唔會返屋企愜，啊我點樣去教呢課會教得再好啲，我舊年都係教呢課唔係照教咯，你有個教案俾我我唔係照跟咯，你有話我咁我唔係照讀咯，你有 PowerPoint 我唔係照用咯。咁呢啲其實你要佢做嘅嘢佢做晒，佢冇做漏嘅，做晒，但是我整日都問係唔係做好。做咗同做好係兩樣嘢，咁但是如果個人本身係冇呢個能力叻，你就算係佢身邊講幾多次，你做埋俾佢睇，佢都感染唔到。呢個好個人果個修為同埋個性格，所以做老師真係要有做老師果個 style，果個性格，如果有嘅其實我真係覺得好適合去轉行，因為佢真係影響緊小朋友。

Z: 好，差唔多，完了。唔該嘅。

(Z=Researcher, P=Penny)

Carl (mid-career cohort)

Z: 咁呢個係我 honours project 嘅一個部分啦，要採訪六位老師。咁就係問一啲問題了，咁呢個係 semi-structure 嘅，即係有呢啲問題，咁都可以問一啲其他嘅。

咁第一條問題就係，How long have you been a teacher?

C: 十八年了。

Z: 哦，十八年。咁係邊一年入職嘅？

C: 98 年。

Z: 係了，就係 mid-career cohort 嘅。即係我分咗係三個 cohort。咁你點解.....Why do you choose to be a teacher?

C: 呃.....因為都係想教育好下一代啦，咁同埋想貢獻返社會。咁同埋自己都好.....即係有抱負都想做老師嘅。所以就做咗老師了。

Z: 咁係一開始就係度？

C: 係啊一開始就係呢度，就做到依嚟。

Z: 哇，做咗十八年咁耐嘅。

C: 係啊。

Z: 咁你覺得今時今代嘅做一個老師係點樣嘅一份工作叻？

C: 其實我覺得依嚟做一個老師叻.....即係除咗佢要有師德啦，即係教師嘅典範咁樣啦，咁要好多個技能都要兼顧到嘅。咁可能佢嘅學科嘅修養要好好啦，咁同埋可能佢要有唔同嘅層面嘅涉獵，因為依嚟嘅老師只係教書係唔得嘅，可能要處理好多行政嘅工作啦，課外嘅活動啦，咁所以佢都要對於.....即係除咗教學之外叻，對於其他嘅嘢叻都要好清楚。例如，舉個例子，可能係對於一啲法例，例如可能政府嘅指任佢都要好熟悉，譬如咁帶啲課外活動嘅時候，啲人數比例係點樣啊，咁都要好熟悉。咁不過我始終覺得呢啲都係啲技巧上面嘅嘢，最重要果個老師佢有冇.....佢個心德係點樣咯。因為我地始終一個.....即係萬

變不離其宗即係我地始終係一個育人嘅工作，係要以我地嘅生命影響生命嘅一個工作，所以有好多嘢我地好難量度到嘅，都要靠老師自己不停咁樣反思，不停思考，同埋佢自己真係要有果個責任感，或者有果個心，係想做好教育，咁先得嘅。

Z: 咁 What does teacher commitment mean to you?因為我查咗資料係有大概四個部分嘅，即係可能有對學生嘅，對果個學校嘅，同埋對教師呢一份職業嘅，同埋教師工作嘅。咁你覺得對於你來講 teacher commitment 最主要係邊一方面？

C: 呢個好……好難答嘅一個問題。咁其實如果 teacher commitment，我……正如我頭先所講，都係……呃，即係佢要有果個心咯，教育果個心，咁佢就可以好多樣嘢做得到。咁變相可能依噶我會睇到年輕一代係……究竟佢點樣睇教育呢樣嘢，可能有好多嘢佢好專嘅，例如係教學上嘅技巧好熟練啊，咁但是依噶因為隨著社會的轉變，有以前咁樣可能老師可以同學生好親切嘅關係，咁依噶就未必有。咁所以其實如果你問我，老師嘅 commitment，我覺得佢真係要肯付出咯，咁同埋真係要係有一個育人嘅心，覺得自己……你自己所一言一行其實係影響緊學生。係了，咁呢個多於就係話究竟係對學校係點啊，對自己教師培訓係點。咁當然了，老師一定要係不停咁樣進修，隨著依噶嘅社會嘅演變，自己都要不停咁樣增值，咁因為呢樣嘢都係我地需要做俾學生睇係一個榜樣，咁所以學生佢都要適應呢個社會嘅轉變。係了。

Z: 咁主要就係對於學生來講？

C: 係了。對學生。

Z: 咁你依噶係唔係都係好鐘意當一個老師叻？

C: 係啊，其實我都仲係好鐘意做一個老師。尤其是我好鐘意睇到學生有進步啦，即係因為個人嘅能力有限，有啲學生佢可能係佢嘅學習好快，或者佢好叻嘅，你做好少嘢佢就已經自己可以學到好多；咁有啲學生就唔係嘅，可能你真係要用好多心機啊，用唔同嘅方法啊，令到佢掌握啲知識啊，或者可能掌握啲技巧啊。但是無論點都好，只要見到學生不斷咁進步，其實係自己最大嘅成功感。

Z: 咁如果你 indicate 你嘅 teacher commitment level, 0 係最低, 10 係最高, 咁你 98 年果時係幾多叻?

C: 98 年果陣時.....我慳我都有 7 或者 6 嘅。

Z: 咁依噶叻?

C: 依噶應該都有 9 啦, 或者 8 啦。

Z: 哇高咗喔, 咁點解高咗叻?

C: 因為依噶隨著可能年紀大咗啦, 同埋可能自己嘅職位唔同咗啦, 咁你嘅可以做到嘅嘢, 尤其是可能係啲政策上嘅制定啦, 係可以影響到學校嘅發展, 然後受益嘅係學生。咁所以有好多嘢係可以有決策性嘅話語權, 咁係可以改變到。咁隨著咁樣嘅情況嘅話, 自己嘅 commitment 可能都會係高咗。

Z: 即係你係差唔多係幾多年之後先可以參與到決策?

C: 其實都係好快嘅, 五年到啦, 咁其實都係會係.....即係叫做升職啦, 做主任, 咁樣, 跟住十一二年到啦, 就先至再升職做副校長咁樣。係啊, 咁所以都.....係了。咁但是不過就需要自己都不停增值嘅, 因為我自己都有 keep 住係進修啦, 無論一啲係.....即係學位性嘅, 即係碩士啊、博士啊課程啦, 咁有一啲係一啲真係教師在職嘅培訓, 可能一啲證書啊, 無論大大小小, 只要有需要到嘅, 其實自己都需要增值自己, 開自己眼界, 咁然後你先可以有啲比較適當的決策或者政策可以制定到出來。

Z: 咁你參與過邊一啲進修課程?

C: 例如呢.....其實我參加好多嘅進修課程嘅, 訓輔啦, 即係 discipline 嘅啦, 嘅 diploma 嘅 certificate 嘅課程啦, 咁跟住就有啲係電腦嘅啦, IT 嘅課程啦, 咁又有係 ECA 嘅, 即係課外活動嘅主任課程啦, 咁亦都有參加一啲中層管理嘅課程啦, 咁又有參加啲係特殊教育嘅課程啦, 咁.....即係有參加一啲評估嘅課程啦, 咁呢啲種種嘅唔同嘅進修叻其實就係都幫到自己係教師嘅專業發展裡面係可以更趨成熟咯。

Z: 咁依噶你每個星期大概花幾長時間係用到教師呢一份工作叻?

C: 七點半返來，六點半走，即係十一個鐘一日，咁唔好計返屋企做嘢果啲，十一個鐘乘五，起碼五十五，咁星期六有時會返來，我慳都有六十個鐘嘅，一個星期。

Z: 咁同之前比係多咗定係少咗叻？

C: 咁一定多咗啦，同自己未升職之前比，一定多咗。做普通老師嘅時候就……我慳都少咗，可能五十個鐘都應該都有嘅，即係一個禮拜，可能少咗個來兩個鐘到咯。

Z: 咁你依噶係每日係差唔多六七點走？

C: 係啊，六點半到啦，差唔多。咁同埋我地有啲好 **hidden** 嘅工作嘅，咁例如可能放假有時可能要留係學校開會啦，即係我指果啲大嘅假期，學生嘅假期，可能聖誕節啊，咁果啲都要返來學校開會啦，咁可能要同校長做一啲 **planning** 啊，咁樣。咁同埋個辦學團體其實有啲活動啊，咁雖然果啲 **exactly** 唔係真係對住學生，但是我地都要負責嘅。呢啲時間去出席。咁譬如有啲晚宴咁樣叻，其實我地都係需要參與啊，或者可能有啲唔同嘅會議咁樣。係啊。

Z: 咁有冇啲重要嘅事情會影響到你嘅 **teacher commitment** 叻？係呢十八年裡面。

C: 其實真係……呃，時間上面果個編配咯，果個安排咯。因為人始終得二十四小時嘅一日，咁有時你亦都好難話你將你所有奉獻係呢嘅工作上面，咁好就係我工作都可能係屬於我嘅一部分，即係好 **enjoy** 一樣嘢，咁如果唔係嘅話可能……有啲同事佢可能係純粹係一個工作，或者佢一個任務，咁但是佢自己亦都要有佢自己嘅私人空間，或者私人時間，咁呢個係一個難處來嘅，尤其是可能隨著唔同嘅職級咁樣，咁工作一定係會多咗，要做一啲決策性嘅時間係會多咗，咁其實咁樣可能會影響返我嘅教學工作嘅，即係係行政同教學裡面，即係你人時間係咁多了，你嘅行政要花多咗時間，可能你嘅教學，相對以前嘅備課啊，或者你要自己預備好多教材啊，係未必有咁完備咯。咁但是整體上來講其實係整個制度嘅設立，究竟需唔需要反思，係香港依噶呢個咁樣嘅教學生態嘅環境裡面叻，會唔會係老師嘅時間係唔係好合理，咁樣。咁但是呢個就好似係變作一個常態，咁有啲學校其實仲……我聽到有啲朋友嘅工作仲長，可能佢一個普通嘅老師，但是佢工作好長。咁但是變相咁樣係唔係對學生係好叻？咁要斟酌咯。咁其實如果你老師都係一個咁唔健康嘅環境度做嘢，咁其實佢可能會影響返學生㗎，又或者可能有個訊息話，咦會唔會我要整日做好長時間，

就係當一個好老師叻，咁會影響下一代，會唔會到時佢出來做嘢就要，哇用好長時間就代表佢勤力叻，或者代表佢係一個好嘅員工叻。咁呢個係一個文化來嘅，我覺得需要改變嘅。係香港就整日俾人講，感覺好急啊，好忙碌啊，咁但是呢個係唔係健康叻？咁呢個會影響咯，係啊。

Z: 咁你覺得你之前係長定係短？大環境嘅工作時間。

C: 其實之前係……即係我只可以咁樣打個比喻，一個老師如果就當我地依嚟學校咁，我地學校規定咗就係可能七點九要返工，四點鐘就可以放工嘅了。咁如果就咁計數嘅話叻，其實老師都會係學校差唔多都八個鐘啦，咁但……即係可能同人地係出邊做一個普通嘅職業，都係八個鐘，或者九個鐘、十個鐘，咁但是叻，就係學校果個生態環境叻，你係個八個鐘叻，你就所有精力就會放係度了。即係舉個例子，可能你食緊飯嘅時間，突然間有學生有問題，你唔能夠話依嚟係我食飯時間，我唔處理。又或者係果段時間係小息嘅時間，咁但是如果突然間學生佢想問你一啲學術上嘅問題，你唔能夠話，呢個係小息嘅，我唔可以答你，即係好難會係做得到嘅。

Z: 其實果啲時間都係要追返啲功課……

C: 係了，所以呢段時間其實根本上你係好緊張嘅，果個時間，根本上你就唔係話，啊我可以停低落來啊，咁樣。咁甚至乎雖然學校話四點鐘係可以收工，但好多同事佢根本上佢要拿埋啲簿返屋企改嘅，或者佢要改埋啲簿先返屋企。咁變相我當即係一個禮拜有兩日、三日同事可能會做多兩個鐘嘅話，咁其實變相你嘅工時係好長嘅，咁你一個老師如果長期係一個咁樣咁緊張嘅環境下工作嘅話，係……即係我自己覺得唔健康。

Z: 咁其實之前係唔係都係咁長時間的叻？

C: 都係嘅。

Z: 即係一開始都係咁長？

C: 係啊。

Z: 即係有變過？

C: 都有變過。咁即係好似依噶老師咁樣都係四點鐘咁，咁你有變嘅，咁同埋……呃，依噶叫做再好過我地以前，因為依噶嘅老師嘅人手係多咗啊。

Z: 係多咗啊？我以為少咗。

C: 係啊，咁點講叻？因為人個比例啊，個比例係多咗。咁變作老師係多咗空堂嘅時間，咁佢唔係可以係空堂嘅時間改薄咯。咁以前一般來講其實一個老師嘅話，可能都係得兩堂空堂嘅嘅，一日裡面有兩堂空堂，咁佢就要好好利用佢果兩堂空堂叻，佢就要改好晒啲薄，咁甚至乎佢仲要用埋你可能做共同備課，做 **planning**，咁變作佢可能放學都真係需要又要再留低係度，改下薄。如果遇上可能有啲學生嘅問題，我就要約家長來學校度同佢傾，咁你就變相以前嘅時間其實仲難用。咁依噶因為政府有啲政策，多咗老師俾學校，咁變作可能係老師唔洗上咁多堂了，咁變作佢可以多時間改薄啦，咁即係同埋我地係香港嘅制度其實我地老師係需要出卷嘅，需要有好多會議參與嘅，咁呢啲都係一啲雖然都係同學生有關，但是呢啲時間係需要即係另外額外再計咯。咁一般來講，我頭先同你講果個時間係唔計呢啲嘅，咁你出一份卷可能老師都要用兩日、三日搵材料，然後製作，然後輸入、打入電腦，然後編印出來咁樣。咁呢啲都唔好計落去果個範疇裡面了。咁再可能有啲係活動嘅，星期六日有啲活動，都有計算落去。咁變作其實係長期就係……即係我認為香港嘅教育行業啦，教師小學啦，我唔夠膽講中學啦，我睇到係小學，係長期唔健康嘅。咁如果你同內地嘅比較，因為我地有機會去內地即係參觀、觀課，佢地就會……譬如一個教語文科嘅老師，佢可能佢淨係教兩個語文科了，兩班語文科。咁佢就唔洗再考慮其他，即係如果係呢個咁樣嘅教節來講，可能你真係要係一個主任或者副校長先有可能有咁樣嘅教節，即係教育負擔先會係咁。所以我就覺得係唔健康咯，你無論對學生、對老師、對家長，都唔健康。但是點樣先可以打破呢個困縛叻，咁呢個係我地嘅層面係做唔到任何決策。一定要係政府嘅層面，佢要肯投放資源。咁但是佢會投放多咗資源，但是佢多咗資源唔係多咗一個實際嘅常規嘅老師嘅資源。咁變作有啲老師，佢被逼要教一啲可能佢唔專長嘅科目，咁其實係影響學生嘅學習嘅。即係佢可能我係數學科嘅老師，但是你要我教一個音樂，又或者掉翻轉頭，我係一個音樂嘅老師，你要我兼教一個數學，咁佢唔係佢嘅本科知識嘅話，其實……即係香港老師好盡職嘅，佢自己不停增值自己咯，咁但是如果我係可以請到一個專教嘅，佢果個水平係有一定咁上下，我相信對學生來講係個得益係更加大。

Z: 嗯。因為我都覺得好奇怪啊，係香港，呢個體育老師教埋數學，呢樣真係唔知……但是真係一開始就係咁，冇變過？

C: 冇變過嘅，係香港嘅環境係，一直都係咁嘅。係啊。咁除非可能有啲小學，佢有資源。不過都好少嘅。好少有咁嘅情況。我相信依噶嘅教育……即係栽培教師嘅機構啦，咁其實已經係朝著呢個方向做，即係我見到嘅係。不過掉翻轉頭，佢地肯做呢個方向，都要政府，或者學校配合到。如果學校仲係請一個人，佢都仲要兼教嘅話叻，咁其實你培養……譬如好似我地今年有新老師請咗，佢本身真係專係教體育，但是佢要教埋數學，咁學校都無奈啊，因為我都好難搵到……因為學校好難只係俾到一個老師你全部教體育科嘅，係好難嘅一件事咯。咁所以如果政府唔配合嘅話，即係你想象下，佢係教語文科嘅老師，但是人數係咁多啊，但是可能果個語文科嘅老師佢要教三班語文，咁其實呢個工作量係對一個老師係有可能承受得到嘅任務來嘅。咁所以學校就唔會咁樣編，啊你有一個老師你專門教體育嘅，淨係教晒體育了，咁你係教數學嘅話，我要你教三班、四班數學，你要教三班、四班英文、中文，唔可能嘅。所以變咗呢個體育老師佢一定要兼教埋其他先可以係個人手比例度叻，係個工作量裡面叻，係協調得到。

Z: 因為內地係體育老師係教體育嘅，但是好多班咯。

C: 係啊，佢一定要做到學校有一定嘅規模咯。咁依噶政府佢又做到即係話，啊你學校就係受歡迎程度，或者隨著家長嘅選校心態，咁我覺得呢個佢咁樣講無可厚非嘅，決策上面來講。但是佢都要做一個平衡咯，咁除咗家長意願之外，你都要維持一間學校佢能唔能夠運作得到咯。咁我覺得最低限度嘅話你都要有三班，每一個級有三班，咁你先至可以無論係教學上面或者行政上面叻，先至係可以即係有……即係合乎依噶嘅社會嘅需要咯，我覺得係。

Z: 咁但是香港係小班制嘅。

C: 係。但是小班你只係話老師可以係一個課堂裡面照顧學生嘅人數多咗，咁但是佢做嘅嘢都係一樣嘅，即係同你可能內地係大班了，係四十人或者五十人一班，但是你老師嘅教學，你只不過係人多咗嘅。咁當然了，人多咗嘅話，我要逐個再特別照顧其實係未必可以照顧得到，所以可能內地嘅時候，就係可能係，咦，佢係其他嘅時間可以做返呢一個動作。

但是係香港就唔係要求埋老師，俾你一個大班，但是始終佢要教嘅課程，其實如果大家都要教十課，係內地嘅老師都係要教十課，係香港老師都要教十課，教完十課之餘，咁就再要求你係教呢十課嘅期間叻，就照顧埋個個別差異。咁內地老師其實都要照顧，但是佢可能佢係用其他時間來，因為始終係大班裡面真係好難照顧。咁樣講嘅時候，其實個道理一樣，咁係大班嘅時候，你有可能因為我要照顧個別差異，我個十課唔教嘅嘛，我始終要教晒個十課，然後再照顧個別差異。其實係有乜分別咯。所以其實反而我真係希望即係如果政府可以改變嘅話，就改變佢果個……果個教師嘅果個教節嘅比例，呢個先至係一個合理嘅安排咯。你改善個師生比例，其實係唔會太大嘅幫助。

Z: 咁其實咁多年即係果個小班有冇變過？即係之前都係小班嘅？

C: 其實之前……之前就冇話小班嘅，不過叻最多一班叻都係……即係香港一直都係少學生一班，最多叻就唔會四十人嘅。咁但是去到都三十……呃，依嚟政府就會係 33 人，咁以前嘅時候叻我地最初入來做嘅時候，入行嘅時候叻，可能係去到 36、37 人，咁其實係如果係相對依嚟嘅大班嘅學生叻，係多咗 4、5 個嘅。咁但是政府就有個措施就係話有啲學校可以轉做呢個小班教學，隨著人口下降嘅話，佢就係小班教學。小班教學叻，佢最多係 25 個人，即係比大班果啲學校叻，佢一班最多係 30 個人，咁依嚟叻就係小班就係 25 個人。咁當然了，大班嘅，佢 30 個人叻，佢可以多收 3 個，即係最多可以到 33 人。咁我地小班學校嘅話叻，25 個，最多可以係收多兩個，即係 27 個。係了，就係咁樣。咁所以其實都有改變嘅，不過始終都係你學生少咗唔代表你老師要做嘅嘢係真係少咗。咁樣咯。

Z: 呢個就係唔係差唔多 03、04 年有一個小班……

C: 係呀係呀。零幾年果陣時推行。

Z: 咁你覺得呢段時間有冇啲好似呢啲嘅政策影響到你嘅 teacher commitment？即係譬如話小班啦，譬如話果啲……好似有乜 external school review 果啲。

C: ESR。其實就……都有嘅。因為有……即係……我一入來就經歷過啦，就係有叫做質素保證視學啦，即係 QAI 啦，跟住經過咗就係果個……即係 ESR 啦，就係外評啦，咁其實對學校或者對老師叻，其實會有壓力嘅，一定有壓力嘅。因為你係一個 team，直情一個 team 好似做 inspector 咁樣，佢來審視學校，咁但是佢停留嘅時間唔會好多，咁佢只係

靠佢可能一個禮拜同埋睇文件嘅話，係唔足夠佢好了解呢間學校。同埋佢地究竟用嘅 instrument 係乜嘢叻？同埋佢用嘅 skill 係點樣嘅叻？如果佢只係用一個好劃一性嘅尺來到度學校，咁唔同學校有唔同嘅需要，有啲學校可能佢係需要一啲……可能係一啲尖子咁樣，或者佢精英制嘅學校，有啲學校可能佢係需要一啲唔係咁學術水平高，可能係一啲培養品德嘅，咁每一間學校有唔同嘅校程，或者地區上面都有影響，究竟果間學校佢嘅收生，或者佢學生家庭背景嘅社經地位係點樣嘅叻？咁會影響咗究竟佢地需要 provide 啲乜嘢俾佢嘅學生。咁但是政府就係呢啲裡邊唔肯定佢有冇做一個調適啦，咁變作如果佢係用同一把尺嘅話，應該早年係用同一把尺嘅了，咁你變作可能有啲地區學校係抹殺做老師係背後做咗一啲非教學上面嘅工作，可能就係咗一啲聯繫嘅工作，或者培養學生品德嘅工作，或者可能做一啲學生支援啊，可能或者照顧嘅工作。咁係呢度但係你如果一要評就係話，啊就係淨係睇成績，咁其實……

好了，咁頭先就係講到小班啦，果啲咁樣啦，跟住外評啦，咁就……係了，因為外評果度其實都影響，同埋都會……呃，早前曾經試過外評就會影響一間學校，你做得好唔好，然後之後出報告，咁但是呢個報告叻係公開嘅，咁有可能係會影響學校嘅收生。咁所以叻好多……即係學校就會投放好多人力資源叻就要處理呢啲外評嘅事務，尤其是行政工作，同埋果陣時係好多一啲叫做 paper work，文件上面嘅工作，咁所以係果段時間叻，其實係會好影響學校日常嘅教學工作。因為人手始終係咁多，老師就要抽咗出來要處理一啲咁樣嘅工作嘅話叻一定會影響學校，咁所以其實……不過佢嘅理念其實唔可以係話佢錯嘅，因為佢嘅理念其實就係想學校不停咁樣發展，不停咁樣進步，咁但是好似背後就 hidden 咗就係會覺得學校有呢啲嘢學校就唔會不停發展，唔會不停進步，咁我又覺得即係呢個理念可能係啱，但是會唔會你背後已經有個假使性係度叻？啊就係覺得如果有呢啲嘢學校就會原地踏步啊，唔會尋求發展，咁樣。咁所以其實呢樣都會影響老師果個 commitment，係了，就係咁樣。

Z: QAI 係？

C: 要 search 下。質素保證視學。中文應該係。

Z: 咁呢個係……

C: 呢個就係已經過咗嘅了，因為果陣時好多學校嘅反彈好多，所以佢最後就係由 QAI 叻就轉咗去 ESR。就係外評了。咁果個形式就改咗咯，不過就相對就有咁 harsh 啦，或者有咁針對……或者針鋒相對咁樣咯。因為我地以前就係佢俾完分叻其實學校係會同佢傾嘅，即係覺得滿唔滿意啊，咁即係有啲好似 bargain 咁嘅嘢，即係好似我就 show 我啲證據俾你睇，你覺得咁樣我就唔值得係 3 分，應該係 4 分，或者幾多分，類似咁樣。咁所以呢啲……同埋依嚟好興以一個 evidence base，實證為本，咁正如我頭先一開始講，我地呢個係一個良心嘅工作，係一個育人嘅工作，生命影響生命嘅工作，好難可以話我有個數據俾你嘅，咁你呢啲數據究竟係客唔客觀嘅叻？同埋係唔係真係純粹係一個 quantitative 嘅叻？定係一個 qualitative 嘅叻？咁可能唔係一個質性嘅，咁逢係一啲質性嘅嘢其實你就好難拿到一個好客觀嘅數據出來了。咁所以呢啲都影響。呢啲政策係會影響學校嘅發展同埋影響老師嘅 commitment。

Z: 咁有冇啲其他嘅政策會影響？

C: 其實係近呢十幾年叻，由我入職開始做，其實政府推行過好多唔同嘅政策嘅，咁……語文政策啦，其中一樣啦，語文政策。咁如果係返小學嘅層面講就係普通話教語文啦，咁究竟係點樣叻，咁……係啊呢啲都會影響，因為會影響學校嘅人手，嘅教師嘅工作嘅調配，因為老師要拿到嘅語文基準，佢先至可以教普通話，甚至乎有啲學校需要個老師拿咗普通話嘅語文基準先可以教語文。咁但是佢嘅成效係點叻，其實政府係有一個……相反政府係有一個好客觀嘅數據，即係喺推呢樣嘢之前，係有一個客觀嘅數據，我唔夠膽講話可能用普通話學語文對學語文係好定唔好，不過係香港呢個環境叻，其實做咗報告係唔好嘅，咁但是政府就……一開始推嘅時候有特別 mention 呢啲啦，咁但是相反佢又需要學校有 evidence base，咁點解你推一個政策出來之前你唔做足一啲咁樣嘅 research 叻？咁其實係 controversial，咁所以呢啲都係一啲政策令到……好多嘅，其實有好多嘅呢啲咁樣嘅政策，TSA 啦，咁呢啲嘅唔同嘅政策叻都會影響到老師嘅工作，同埋老師嘅 commitment。

Z: 咁會低咗啊？因為呢啲嘅 policy。

C: 我又唔夠膽講話會低咗嘅，因為你始終就會好睇老師嘅個人了，因為我覺得香港嘅老師都好乖嘅，同埋好肯付出嘅，所以老師可能你有多一樣新嘅嘢出來，佢就寧願慢慢承受

咯，再自己付出多啲啦，你有 TSA 呢個政策，咁我教完本身個課程之外，可能我又要多啲時間同學生做一個演練、操練，咁樣。因為始終入邊好唔同，同你教書，即係教嘅課程，咁要趨向有一啲嘅技術性嘅嘢，所以即係點樣答題目啊，呢啲技巧性嘅嘢，如果唔同學生操練過嘅話叻，係學生可能佢個基本知識係有咁上下程度，但是佢未必代表佢會高分。咁但是正正就係因為你有呢個政策，TSA 呢個政策裡邊，如果又係了，因為呢個 TSA 其實曾經係呢個外評或者叫做保證視學嘅其中一個指標，咁即係話如果我地學生係 TSA 嘅時候，考試個成績唔高，咁其實會影響我地學校係呢個外評或者 QAI 果個指標係好唔好。所以就係……即係呢個都會影響老師。咁……TSA 啦，咁跟住又有 PS1 (Pre-secondary 1) 啦，即係中一入學前側呢個考試啦，咁呢個就會影響學校嘅派位嘅數據了，即係我有幾多學生係屬於 band1 啊，band2 啊，band3 啊，咁會影響呢個咁樣嘅數據。咁所以學校又要再適應啦，又要……即係始終最後係拿到學生。咁點解依噶話會咁多操練叻，其實有啲呢啲操練係政府造成嘅，即係政府大環境嘅政策引致呢啲咁嘅操練，咁所以就……學校收到，學校唔想影響自己學生嘅成績，唯有又係需要可能俾額外嘅課程學生做一啲操練。咁呢啲……正如我頭先所講，老師會好肯付出，咁但是佢有限嘅資源裡邊佢就會自己調配佢一人嘅時間點樣花，或者佢整年嘅時間點樣話叻。咁如果佢覺得我花不起了，佢個 commitment 會唔會低咗叻，咁有機會會影響咗呢樣嘢嘅喔。係了。

Z: 咁普通話教語文果個係 97 年之後？

C: 個政府叻就有硬性要推嘅，不過因為隨著佢有提出個叻，有啲……整個大環境叻，其他學校有啲老師佢就讀咗，佢可以用普通話教中文，咁就會影響家長覺得呢樣嘢係唔係就係代表老師嘅資歷好，或者你嘅師資係咁樣係好，而我就會報名揀呢啲學校，果啲學校轉咗。咁呢啲會影響嘅，係了，雖然我地學校係咁耐以來有推過普通話教中文，咁但是我地都要因應咁樣嘅話，我地有啲老師都需要進修呢個語文基準，咁呢啲其實佢自己個人進修其實亦都會影響到佢嘅教學嘅表現嘅有機會，因為都係果句說話，你二十四個鐘，你點樣分配嘅。如果一個老師，我本身我嘅學養已經足夠嘅話，佢可能只係係教學法度改善，或者可能係學生嘅照顧俾返多啲，咁就可以係令到果班學生叻係有達到佢預期嘅目標。咁但是如果佢將佢呢啲咁樣嘅時間抽咗出來，佢要再進修嘅話，變相佢就少咗佢支援學生嘅時間。

Z: 咁點解家長會覺得普通話教語文會質素好叻？

C: 因為唔理解咯。唔清楚咯。咁係政府嘅宣傳底下，又或者可能掉翻轉可能家長都有個願望想子女學普通話學得好啲，咁但是學普通話學得好啲，唔代表係要用普通話教語文，咁正正都新近出咗有啲報告，咁我慳你應該係唔係都應該知，教大都做咗一啲報告啦，中文大學都做咗有啲報告，咁其實係香港嘅環境用普通話教語文係唔好，係唔好嘅。咁其實我地學校好多年前都係咁樣，咁我都搵返相關嘅文件，都同校長講，咁所以我地最後都決定唔會用普教中，咁但是我地係有足夠嘅師資普教中，咁所以……即係家長佢唔係話好熟悉學校果個體制，或者政策果個環境，可能只係會覺得政府想咁樣做，同埋一廂情願覺得咁樣係好，咁因為果陣時好興就係提出一樣“我手寫我口”嘅嘛，咁你用普通話咁樣講嘅話就可以直接寫返出來，咁呢個係口號式，咁但是係唔係真正係可以套用到係香港呢個環境叻，同埋普通話依噶就算……能唔能夠百分百做到“我手寫我口”叻，都係成疑啊，咁依噶呢個時代。咁所以……即係呢樣嘢都會影響家長點樣睇呢樣嘢。咁隨著可能有報告出咗，語常會自己都出咗報告，咁變作家長都了解多咗，所以會覺得呢個唔係一個係好逼切性或者係好需要嘅嘢。家長又係有報告出咗話，反而對學語文唔係好嘅嘢係香港呢個環境，所以可能有啲家長都開始醒改，或者轉態，唔會真係特別要求。

Z: 咁你覺得係之前嘅環境好啲定係依噶嘅環境好啲？大環境，對於教師來講。

C: 其實我覺得政府俾多咗資源嘅，咁相對真係會好過以前嘅。咁掉翻轉頭咁講就係整個世界嘅轉變係唔同咗咯，即係如果你政府唔咁樣做嘅話，你可能香港十年後、二十年後你就自然會落後於人嘅了，即係好似十幾年前嘅話，其實有乜話要用 IT，用電腦來到做一個教材，來到教學，有嘅，老師仲話可能 chop & talk，用粉筆上堂，咁當然你仍然係可以完成到你嘅基本嘅教學工作，但是對於學生嘅成長、佢嘅眼界，哇咁你就好似停留係好古老以前嘅環境，咁一定係冇你追上潮流咁樣啦，咁我慳即係各行各業包括教育，呢個始終都要隨著大環境嘅轉變或者科技嘅演變，一定要跟上呢個時代先得嘅。咁依噶其實政府係有投放咗唔同嘅資源，咁始終佢對於老師嘅編制叻仍然都係好緊，咁係呢樣嘢我覺得都未足夠嘅。咁其他嘅話其實就真係方便咗好多，有好多行政嘅工作係唔需要花好多時間係可以完成得到，咁呢啲係好嘅。

Z: 咁你依噶係副校長啦，咁教埋數學，幾個班啊？

C: 依噶我要教兩個班，數學，跟住再要教電腦，一個班，一個班嘅，係啦。咁其實就.....係咯，尤其是我地唔係一間大嘅學校，咁一間有可能上下二十四班嘅學校，佢應該有兩個副校長，咁所以變作.....但是.....即係你嘅工作佢寫得好清楚，政府寫得好清楚，你一個副校長嘅工作有啲乜嘢叻，有四個範疇。咁變作一間大嘅學校就話可以有兩個副校長，可以大家 share 咗啲工作，咁但是如果一間細嘅學校，規模細嘅學校，佢有辦法.....嘢一定，即係我相信你二十四班嘅學校同一間十二班或者幾多班嘅學校，你好多嘢必定係需要有人做嘅，咁變作係呢一樣嘢政府都需要考慮咯。係啊，咁如果相對返我.....因為我都有機會接觸咗一啲其他學校嘅副校長，我都問過人地副校長，人地啲課擔係點，人地都係一個數學科，咁當然仲要教一啲其他嘅術科。咁但是體育我地香港嘅小學呢個體制來講，一個主科，即係再搭一個術科叻，都好 common 嘅一個現象，咁變作可能.....咁究竟你一個主科，係你教一個班啦，定係兩個班叻，咁 promote 咗，咁就教兩個班，咁有啲學校嘅副校長教一個班嘅主科，跟住再加埋其他嘅可能電腦啊、視藝啊、體育啊，咁樣，咁佢就係佢嘅課擔。咁但是都有辦法，因為細校嘅話，人力資源你都唔可以話，啊我真係教一個.....即係可能有啲難度咯，因為變相你班係咁多嘅了，如果你教少咗嘅話，你副校長或者主任教少咗嘅話，即係其他老師要教返多啲。咁又係一個 pros and cons 咯。

Z: 咁其實一個年級得兩三個班都幾少，咁係唔係香港都係咁嘅？

C: 其實香港有好多.....香港差異好大嘅，咁如果一個級有兩個班嘅話，其實又唔係話好特殊嘅現象，都有唔少學校係咁樣，係了。咁有啲學校可能佢校舍大，或者佢校舍新，咁佢一個級可能有五班，甚至乎可能有六班都未定嘅。咁變相佢多班嘅話人力資源就會多啲咯，咁舉一個最簡單例子，即係可能考試了，測驗了，要出卷，因為我地唔係中央出卷嘅嘛，要老師出卷，咁如果你一個級裡面得兩個班嘅話，即係話可能今次出卷，唔係 A 老師，就係 B 老師了，就有得選擇。咁但是一間規模大，一個級有成五班、六班嘅話，佢可能一次出卷，一次測驗，可能 ABCDA 老師，第二次出卷可能係 B 老師，第三次可能係 C 老師，第四次可能係 D 老師。咁但是如果好似我地個編制咁樣，我地上學期一次測驗一次考試，如果得兩個班嘅話，一個級，即係測驗就係 A，考試就係 B，咁可能下一次掉翻轉，測驗係 B，考試係 A，即係你係呢一度嘅工作你其實都係一份工作，但是人數少

咗其實就變作密度係多咗。係啊，咁變作就係會影響咗。咁但是如果你頭先咁樣問，就唔係特別奇。咁試過有啲學校一個級得一般添，咁都試過有一啲學校一個級有七班都未定，咁但是我會相信呢個係一個政府嘅規劃嘅問題咯。佢應該會要掌握，因為我地其實好難掌握到啲人口嘅統計，咁政府你會掌握到嘅嘛，每一年有幾多個出生嘅嬰孩，咁跟住推算返佢幾時……即係約莫第時讀幼稚園啊，讀小學啊，然後佢有呢個咁樣嘅數據嘅話，佢可以做一个適當嘅安排或者資源調換，嗰呢一區嘅人手多，會唔會呢一區我盡可能維持你一個班，即係一個級嘅規模，你學校嘅規模，而令到你嘅人少咗，或者嗰呢個區多咗人口出生嘅話，會唔會我令到……即係就要求返你地果個收人數比例係多返。咁其實呢個政府我覺得係可以協調嘅，即係唔一定係劃一，嗰我大班就一定係幾多人啊，小班一定幾多人，反而佢可以做一个規劃就係話，嗰我 keep 住你某間學校，你每一個級係幾多班，咁係呢幾多班之下，你可以……即係人手你可以保持到，而你嘅工作量都係合當咁樣分配。咁呢個係我覺得政府需要做。咁當然呢個唔係我地決策得到啦。

Z: 咁即係人口下降，會唔會有有啲老師就 cut 咗個問題叻？

C: 會嘅。因為隨著……如果我地學校，譬如好似我地學校咁樣，今年係 17 班啦，咁如果我地下年係有三班六年班走咗，咁收唔返三班一年班嘅話，即係我地少咗班，咁少咗班嘅話，咁平均嘅話就一個班就 1.5 個老師，即係我可能需要有 1.5 嘅老師叻，嘅人數要流失咗了。咁呢個係對學校嘅事業係唔好，而且對人力資源嘅調配係唔理想。咁所以呢個會影響了，咁同埋老師可能佢……即係個工作都唔能夠係好安定嘅話，咁佢就好可能係學期尾嘅時候，嗰我已經知道我唔可能下年係度教返嘅話，佢會唔會做定一啲預備去搵其他學校嘅工作叻？如果佢會做呢啲咁嘅打算嘅話，會唔會影響咗佢日常教學嘅預備啊，或者個態度叻？咁我相信會嘅。我相信會嘅。

Z: 咁其實呢度老師係簽每一年定係……

C: 係啊我地老師每一年簽嘅。

Z: 即係每一年都有可能……

C: 係啊。咁一般來講其實係香港個制度裡邊有一啲叫做係 permanent 嘅老師，即係穩定嘅，咁有一啲叻譬如好似我地新請果啲老師全部都係一啲 contract 嘅，即係一年我地就會係可

能係一年嘅 probation 啊，觀察期，咁如果一年後我仍然有呢啲位嘅話，咁就會考慮會唔會將佢轉咗一個長約嘅老師。咁如果轉咗去嘅話，咁但是都有機會縮班嘅可能性，咁所以學校又好難避免就係，我唔想到時有縮班嘅時候，我全部都係長約嘅老師。究竟我縮邊個叻？咁唔會用果個原則，係叫做遲來先走果個原則，即係唔會用佢年資最淺而你先走，一定會係可能按學校嘅需要啦，按老師嘅表現啦，然後先至按年資。咁但是咁樣叻就會影響咗其他同事嘅關係同埋佢……即係佢會有個危機就係，亦如果咁我會唔會我……始終係學校做咗如果好多年嘅話，即係係學校嘅付出一定係多嘅，多過一啲新嘅老師，咁但是如果你話可以用一個咁樣按學校嘅需要，舉個例子，如果學校有啲體育科嘅老師，你有一個新嘅老師來到，其實你入咗來呢個位度，其實我好自然嘅話，喂我真係要你係教體育，有其他人教體育嘅了，我一定會留返佢，咁變作我就會係我原先果班做咗好耐嘅、貢獻咗好多嘅老師度，我要會有一個老師，我要 redundant 你走了。咁呢個其實係唔理想，所以其實學校來講我覺得政府有……即係責無旁貸，有一個責任要 keep 學校有一定嘅規模運作，如果唔係，除非你真係話我要呢間學校係 close 咗呢間學校，咁點解政府係可以做一個咁嘅決定，close 咗一間學校叻，一間學校係個地區付出咗咁多，咁即係……係好難理解嘅我會覺得，同埋係道義上或者係果個應對社會果個叻係唔合當咯。咁所以依嚟政府就唔會再有呢個叫做“殺校”果個情況了，咁但是有殺校嘅情況，如果你令到一間學校可能好似一班一班一班咁樣，其實呢間學校係好難會再可以有任何突破咯。因為我得一個老師，即係頭先咁講，有好多工作你有可能避免嘅了，咁即係我一班一個老師嘅話，即係個老師就用咗佢所有嘅時間做咗某一樣嘢，佢就唔會再尋求……即係冇空間俾佢再尋求，咦我再發展學校有啲乜嘢啦，其實係好難嘅。

Z: 咁你覺得咁多年同學生嘅關係有啲乜變化？

C: 有乜變化，其實我又冇乜變化。因為我會同啲學生講，如果上堂嘅時候叻，我都唔會嗌佢地要嗌返我做陳副校長嘅，咁我都嗌佢……總之如果有外賓啊，有家長啊，其實嗌返我陳 sir。即係當我一個普通嘅老師，因為我入到班房其實我即係一個老師，即係我唔係話係校長、副校長咁樣入到去班房，我唔係同佢地用一個副校長嘅身份同佢上堂。我係用一個佢嘅老師，數學科老師、電腦科嘅老師呢個身份咁同佢上堂。係了。當然了，有啲學生佢改唔到口，即係有啲特殊……即係 SEN 嘅學生，佢係嗌咗你咁佢唔改，咁我就唔會

特別要求佢，你要嗌我陳 sir，因為佢係好難適應，咁原來幾時我要嗌你副校長，幾時我嗌你陳 sir，咁但是一般嘅班其實佢地係分得開。係啊。咁其實果關係其實都好嘅。係啊，都理想嘅。咁當然了，就再……因為隨著做咗副校長之後，唔會教到咁多嘅班，咁變作有好多學生佢嘅印象就係知道你係副校長，咁可能唔係好……即係依噶尤其係你有教佢，唔知道你原來係教電腦嘅喔，或者你教數學嘅喔，咁所以係唔會好多學生對你，對我有好多認識咁樣。

Z: 咁呢個學校有冇啲乜變化會影響到你嘅 commitment?

C: 呢個學校有冇乜變化影響我 commitment 啊。其實都有嘅，外在環境都唔大影響嘅，咁……係啊，係制度上有冇改變會影響咯。咁制度其實都 set up 好嘅了，咁都有乜特別話會影響咯，咁係……即係唔同嘅職位咯，正如我頭先咁講。唔同職位嘅 commitment 可能再唔同㗎，咁樣。

Z: 即係因為你可以參與到你嘅學校……

C: 係啊。

Z: 咁最後一個，即係你有冇慳過轉工嘅?

C: 呃，其實有慳過會唔會做……即係除咗係小學階段，會唔會可能入到一啲真係可能政府嘅教育部門到。因為呢一個你先可以根本上嘅改變到依噶呢個體制嘅唔健康，所以都有慳過，但是我慳呢樣嘢係難嘅。因為可能你需要就係……第一你要有返咁上下學識啦，即係你……所以我就不停咁樣進修，睇下有冇機會可能讀完個碩士學位，然後有冇機會……咁但是我都會係想係一個 step by step 逐步來咁樣，即係可能依噶做到副校長了，可能會唔會可能十年後或者幾多年後做到校長，然後入到一啲政府嘅資訊架構，然後再係啲架構度發聲，再第時有機會咁樣。咁但是大體上都係會係教育上面，即係唔會改變可能轉咗唔同嘅範疇，唔同嘅職業，走咗可能讀個法律咁樣，咁一定唔會係咁樣。係了。咁都係會係返教育上面咁樣。係。個原因頭先都係講咗，都係自己都鐘意教書啦，都想培育下一代啦。咁唯獨想逐個轉變就係我慳唔係喺個職業上面嘅轉變咯，而係個崗位上面有啲突破、有啲轉變。最終其實都係想影響返整個教育體制嘅發展。係了，就係咁。

Z: 咁其實進修你係邊有時間去嘅?

C: 一定係夜晚啊, 星期六日啊。所以一定係會係咁樣嘅, 即係甚至乎碩士課程啊、博士課程, 全部都一定係夜晚啊, 星期六啊, 假期啊, 咁樣。咁先可以咯。咁不過始終會係有影響嘅, 對教學, 因為當你去到某啲時間你要交功課, 你要考試, 咁你要將可能日常有啲你依嚟工作上嘅嘢嘅時間你要調配得好好咯, 咁你先可以完成到你自已嘅學業。係啊。咁所以就.....即係會有影響嘅, 我如果話俾你聽完全冇影響就騙你了, 咁增在你如果做得好嘅話, 你會將個印象減少, 減到最低咯。係啊。

Z: 咁你覺得會唔會影響到你嘅私人嘅時間叻?

C: 咁其實一定會叻, 所以老師都係一個.....即係其實一個幾刻板性幾沉悶性嘅工作, 不過唯一一樣嘢令到自己好開心, 或者自己有 power 做一個老師, 就係你最係會見到學生有進步。係啊。即係睇到佢成長, 或者甚至乎畢咗嘢佢仲會來探你啊, 咁呢個係我慳係做老師最大嘅動力咯。咁如果唔係都堅持唔到咁耐了, 咁.....係了。

Z: 所以你都係好願意。

C: 係啊。其實一定會影響自己私人時間, 所以.....即係結咗婚都有慳過生唔生小朋友, 咁最後都同太太商量過, 哎, 都唔係好多時間, 同埋.....即係會影響你自己嘅果個私人時間咁樣咯。咁所以變作.....即係呢個唔係只係我嘅問題, 可能對好多老師都係咁嘅, 所以唯一就係我都仲開心我可以當咗呢個職業係我嘅娛樂, 或者我嘅興趣, 咁變作你就會.....即係人生唔會咁苦悶咯, 如果唔能夠當作.....你又唔係好 enjoy 或者你唔係好投入呢個工作嘅話, 咁你就會係好辛苦啊, 你慳下, 一日可能我有一半嘅時間係學校, 跟住淨返啲時間其實基本上你就係可能係就係要休息嘅了, 你就有乜自己個人嘅休閒啊, 個人嘅娛樂時間, 咁唯一就係我好 enjoy 呢份工作咯, 呢個都係我嘅休閒, 咁你就會自己就會又開心啲。如果唔係你嘅人會刻板同埋你唔健康嘅。即係我地都整日都教啲學生, 你做嘢要認真, 玩都要認真, 咁如果你淨係得個認真做嘢嘅話, 咁佢其實唔健康咯我覺得, 所以我會覺得呢個咁嘅生態其實唔理想。係啊, 所以都希望可以改變到呢個咁樣嘅困縛啦。

Z: 好了, 完了。

C: 唔該嘅。

Z: 好，唔該嘅。

(Z=Researcher, C=Carl)

Willy (late-career cohort)

Z: 我係香港教育大學嘅趙宇洋，呢個係我嘅畢業的 honours project，咁題目係 Teacher commitment among Hong Kong primary school teachers in different career phases。咁呢個係一個 semi-structured 嘅 interview，即係大概係呢十四條問題，咁可能加同埋啲順序都不一定係，咁預係一個鐘，咁快啲完就係快啲完嘅。

W: 好啊。

Z: 好，咁首先係第一條問題，你當咗幾耐嘅老師？

W: 大約十五年啊。

Z: 十五年。

W: 十六，十六。

Z: 咁係邊一年入職嘅？

W: 94, 95 左右啦。

Z: 咁就係廿一年咯。

W: 咁應該係啦，我不記得咗幾多年有數到。

Z: 宜家係 2016。咁就廿幾年啦，咁係 95 年開始嘅。

W: 94 95 年左右啦。

Z: 咁差不多都係廿二年咯。咁你嗰時點解揀咗做一個老師？

W: 出到來，點解選擇叻就係覺得做老師都係一個受人尊重的職業啦，同埋嗰待遇都唔錯，咁就，咁我都對呢啲行業叻都係覺得有啲興趣嘅，咁所以就選擇呢個職業啦。

Z: 咁你覺得同你想象中有冇啲不同？

W: 嗰陣時做呢個職業就不會考慮會遇到不同嘅困難咁樣，包括學生啲不同嘅問題啦，家長嘅問題啦，係諗到好單純嘅，即係將啲知識透過不同嘅類型嘅活動令到學生學習，咁呢

個係幾有趣嘅一個行業來嘅，咁所以有少少不同，包括咗係，點樣應對嘅家長，應對不同類型嘅學生，咁呢啲係要實際做到最前線嘅老師之後叻，先至會特別遇到多呢啲問題嘅，咁所以會有一啲嘅，少少嘅不同啦，不過大致上面都係覺得係唔錯嘅，呢個職業。

Z: 咁其實咁多年啲問題有冇變化?

W: 呢類咁啲我頭先所講嘅問題，咁其實，近年來呢，家長啦，或者學生嘅情況係比起以前嘅係有少少不同，包括咗，好多呢啲有特殊需要嘅學生不知點解呢幾年特別多咗嘅，以前來講叻，即是話十年前呢，我又不覺得係太多嘅。但是呢十年來就多咗嘅，零舍覺得啲所接觸嘅，因為我主要係教呢個，十年來都係教呢個加強輔導計劃啦，咁所以會清楚係真係多咗，問題係多咗嘅。咁家長方面就會多對學校嘅行政阿或者係老師嘅教學啲多方面多咗質疑，以前呢就比較像，譬喻學校同老師話要點樣講俾佢聽，要點樣教導佢嘅時候呢，係好容易接受嘅。但是宜家來講，家長可能接受好多不同啲諮詢啦，或者來自啲家長不一定係香港啦，好可能係內地落來啦，咁所以佢啲係不同，有各種想法嘅，唔係以前嘅家長咁樣係可能土生土長嘅這樣，所以啲意見就不同咗，或者話對學校質疑阿，對老師嘅教育有質疑阿多咗有一啲。咁所以有啲不同。

Z: 咁你覺得呢啲不同，呢啲困難會不會影響到你的 teacher commitment?

W: 又唔會嘅，一係只係發現多咗呢類，咁因為每一年都係多呢一類啲問題都處理呢啲不同嘅家長阿或者學生呢其實都有累積有一定的經驗拉，又唔係話遇到對付不到嘅，只不過比以前多，問題係比以前多，但不代表係應付唔到。咁解。

Z: 咁呢點睇今時今代作為一個老師?

W: 今時今日嘅老師啊?

Z: 做老師嘅職業你點睇?

W: 因為呢個職業叻就不同啲製作一個 product 出來，有固定的形狀、功用咁樣。咁處理嘅係人呢學生，個性又不同，佢自己嘅 potential 又不同，咁所以問題又不同嘅，咁所以就係作為老師來講，你要有個心理準備拉，好多時要面對、應對好多不同嘅學生、家長各類，要有咁嘅心理準備先，咁其實都係可以從中拿到滿足感嘅。但係一定要唔係咁單純嘅，

宜家做老師要照顧好多方面，要好多時要涉及到一啲學校行政，宜家多咗好多行政嘅工作，呢 document 要做嘅。咁所以做老師呢，除咗面對學生，面對家長阿，同埋仲要應付一啲學校嘅不同嘅行政工作拉，教育局俾落來嘅指令阿，然之後學校要遵從阿呢啲，咁所以要有心理準備面對呢啲咁嘅問題，咁就唔係純粹嘅教學咁嘅。咁如果係有定啲心理準備叻，咁就，如果係想要加入呢個行列嘅話，其實都可以，始終來講，佢面對嘅待遇不同，同埋始終學生來講呢唔係話真係厭惡嘅行業來嘅。有啲人不鐘意啲學生真係不可以入呢行，咁又一係佢地有不同個性，咁互動之中呢會有啲滿足感嘅，就算一啲唔係太好嘅學生，即係話學習方面叻，都有佢可取嘅一面嘅，可能係性格方面好嘅，學業方面不好。性格方面比較尊重老師咁，各個方面嘅，都要欣賞佢地。咁所以如果投入呢行嘅話，你係呢個懂得欣賞學生阿，懂得係從中發掘到佢地好嘅地方，其實都可以獲得滿足感嘅。我覺得係咁樣。

Z: 咁你點樣睇 teacher commitment? 你覺得一個高嘅 teacher commitment 嘅老師係點樣?

W: 一係宜家啲學生叻係有不同程度嘅，咁就作為呢個老師就面對呢一類不同類型嘅學生叻，其實你就唔可以話一可以成功咁將佢地改善到邊度，唔可以話一，咁有啲啲學生會劃的高啲拉，唔係咁又 potential 嘅學生劃啲咁樣，咁如果佢地係面對困難嘅時候都有啲進步嘅時候或者係雖然佢地係進步，其他人覺得係好小意思咁樣，但係實際上面佢已經比自己原本嘅能力已經高出嘅時候叻，咁就其實係一個，佢已經係一個滿足感係到，咁如果作為老師，面對啲不同嘅學生叻，能夠為每一個學生都定到一啲能力所及嘅界線嘅時候叻，係佢地可以去到嘅，我覺得如果老師能夠達到呢一樣嘅目標嘅話，已經係一個好成功嘅老師了。

Z: 即係會投入好多時間去定一啲啲.....

W: 會係好投入，一定要好多時間。一般嘅學生可能呢個即係話啲啲聽話啲啲叻會花好少時間，但是最多時間嘅就係啲啲好差啲，能力好差嘅學生，咁有陣時呢一啲啲都要定個 iep 俾佢地拉，咁呢一樣係好嘅老師時間資源嘅，但對於呢啲特別差嘅學生呢，咁有可避免都要定呢啲策略，咁所以係好 time consuming, 咁但係都要嘅。

Z: 咁其實投入好多時間都係一個高嘅 teacher commitment 嘅表現嘅。

W: 呢個係有啲關聯，咁有啲老師係需要有大量時間先至令到啲學生有進步嘅工作嘅，咁有可否認叻有啲部分嘅老師即係特別對於教學有一種好高嘅能力啦，個啲人可能時間不會需要咁多，咁視乎你自己的要去到邊度拉。但係始終來講，時間都係一個好主要嘅因素。

咁你要花譬如大息、小息、午息，自己又要犧牲一啲時間來到幫個別的學生來個補習，或者如果係咁嘅再幫佢 uplift 多一啲佢自己嘅能力嘅話，咁係一定要投入時間嘅。

Z: 咁其實 teacher commitment 對你來講係意味著咩嘅？其實有四方面嘅，咁可能係對於學校，即係願意為學校達成咩目標嘅，咁可能對於老師呢一份職業，咁可能係對於學生，可能係對於老師嘅工作，咁呢覺得對你來講係邊一方面多啲？

W: 四方面都有，呢話邊一樣多啲嘅話，咁就相輔相成拉。如果學生來講，呢俾佢嘅嘢，佢可以學得到，又回應到你嘅話，你自然有種滿足感嘅，我覺得呢個學生同埋老師嘅互相個種配合、滿足感，比較上我係優先啲，當然，其它嘅兩種因素，譬喻學校叻肯定要配合拉，同埋，種有邊一種叻？

Z: 同埋教師呢一份職業，你覺得份職業好願意好崇高咁。

W: 呢一份職業一定係同埋啲學生係好有關係嘅拉，咁學生學到嘢，佢有呢個學到嘢嘅話，佢其實無形中都係欣賞著你嘅教學咁樣嘅，呢個唔係話啲校長欣賞你，但係如果佢學的到嘢嘅話，我覺得佢個種係無形嘅欣賞來嘅。咁呢個比較上比較重要。

Z: 咁都係話有一個係教師工作，可能你會願意花好多時間去備課啲。

W: 備課，當然係需要花時間備課拉，尤其係不同嘅學生，嘅程度不同嘅時候，俾佢啲練習拉，深淺都不同，咁所以備呢啲不同嘅功課紙阿或者係有啲係佢地唔需要做嘅，太深嘅話，又要選擇一下。咁呢個係花好多時間嘅。

Z: 咁其實你主要都係對於學生，因為你都講過係，即係會為不同嘅學生制定不同嘅目標，啲啲都係算係主要嘅對象係學生？

W: 唔錯阿。

Z: 咁宜家你對於你嘅工作滿唔滿意？滿足感係有幾多？

W: 有幾多？咁點樣量度翻阿？

Z: 即係滿唔滿意叻？即係你會不會覺得會繼續定係.....

W: 雖然當中有啲問題你要克服嘅，咁整體來講，都係滿意嘅。咁譬喻話一份問卷，由 0 至 10 阿，由不滿意到非常滿意嘅話，咁我就滿意。咁大致會 0 至 10 嘅話會俾 7 至 8 分咁樣度拉。

Z: 咁你會不會繼續做一個老師？如果你可以選嘅話？

W: 可以選即係話係呢個階段選阿？

Z: 嗯。

W: 會繼續做老師。

Z: 咁點解叻?

W: 第一就年紀拉, 宜家種轉行, 咁有咩理由嘅, 除非你有一啲好充分可以說服自己的理據拉。第二就係呢個, 除咗年紀之外叻, 咁我都滿意呢個行業, 咁何必要轉叻?

Z: 咁呢之前有冇諗過轉工叻?

W: 都係呢個, 其實都係呢個教育行業嘅, 轉來轉去都係教育局阿, 其它啲嘅嘅。都係會係教育行業嗰度。不會話由呢行轉到去商業阿, 不會嘅。

Z: 咁點解叻?

W: 其實都係嘅個問題。頭先都係講到我滿意呢個職業, 咁就滿意何必轉行?

Z: 咁呢宜家係唔係全心全意去做一個老師叻?

W: 全心全意嘅話, 譬分咗心去家庭阿, 或者其它啲兼職阿嗰方面拉, 咁對於我來講, 家庭當然係有拉, 咁亦都擺咗好多時間系度。你話全心全意嘅係要通宵都要趕作業乜嘢, 我就唔至於到呢個地步, 但係呢度都會係好用心擺係行業嗰度。但未至於通宵阿、擺廿四小時阿、擺十七八小時進去咁嘅地步。

Z: 咁呢啲有冇變過叻? 你之前同埋宜家嘅投入嘅程度。

W: 乜嘢程度阿?

Z: 即係你之前咁多年有冇變過投入嘅程度?

W: 投入嘅程度。方式可能有啲變, 咁最初入行叻, 通常都會係一啲年輕人阿, 多啲同啲學生一啲活動有陣時會, 就算小學生拉, 暑假都有可能約佢出來玩嘅。呢啲都係投入行業嘅一種, 不過宜家隨著年齡大咗, 或者一啲應付嘅工作量大咗嘅時候叻, 投入嘅形式不同。咁以前可能係搞啲不同嘅活動。咁宜家反而係教育方面阿, 諗多啲形式阿, 大多係校內嘅, 咁形式方面有改變。但係投入方面叻基本上都有乜, 時間方面都係咁上下嘅。

Z: 咁你嘅 lab, 即係 teacher commitment 嘅 level, 即係 0 係最低, 10 係最高, 咁呢啲啲入職時係幾多, 宜家係幾多?

W: 咁啲入職嗰陣時大約係 7 度拉, 宜家都咁上下度, 都係 7 度。

Z: 即係有變過?

W: 差不多嘅嘅。

Z: 但係咁多年來, 有冇即係幾個時間段會變下叻?

W: 可能叻, 從常規嘅老師, 即係大班嘅班主任時叻, 轉職嘅功能係加強輔導計劃嘅轉變時候叻, 可能面對嘅學生嘅程度有少少嘅不同拉, 呢個可能會令到你嘅滿足感會少啲嘅。咁呢度可能會有少少轉變, 因為突然之間嗰班面對嘅人叻低的好緊要嘅。即 SEN 類嘅學生, 可能嗰段時間會低沉少少。不過當你適應咗, 覺得係點樣認識多啲, 點樣應對呢一類嘅學生阿, 即係懂多啲教學嘅方法阿、教學形式嘅時候叻都會係, 滿足感會, commitment 會翻返來嘅咁樣。

Z: 咁係系邊一年轉做 IRTP? ? ? ”

W: 我係好難確實, 大概係十年到啦。

Z: 十年?

W: 係。

Z: 好, 咁呢個係學校要求你轉去 IRTP?

W: 唔係。我想嘗試一下嘅。

Z: 喔, 即係你自己願意。

W: 唔錯。

Z: 但係呢每個星期即係花幾長時間系教師呢一份工作裡面?

W: 花幾長時間阿。用數字計嘅話你話幾個小時?

Z: 幾個小時。

W: 幾個小時咁就從返工開始計到去落班，大概係一日就 13 個小時度拉。

Z: 一日 13 個小時阿？

W: 差唔多拉，因為你返屋企都要計嘅。唔係話係學校嘅嘛？要返屋計叻就通常係嗰啲文件，即係好多啲政府，或者嗰啲計劃啲文件整日要寫嘅。咁加加埋埋一日當係 12 小時度拉。咁大致上面係 50 小時拉。如果禮拜六唔計。

Z: 都，如果有都可以計嘅。

W: 禮拜六計埋嘅話即係 55 小時度當係平均。

Z: 咁呢個有冇變過？咁多年。

W: 初初嘅時候可能係不同嘅。因為初初嘅時候係半日制。嗰陣時可能會少啲，可能會係 10 小時度。咁除咗宜家工作量多咗叻，係多咗嘅，需要投入嘅時間。

Z: 咁其實你轉去全日制，你會不會覺得好劬？

W: 當然拉，如果半日制嘅話叻，下午嗰段時間其實備課嘅時間充分啲叻，自己會舒服啲嘅。宜家全日制原則上就係拉開啲時間，冇緊擠拉，但實際上面又不見得好多啲備課時間咁樣。咁所以，我覺得呢個，轉咗全日制之後叻，其實老師擺入去的時間又相應又多咗。因為嗰備課時間叻又係課後之後又要睇一睇阿，各類嘢都要備嘅，咁所以增加咗。

Z: 咁你會不會感覺增加會影響你的 commitment？

W: 啲咁多拉，因為都要顧忌家庭阿，各類嘅自己學校以外嘅生活嘅嘛，娛樂拉、家庭生活拉，有陣時你太過啲趕功夫叻，會有轉變嘅。咁所以就會影響少少個 commitment 嘅 level。

Z: 但係其實都係好 stable，咁其實點解咁 stable 叻？如果有咁多其它嘅原因或者困難。

W: 慣咗咯。因為好多時候你慣咗咁嘅作息時間阿，返到來都係預咗個零兩個嘅鐘頭做啲文件阿，整理下各類啲文件嘅話。除非你真係突然之間好大轉變拉，如過唔係，亦都係不

會有太大轉變嘅，除非你個啲嘅工作量又突然之間多咗好多拉，咁適應咗嘅時候冇乜特別問題。

Z: 咁其實個啲行政上面嘅嘢呢幾年多咗？定係之前都？

W: 多咗！不同嘅計劃拉，因時候，因為教育局不定時候會有啲計劃向學校推行。咁要牽涉到你的範疇嘅話叻，咁就會係呢個，你要處理佢。包括咗除咗寫文件阿、籌劃阿，當中牽涉到好多嘢。咁就一般來講，我覺得每一樣推行嘅計劃叻，就不會話終止咗計劃嘅。佢話推行咗，只會話下一年又會有一個計劃之外嘅有一個新嘅計劃，咁變咗又係你個塊嘅時候叻又會多咗咁嘅嘢，但係舊嘅計劃叻又會照去，未必會一定減嘅，會累積落去。咁變咗呢就係，無形之中呢你嘅行政嘅工作堆疊咁樣，就會越堆越多嘅。咁就變咗呢嘅工作量係咁樣就會增加嘅。

Z: 咁呢覺得呢啲，教育局啲嘢會不會影響到你嘅 commitment？

W: 會嘅，有影響嘅。咁佢有陣時推落來嘅嘢，又唔係咁明白，老師教學之外所剩餘嘅時間其實唔係話咁多嘅，但係又要處理佢個啲不同嘅計劃，又要計數阿，如果有錢落來又要計下點使阿，使完之後又要交返條數俾佢地，點樣使法，點解要咁使阿，好麻煩嘅。呢啲各類嘅嘢都會影響，如果工作量太繁複嘅時候會係影響老師嘅 commitment 嘅。

Z: 咁你覺得教育局嘅啲政策係 positive 定係 negative 嘅叻？即係嘅啲政策你覺得好不好叻？

W: 佢有陣時嘅時候啲政策叻係為咗應對社會嘅要求，或者係個啲立法局議員推出一啲或者提出一啲主張，咁佢又要諗一啲 program 來令到，呢個回應佢地。咁呢啲一實行嘅 program 一定係掙落學校個度，譬如話，舉個例子拉，譬如話，對於咩 SEN 阿或者個啲非華語嘅學生阿，佢地覺得要掙多啲資源落去，咁佢地一出聲，有咁嘅嘢嘅時候，教育局就要咗嘢，咗嘢就會諗一啲 program 阿，或者掙一啲錢俾學校。掙一啲錢俾學校，學校肯定係歡迎拉，問題話我地唔係就咁使錢阿嘛，又要諗計，點樣使錢，又要寫一個計劃俾佢，又要回應佢嘅個個寫出來嘅計劃阿，即係話達不達到預期效果咁樣。即係話會多咗呢一類咁嘅不同嘅述求，而述求產生嘅教育局啲 program 呢就我地要應付，來到回應返教育局

阿、社會阿、嗰啲咩議員阿或者係嗰啲有力人士嘅需求，咁我地就要應付咯。會增加咗好多我地嘅負擔。

Z: 咁有冇啲其它嘅重要嘅事情會影響到你嘅 teacher commitment? 廿多年來。

W: 重要嘅事情阿?

Z: 噃。

W: 令舍好重要又影響到嘅真系有麼拉。

Z: 冇阿?

W: 係阿。

Z: 咁唔係咁重要嘅，少少重要嘅叻?

W: 少少重要?

Z: 可能有啲私人原因，譬喻話家庭、負擔、學校環境或者教育局嗰啲政策。

W: 少少啦，我地初時咗呢啲 SEN 阿，加強輔導計劃嘅嗰啲老師叻，咁通常，啲待遇方面叻都係比正常老師高出兩個 increment 嘅，即係兩點嘅。咁但係受到呢社會、教育局嗰啲壓力各類拉，覺得不需要拉咁樣，咁就好似不記得幾多年度，減咗一點，第二年又減咗一點。我覺得呢個就對於我地教 SEN 或者 IOTP 嗰啲老師一個少少嘅不高興嘅打擊咁樣拉，系事業方面。咁呢個我不多滿意。

Z: 呢個係教育局嗰啲政策?

W: 教育局嘅政策來嘅。

Z: 咁仲有冇? 學校環境叻? 你覺得?

W: 學校環境就改善之中拉宜家就。反而系好嘅方面進化緊嘅，咁雖然我地係舊校舍，初初來到我覺得你都未必會，即係“哇，咁殘舊。”外面睇上來咁，內部都算 ok 嘅，雖然係舊舊嘅最近嘅校舍，咁就都可以接受。

Z: 咁即係你廿幾年都系呢個學校?

W: 唔係, 之前都做過兩間學校先嘅。

Z: 咁有冇啲會 positive 影響到你嘅 commitment 嘅事情, 譬喻話學生啲進步阿?

W: 學生進步就實會有個別嘅例子拉, 即係學生進步嘅。雖然話, 大部分拉, 本身嘅 level 係好低嘅。咁但係十個之中都會有一個半個叻, 比較上係呢個學習方面比較上算積極嘅嘅, 雖然佢能力都唔係好高, 但係盡自己能力做好啲, 呢啲佢自己表面嘅成績都唔會話好理想, 但如果佢嘅心係願意學習嘅, 我又睇得到佢, 參與嘅話滿足感就會系度來嘅。就唔係會睇到佢成績阿好高分咁樣, 佢願意學習, 願意接受你嘅教導阿, 有投入嘅話, 咁就已經係滿足感來嘅, 咁呢個可能同帶班老師睇成績有啲不同。因為我地係面對嘅就係呢一類嘅學生, 即係系呢一個過程當中, 佢系學緊, 而又開心嘅話, 我地就高興嘅拉。

Z: 咁其實咁多年咁 stable 嘅 teacher commitment, 系唔系主要都係因為啲滿足感都幾高嘅?

W: 我諗, 除咗我之外, 一般嘅老師, 呢度學校嘅都唔係話低的好緊要嘅。我諗都, 我唔知道阿。我諗, 即係如果一般來講, 老師有, 十嘅之中有六阿、七阿已經係好 ok 嘅, 作為滿足感來講。咁就, 頭先啲條問題乜阿?

Z: 個條問題係, 咁就係點解會咁 stable? 你覺得主要嘅原因係乜?

W: 好視乎個老師自己嘅性格, 即係面對嘅教育界, 不同嘅衝擊拉, 政策方面又好拉, 社會嘅需求又好。如果佢太過受呢啲不同嘅政策嘅影響嘅話, 你一定話唔 stable, 話覺得政府推呢啲政策, 系唔系大隻軋死蟹咁解, 呢啲咁又埋怨, 有怨氣嘅話一定影響到你拉。但係你嘅 focus 一直系教育方面嘅, 面對嘅主要系學生阿, 呢嘅著眼點都係學生阿, 等佢地學到有滿足感嘅話, 始終來講, 個啲不同嘅政策阿, 都係外界嘅未必影響到呢嘅, 通常都會, 呢啲嘢都會校長啲應付嘅拉, 落到我地呢度叻都可能減輕咗一啲嘅拉。

Z: 即係你, 因為你主要都係 focus on 教學生, 所以就咁 stable 嘅。

W: 個老師本身系, 唔係好想投入呢行系好重要嘅, 如果本身個老師都唔係咁願意嘅, 當做暫時嘅職業嘅話, 任何外界嘅衝擊阿, 第二份職業前途可能好好多拉, 或者個人工可能

過幾年跳幾跳都高個你老師嘅人工拉，咁呢啲如果咁嘅工作，你本身如果唔係咁喜歡，唔係咁投入呢份教書嘅工作嘅話叻。其實好容易動搖嘅，個 commitment 都唔會好高，因為你覺得自己好似睇咗自己咁樣，有好多，有好多啲年輕人咁好似投入個教師行業好似睇咗自己咁樣嘅。咁又自己嘅能力不應該靜止系教書呢度，應該系商界乜嘢咁樣，如果你本身有少少咁嘅想法嘅話，系教書呢行阿或者係滿足感一定唔會話好高嘅。除非你自身好喜歡細路仔，又好喜歡教書嘅話拉，或者欣賞細路仔啲方面嘅話，雖然有啲好曳阿，但係就有佢本身可取嘅地方，有啲發掘到出來嘅，懂得欣賞。本身都係穩定嘅職業來嘅，個人工方面都唔係話太低拉，你又懂得欣賞學生，又投入嘅話叻，先至會長久嘅，呢個行業。

Z: 咁呢自己係邊一種人叻？

W: 那，有冇乜選擇？邊一種人阿？

Z: 就係.....

W: 好多類型嘅嘅。

Z: 你講啲，即係嘅兩種，你自己係邊一種呢？

W: 額，我頭先講個，譬喻話我自己能力，覺得自己唔係呢個，唔似呢個行業嘅，我有自知之明嘅。我覺得自己適合呢個教育行業嘅，因為我自己比較上有耐性拉，就唔會太受一啲唔好嘅嘢影響。咁譬喻話你教學生嘅時候，可能呢個說話阿或者脾氣啊、行為啊，衝擊到你叻。有啲老師會比較上激動做出比較激嘅行為阿，或者話情緒會受到好大個波動啦，咁樣嘅，就唔想做添，咁我就比較上穩定啲，同埋唔會太過對自己要求好高，對自己要求好高又未必係一件好事，佢，學生願意學習，然後係小步伐嘅成長。我覺得就係 ok 嘅，我覺得自己係一個投入呢行嘅老師來嘅。

Z: 咁呢覺得宜家呢個教師嘅職業都係唔系咁穩定叻？因為宜家都好多係合約啲啲。

W: 依噏相對來講唔以前咁穩定，因為幾個因素拉，譬喻話先個幾年多殺校啲。咁就其實呢兩年來都有嘅，就有以前，上呢幾年咁犀利，主要係有跨境阿。咁就呢方面拉，第二就係有啲班數會無穩定嘅，好多校長會以合約嘅形式來請老師。咁所以就相對以前來講有

咁穩定。亦都難搵一啲長嘅，即係 permanent 嘅嗰啲 post，系教育呢行。尤其新出來嗰啲添。

Z: 咁你覺得會不會影響到你嘅 commitment?

W: 反而係影響到嗰啲新老師嘅 commitment，我就唔會受影響。

Z: 好，咁你覺得即係系家庭方面，會不會影響到你嘅家庭投入。

W: 除非家庭有大嘅轉變拉，譬喻話無端端阿，刪咗兩三件阿，或者嗰啲，就係會有好大影響，如果係好穩定嘅話，你以前不嬲都係噉，宜家都係咁樣，唔會有太大影響。

Z: 咁有冇啲其他嘅政策會直接影響到你嘅 teacher commitment?

W: 其實每一年叻，嗰啲加薪阿嗰啲，其實都有啲影響嘅。有一年咁，動薪、減薪咁樣，好似梁錦松個一年叻。都會受打擊嘅，呢啲情況。

Z: 因為減，因為系香港嘅.....

W: 香港嘅經濟低迷個一年阿，就董建華個一年阿，就梁錦松咗財政司。

Z: 哇？系邊一年阿？

W: 阿？邊一年啊，起碼都十年拉。

Z: 0.....

W: 03 年咁上下拉，沙士個一年阿。

Z: 喔，沙士個一年。咁個一年係減咗好多學生。

W: 好似，我唔記得咗拉，大概系，可能 2 個 percent 度拉。

Z: 喔，即係都會影響。

W: 係影響嘅，一定係。

Z: 點解會影響？

W: 始終來講, 你嘅 commitment 除咗工作滿足感阿, 或者得到認同之外叻, 你嘅收入叻都系其中一個滿足感來嘅。

Z: 呢個係會影響到呢個收入?

W: 咁呢人工減咗點解唔會影響收入?

Z: 咁嗰個唔係話學生少咗, 係人工少咗阿?

W: 係學生, 唔係講學生。係減薪。

Z: 咩係薪阿?

W: 薪即係話 salary。

Z: salary 阿! 我以為係學生嘅生。

W: 喔, 你以為係學生 student, 係 salary。

Z: 喔! 原來係個一年, 唔係減咗生啊。

W: 2003 年, 沙士阿。哎, 一起共度時間, 個陣時候。

Z: 就會減人工阿?

W: 係啦。

Z: 點解叻?

W: 共度時間阿嘛。

Z: 喔! 經濟有問題。咁之後有冇高返?

W: 之後? 之後又係按年咁樣, 上下拉。即係加少少咁樣咯。

Z: 咁都差唔多, 有冇啲其它想分享嘅?

W: 冇乜特別嘢。

(Z=Researcher, W=Willy)

Cindy (late-career cohort)

Z: 好，我係香港教育大學嘅趙宇洋，呢個係我嘅 Honours Project，即係畢業果啲項目來嘅，咁題目係 Teacher commitment among Hong Kong primary school teachers in different career phases。咁呢個係一個 semi-structured 嘅 interview，即係主要係呢十四條問題，咁可能都會加咗一啲，同埋可能都會少咗一啲，都可能調一啲順序啦，都可能嘅。

Z: 好，咁第一條問題就係，咁你當咗老師幾耐？ How long have you been a teacher?

C: I have been a teacher for thirty years.

Z: 講廣東話都得嘅。

C: 你講英文嘅嘛。三十年。

Z: 哇，咁係邊一年入咗呢一行？

C: 1986。

Z: 喔。咁你點解揀咗做一個老師？

C: 點解揀咗做一個老師啊，有幾個理由嘅。因為呢，自己都.....開始嘅時候都覺得呢一個行業都可以去投身喔，因為呢都可以接觸小朋友啦，呢一個啦，同埋亦都覺得呢個係一個穩定嘅職業咯。係了，呢兩樣嘢。

Z: 嗯，咁你覺得今時今代作為一個老師你點睇呢？ What do you think of being a teacher nowadays? 即係點睇？

C: 呃，你指係邊一方面？

Z: 呃，邊一方面都得嘅，即係你覺得今時今代作為一個老師應該點啦，或者作為一個老師同你之前想象一唔一樣啦，或者咁多年來有冇啲變化啦。

C: 如果首先講譬如你話教學果度呢，我自己覺得教學其實基本大原則係有變嘅，如果作為我.....因為我係教英文啦，如果講係教，英文老師呢，咁我覺得個大原則基本上冇變，個原則就係話我要將英文知識要教俾學生啦，咁依噶都係唔會變嘅啦。只不過係教學果

個.....教學嘅方法啦，就會有變啦，例如我係嗰嗰出來教嘅時候，可能果個 approach 係叫做，呃，即係有一個叫做 activity approach，或者到依噶個 approach 都會有變，即係一路隨著時代果個.....可能社會對英文嘅要求唔同，會有唔同嘅 approach。或者例如係教學嘅一啲嘅技巧方面，會唔同咗啦，例如依噶係諮詢科技啦，係會用的比較多啲啦。同埋依噶亦都係鼓勵學生好多果啲嘅互相 interaction 啦，或者老師同學生好多 interaction，係以前來講，呢個會比較少啲嘅。

Z: 咁其實之前你覺得係一份穩定嘅工作。

C: 係了。

Z: 咁你覺得依噶會唔會咁穩定呢？或者有啲乜變化？

C: 呃，如果你計一個工作係唔係穩定性呢，咁我覺得依噶係香港來講呢，做教師仍然係一個比較穩定嘅職業來嘅。係了，即係 once 你一入咗行嘅話呢，咁應該.....除非你想自己轉工啦，如果唔係嘅話，都算叫做穩定嘅。咁但是有啲唔穩定嘅情況就係話，依噶普遍係香港呢，都會可能多咗學校會面對縮班，因為果個人口嘅老化，咁所以都有唔穩定嘅因素係度嘅。

Z: 咁其實因為依噶好多新老師係 contract 嘅，（C: 係）唔係長期果啲，咁其實之前係唔係咁嘅呢？

C: 如果我嗰嗰出來教嘅時候呢，就大部分老師都係以一個.....即係叫做.....譬如我同學校簽約，咁我一路都係好穩定嘅，咁係一間學校都會一路咁發展啦，一路咁做落去，咁基本上除咗老師要轉工之外呢，即係佢果個穩定性會比較強啲嘅。但是依噶就比較.....應該.....如果初入職果啲，可能我都聽聞，就好多老師就係校方要求係合約制嘅，就可能逐年簽啊，咁樣呢個就比較.....對於老師果個工作上嘅安全感就比較少啲嘅。

Z: 咁你覺得呢個對於你嘅 teacher commitment 會唔會有啲影響呢？

C: 如果我係一個嗰嗰出來教嘅老師，如果我又係俾學校同我逐年簽嘅話，我覺得一定會影響我對整份工作果個嘅投入感啦，或者安全感啦，我覺得一定會有影響嘅。

Z: 恩，好，咁你覺得 teacher commitment 嘅定義係乜呢？對於你來講。

C: 呃，teacher commitment 嘅定義，咁我想呢個範疇好似比較闊啦，如果我個人咁樣想，teacher commitment 呢，我想就係會有幾方面啦，譬如你係知識方面啦，我點樣去盡量將知識好有效嘅教俾學生啦，呢個係在本科裡面想啦。但是因為一個老師除咗係要教授自己果個科目之外呢，你係好多環節上面都要同學生有好多接觸，例如我除咗係英文科老師，我亦都係班主任，可能同時會兼教其他科，亦都會做埋可能教德育課嘅，咁如果我係其他方面嘅話呢，咁我覺得除咗係教知識方面，我亦都係係好多時候會影響我嘅學生，例如佢點樣去面對學習啦，佢個態度點樣啦，或者佢整個學習過程裡面，佢係保持乜嘅態度啦，或者遇到困難嘅時候，我係點樣影響佢，令到佢有一個正面嘅態度去面對佢嘅困難啦。即係其實作為一個老師係好多方面都可能係會影響學生嘅學習或者佢成長嘅。我覺得呢個 commitment 可能佢 cover 嘅嘢真係好闊嘅可以係。

Z: 咁你覺得有一個高嘅 teacher commitment 嘅老師係會做啲乜呢？

C: 我想如果一個高嘅 commitment 嘅老師可能會做好多好多嘅嘢去令到學生係佢嘅長遠學習裡面呢，係會……即係更加能夠正面影響到佢。頭先我所講到嘅，佢係學習裡面，遇到困難，你會唔會……即係影響到佢有乜嘅態度啦，係正面或者係負面啦，係勇敢去面對困難還是對於學習上的困難很畏縮，呢啲方面。即係主要係……我想從果個價值觀或者個學習態度果度去點樣能夠更加影響到佢。

Z: 即係除咗教授果啲知識以外，係價值觀上面都會……

C: 係了，價值觀果度。

Z: 會花時間影響果啲學生。

C: 係了係了，可以咁樣講。

Z: 咁其實 teacher commitment 對於你來講係意味著乜呢？因為其實個定義係有四方面嘅，即係 object，果啲對象係有四方面。一個係學校，即係你對於呢個學校嘅目標，你好想幫呢個學校去達成點樣嘅目標；咁第二個可能係教師呢一份職業，你覺得呢一份職業係好崇高嘅一份職業；咁可能係對於學生，即係正如你之前所講了；咁可能係對於教師呢一份工

作，可能你改薄、備課果啲了，即係會花好多時間去備課。咁你覺得對於你來講係邊一方面？即係最主要呢？

C: 我覺得呢其實你所講嘅嘢，其實我就會擺 student，即係學生果度擺第一啦，因為你所有嘅嘢，都是應該同學生果個最大果個出發點去想，即係我就會擺學生，學校裡面嘅學生，即係 No.1 係學生啦。咁其他我反而覺得呢，所有嘢就係要讓路了。咁有啲乜影響到學生嘅學習呢，咁我會覺得我地要配合了，例如學生點樣學習得有效、有興趣，咁老師變作係課堂我覺得要常常想呢個問題了。咁依嚟現今嘅學校，好多嘅學校可能因為基於學校果個環境，或者收生果度呢，就會可能做咗一啲推廣嘅嘢了，我覺得可能學校裡面學校都會有佢果個原因，因為收生果度希望每一年都有足夠嘅學生，咁學校有時可能真係做咗一啲推廣嘅嘢，咁我覺得都係無可厚非嘅。但是有時我地會想下，做咗某些嘅推廣嘅時候，老師嘅時間去到邊度呢？咁如果我真係想花多時間去幫到學生係學習上面，可能真係呢個係會犧牲咗嘅。但是呢個都好矛盾嘅我覺得，咁就主要就係咁樣了，我覺得應該擺學生為先咯，但好多時候因為有其他嘅考慮咯，變咗第一 No.1 嘅人我地可能會忽略咗嘅，即係會時間上會少咗。

Z: 嚟好。咁你依嚟對於你嘅工作滿唔滿意呢？

C: 我嘅工作啊。如果我睇我工作滿唔滿意呢，我就會主要睇我學生上堂開唔開心。咁如果我學生上堂開心呢，咁我都會覺得我自己係 ok 了，合格了叫做。咁如果係主要係睇學生上堂係唔係開心呢，我覺得都可以算係滿意嘅，但是我覺得仲可以做得好啲咯。就因為點解有時有啲位我覺得做得唔夠嘅，就係可能我因為一啲非教學上嘅嘢就花咗我啲時間，例如學校真係因為……就主要我感覺上啦，係面對一些收生嘅問題，於是就搞咗好多推廣嘅嘢，比以前真係多咗好多，咁又包括我地係會……例如我地係會運動會啦，小學裡面一年有兩個運動會啦，可能一年有兩個啦，即係撞啦，同聯校果啲運動會，即係比較大型嘅嘅，咁自己學校本校呢都會每年一次嘅，呢個運動會啦。咁我覺得都幾多，因為運動會，你之前準備啦，你去果度啦，之後果啲嘢，都係多準備嘅。咁第二啦，我地學校都希望收生果度會多啲啦，有時都需要老師輪流去到一些不同嘅地方，可能係本地，有啲係內地，就去做啲推廣工作啦，咁做果啲推廣工作之前呢，會有預備啦，或者你當日要 join 就有咗一啲嘅時間啦，咁呢種種嘅嘢呢，都會令到老師要應付呢個，即係備課啦，或者要照顧

學生啦，咁啲時間真係會少咗嘅，因為時間就係咁多啦，啲時間去咗某啲推廣，我地可以照顧到學生嘅時間就相對真係會少咗嘅。

Z: 咁你覺得呢啲係唔係都係會影響到你嘅 teacher commitment?

C: 呢啲絕對會影響。絕對影響。因為真係老實講時間真係咁多，學校都希望老師對學生呢樣點點點，有一定嘅要求，我相信老師都對自己投身呢個行業都希望做得比較好啲。咁啲事實亦都我地係改變唔到，咁多嘅所謂果啲推廣活動，或者一啲同教學活動有直接關係，學生唔直接受益嘅，我覺得唔係直接受益嘅，咁但是時間真係用咗，咁真係會都影響到我地果個教學嘅。嗯係了。

Z: 咁你覺得你嘅工作會唔會帶俾你果個滿足感?

C: 滿足感果度呢，我覺得滿足感呢，都會仍然有滿足感嘅，因為呢個係對一個老師來講一個好重要嘅動力來嘅，因為雖然話我地好多好多嘢我地會做咗未必直接幫到學生，但是如果我地從學生裡面嘅教學，見到學生果個成長啦，或者知識果度慢慢慢慢進步呢，我地一定都會有滿足感嘅。但是問題就是，依嚟我地因為可以花俾學生嘅時間真係相對係少嘅，咁可能都會有好多嘅，即係我地覺得有啲係做唔到，又係改變唔到個事實，係咁樣。

Z: 咁其實之前係有咁多嘅?

C: 真係有咁多嘅。因為譬如我係呢度.....即係例子，我係呢間學校都超過十年啦，咁一路見到佢真係近呢幾年真係多咗好多。咁有時你會睇下，如果你留意下我地學生啲功課呢，都係非常之多嘅。啲學生好多功課，咁即係話老師要準備去俾嘅功課真係好多嘅。咁樣樣加加埋埋，真係你會覺得，老師準備嘅嘢多啦，教嘅嘢多啦，或者係睇堂，或者各樣嘢，或者監察，或者學校覺得需要監察老師，一啲嘅改薄啊，或者教學情況，亦都係多咗了。咁變相對老師來講，都有一定嘅壓力嘅。咁學生來講都覺得，哇啲功課真係多嘅，呢幾年真係覺得.....即係我係咁多年，咦係喔，你見到佢果轉變，哇啲嘢真係越來越多喔，老師嘅多咗啦，學生亦都係功課真係好多。

Z: 其實點解會多咗呢？係學校果啲政策定係教育局果啲政策？

C: 呃我覺得教育局可能都會有啲政策嘅，咁但是學校點去執行呢，我個人來講係學校究竟你係想點去做嘅。因為教育局果啲政策係俾全港嘅學校嘅嘛，但是去到某啲學校究竟學校.....有啲學校功課多啲，有啲少啲，咁去到學校果個層面，係學校點決定，係點去做嘅。咁樣點解會多咗啊，我真係.....

Z: 因為縮班定係.....

C: 我想照我分析就係覺得有幾方面可能會令到例如老師 workload 多咗或者學生功課多咗，我會睇幾方面啦，可能縮班係.....即係可能學校係面對一個招生上一個困難呢，(Z: 因為人口少咗)係了，即係香港好多嘅現象了，唔係單係我地學校啦，咁可能面對收生，學校會覺得有壓力嘅，咁於是佢會唔會覺得係某啲科目，特別係英文啦，因為老實講，如果一間學校英文可能教得好啲，係香港來講呢，係一定會受家長歡迎啲嘅。咁我地可能視乎呢幾年英文嘅成績呢都係唔係咁理想嘅，咁係英文成績唔理想嘅時候呢，我地就想點解會做得唔好呢，於是我地想係唔係做得唔夠啊，或者係可以做多啲乜嘢啊，咁呢樣行政方面會想係唔係做得唔夠啊，咁樣咯。甚至乎有時會加埋一啲比如校董會啦，因為校董會都希望學校嘅成績特別是英文有顯著果個嘅進步啦，咁但是呢幾年都似乎都係睇唔到果個顯著嘅進步啦，都係差強人意，都唔係咁理想了。咁所以佢地會唔會係因為咁呢，我都估啊，就覺得英文係多番某啲嘅功課，咁就呢個係其一咯。咁就變作係有一個趨勢係度就功課即係越來越多，其實唔單只英文，其他科我聽聞都係一路功課都係多嘅，一路都係多嘅，咁樣啦。

Z: 好。咁其實你會唔會繼續選擇做一個老師呢？

C: 繼續啊？我依嚟都做緊啦，咁因為我已經教咗咁耐啦，咁可能人地問個問題：你做到幾耐啊？你會唔會真係做到你退休果個 last year 啊？咁其實我都同同事和屋企人都傾緊，咁我繼續繼續做呢，呢個好矛盾嘅，因為我繼續繼續做呢，如果我繼續.....其實我依嚟到咗呢個 moment 呢，其實我可以話我好彩少少了，因為我已經有一個即係比較需要好大個考慮就係經濟嘅問題了，係了，就係可能我以前啱啱出來教書，真係要養屋企啦，咁我當然要做嘢啦，係唔係，亦都係我一個鍾意嘅職業啦，咁依嚟我已經教咗咁多年了，咁變作呢，對屋企基本上亦都唔係話.....呃，果個經濟壓力真係比較少啲嘅，咁變作我會覺得，

如果我仲係度投身嘅話，我希望呢份工作呢更加能夠帶俾我滿足感。咁你話至於我係唔係……其實我依噶嘅考慮就係，究竟我做多幾多年呢？咁其實我基本上我都係鐘意呢份 job 嘅，即係呢份嘅專業啦叫做，咁但是有啲乜嘢影響我可以教耐啲或者係甚至乎提早即係話退休啦，咁我覺得呢份工作我希望多啲俾到我滿足感了。因為如果……因為呢排由九月至到十月依噶，我都覺得開學之後都比較好忙，真係好忙，點解忙呢，因為好似我嘅 case 呢，我就今年要教呢個小一啦，咁今年呢就每一班小一呢都係有七個嘅即係內地生了，跨境生，咁學校呢就希望老師有多啲能夠解答到呢啲跨境嘅家長一啲問題，因為佢地住得比較遠，我地都理解嘅。咁於是呢，係九月一號開始呢，我地已經建立咗微信嘅群組了，咁就希望家長呢可以即時問到啲問題呢，班主任可以解答到，咁佢地就覺得比較安心啲。咁我就從來就有試過係搞呢個有啲學生係跨境嘅呢啲嘅小朋友或者家長啊，咁由九月，即係整個九月都好忙啊，原來我一返屋企嘅時候呢，啲問題不斷不斷咁，咁我真係以前都未試過，即係可能以前嘅不同就係話我返到屋企，我就可能收工，呢一刻我就真係收工咯，咁原來依噶呢個情況係唔會出現了，即係話我好多時候都會利用咗我覺得一啲可能係放假、可能係我私人時間呢，就要不停解答家長嘅問題。有個唔好處就係話……當然有好處了，就係家長可以好安心啦，或者有啲乜嘢問題唔識呢，班主任可以解答到了。但是同時間有啲唔好處就係，有啲家長真係好依賴，令到呢……有啲家長依賴到呢，佢係唔睇嘢嘅，完全都唔睇啲通告，佢就即時問咗你，因為你俾嘅又快又準，咁好多時都會咁樣。甚至乎有啲家長呢，我地唔會淨係要幫助小朋友，要幫埋家長。咁我就……變作我覺得我整日好唔得閒咯，咁變作呢樣對我來講呢，都係都幾大壓力嘅。因為我常常都要任何時間我要搭車，或者……我就要 check 下有冇啲微信了。因為我發覺我唔可以去籌埋啲問題答咯，我籌埋啲問題仲慘，我一次過點答到咁多嘢呢？所以我常常都要……總之我坐車，或者等車，我就要不停咁樣 check。有時佢果啲微信好夜晚嘅，或者佢甚至乎當微信當係傾偈。因為有啲家長唔明白，其實學校係呢方面都有同家長去解釋清楚，究竟家長係點樣更加善用呢個微信，以至老師即係去解答佢嘅問題或者老師可以平衡到自己嘅時間啊，各方面，學校基本上係有一個信息話俾家長聽。咁有啲家長係唔係太善用呢一個微信啦，咁變作對老師來講呢，都係造成一定嘅壓力咯，我覺得係咁樣。

Z: 其實跨境係呢兩年先有嘅？

C: 跨境呢，係了，依噶係二年班果度 total 好似係七個嘅，但是今年呢，都收多咗比較多嘅跨境嘅，因為你見到舊年係二年班，舊年二年班得兩班嘖，一升二得兩班嘖，咁佢 total 應該有七個跨境生嘅，咁舊年收生都唔理想，因為你一年班收得兩班係唔係，咁後來我地都有好多嘅推廣啦，今年我地一年班開到四班嘅。咁雖然每班人數都唔係好多，但是真係開到四班。以前我地唔需要……即係暫時啦，唔需要面對果個縮班嘅壓力咯。咁我想呢一年度呢，都可能要都幾依靠果個內地果個收生嘅。咁但是聽聞就係話，果度就係最多一兩年之後，應該有咗跨境果個生源了應該。

Z: 點解會有咗？

C: 因為佢係唔係有一年就係果啲雙飛果啲或者乜咧唔可以來生 BB 嘅嘛。

Z: 哦係。

C: 係了，咁差不多有了嘅嘛。咁係了，咁佢最多一兩年再收咯，跟住就有嘅了應該。就咁樣咯。

Z: 咁係因為學校都係面臨果個縮班嘅壓力。

C: 縮班嘅壓力。咁其實唔係我地嘅，因為我地有時去到呢個內地深圳果度推廣呢，我地都發覺有本地嘅幼稚園啊、小學、中學，一樣係某啲嘅 center 呢，就係收生嘅。係了，都係。因為香港人口老化嘛。

Z: 係，即係出生率都……

C: 出生率，基本上都有乜增長，基本上。

Z: 好。咁你依噶係唔係全心全意即係 engage 做一個老師呢？

C: 你 define 下乜係全心全意先。係唔係二十四小時呢？

Z: 呃咁又唔係。

C: 你講下 definition 先。

Z: 咁……就係 whole-heartedly 咯。即係你覺得你會花好多你自己嘅時間會做一個……

C: 吶，咁樣嘅，如果 whole-heartedly 呢，因為我……點講呢，我想做到……我覺得可以做得好啲，但是呢，我作為一個老師呢，我會睇一些事情啦，例如我會睇我嘅時間點去分配啦，甚至乎我都會覺得，老師都係人啦，咁我需要平衡我自己教學啦，或者我自己果個……應該點講呢，係一個健康啊。明唔明白？因為我近呢兩年都見到有啲同事呢……即係我從旁觀察呢，啲同事，係健康上面好似多咗啲同事出現咗一啲問題嘅。健康問題。可能以往……可能邊個同事以前都好少請假嘅，咁我見到呢一兩年呢係多咗一啲以前呢甚少請假嘅同事好似……即係病了。咁我覺得……我只係解釋咯，可能會唔會做得太辛苦呢。咁我會咁解釋。咁如果你話去到 whole-heartedly 呢，我只可以話呢，我第一我要平衡我嘅工作啦，或者係我自己嘅健康啦。我唔希望……呢，因為我係要擺幾多時間，而令到我係返唔到學，甚至會病咗嘅。咁我覺得我會……呢個係我嘅 concern 來嘅。咁就……咁同埋呢，我常常都相信呢，一個老師係要健康嘅身體啦，或者佢係……呢，即係思想上要開心先啦，咁如果老師係常常休息唔夠，或者係好疲倦，我覺得點樣都會影響到老師入到課堂啦，因為你始終你有一個好個情緒，你先至可以帶到整個班嘅學習氣氛嘅。咁所以我都會好留意我自己嘅健康，盡量希望自己有多啲嘅休息。咁如果我能夠做到咁嘅時候呢，我果啲時間我就會盡量……啊我點樣令到果堂係會開心啲啊，令到學生上課投入咯。咁我……你要 whole-heartedly，我想我俾自己七十分到咯。因為有啲嘢都好多掣肘。

Z: 咁如果你俾個 level 你 teacher commitment, 可能 0 係最低, 10 係最高, 咁你啱啱入職果時, 1986 年係幾多, 依噶係幾多呢?

C: 哎……依噶, 如果……我首先呢覺得以前嘅 commitment 呢, 即係可能我以前係唔洗做好多我已經拿到 10 了, 但是依噶呢, 呃, 如果……你睇下係個社會要求你, 還是你對自己嘅要求咯。即係可能我以前唔洗做好多, 我會俾自己 10 咯, 甚至乎人地都俾我 10 嘅。咁依噶掉翻轉, 可能我覺得依噶做咗好多, 比以前多咗好多倍, 但是依噶掉翻轉, 就我覺得可能都有 10, 最多 7。人地都可能俾我 7 或者 6。即係可能你果個 commitment 除住果個時代果個轉變呢, 你對自己嘅要求, 或者人地對你嘅要求, 其實係唔同咗嘅。即係如果我假使一個例子, 以前可能個杯係咁細個杯, 你好容易 fill up 到滿晒了喔, 可能依噶你個杯係咁大隻嘅, 果個 commitment 你去到……哇你 fill up 到咁多你先至可能覺得, 人地覺得, 哇 ok 啦。咁所以個 commitment 其實果個 commitment 嘅 definition 啦, 或者果個限啦,

內容都轉咗了。咁所以我會用呢個比喻覺得係已經唔同咗了。咁所以如果我地話俾分呢，以前嘅十分可能依嚟七分，剛剛 pass。

Z: 但是其實主要都係自己對於呢個工作，即係想唔想繼續啊，即係有冇咁高嘅滿足感果啲啦其實。

C: 你講緊滿足感.....

Z: 即係想唔想轉工啊，可能之前覺得我真係好想投入，咁可能依嚟就唔覺得咁想投入了，可能因為其他果啲原因，即係你啱啱講果啲。

C: 嗯，我想即係有時呢，即係係個教學裡面呢，有時係某一刻你會係好投入，見到學生嘅成長啊，或者係一個好細嘅卡啊，老師我鐘意上你堂啊，好開心啊，呢個令你嘅 level 係好高都唔定嘅。但是你話 commitment 呢，我仍然我會覺得自己都會 devoted 嘅，係了，但是盡量咯，我就覺得。因為始終有啲客觀嘅因素，係會令到我地會覺得 frustrated 嘅。

Z: 係了，呢個就係我研究嘅。

C: 係了，咁我覺得，如果你話咁講啦，我覺得我仍然係 devoted 嘅。仍然 devoted，但是我真係面對果個 frustration 真係多嘅。

Z: 即係可能都係小小低咗。

C: 呃小小啊.....睇下果排果個 workload 係令到我有覺得有幾費力，或者 OK.

Z: 咁就係今年呢，依嚟，就係呢一年呢？

C: 即係好難講啊，依嚟都係覺得係費力嘅，我話俾你知，係費力嘅。即係話我指係 workload 好重。Workload 好重。

Z: 咁都可以 7、8？即係 level。

C: level。如果係分數啊，哎，6 分半咯。

Z: 咁之前係有 10 啊？

C: 咁又有，可能 9 咯。

Z: 哦咁都少少低咗，咁有啲乜其實會低咗？即係你之前都講咗一啲。

C: workload 咯。個 workload 係來自一啲可能係學校推廣活動，與教學上有乜直接關係嘅嘢。

Z: 嗯，好。呃，咁你每個星期要花幾多時間係教師呢一份工作上面？

C: 每個星期啊，呃，五十五至六十咯。咁如果計埋有時係.....因為呢學校工時比較長啦，咁你返到屋企要做嘢啦，或者係要打電話接觸家長啦，WeChat 啦，即係微信果啲啦，我想五十五至六十咯。

Z: 嗯，好。咁呢個有冇變過？即係三十年裡面。

C: 哇，以前係好.....比較.....如果用依噶嘅標準呢，以前係比較.....workload 好細嘅。

Z: 哦，即係其實係有啲乜.....時間點解會變？

C: 我最早教書嘅時候呢，係果陣時係分咗上午、下午嘅。咁如果上午班嘅老師呢，可能七點半返到學校啦，放十二點半嘅。咁完咗呢，學生走咗呢，就留係學校改簿啦，咁就兩三點走晒嘅了。係喔，果兩三點走果個老師係最勤力果個喔。有啲點來兩點就拜拜了已經。咁呢個其一啦。但是後來轉咗呢一個全日制。

Z: 係幾時轉嘅？

C: 十幾年之前已經轉咗全日制了。

Z: 97 定係.....

C: 唔係，果陣時睇唔同學校啦，咁但是我啱啱來果時已經全日制啦，或者我沒來之前，我係另一間學校教，都是全日制，果陣時就算係全日制呢，都有依噶咁辛苦嘅。或者我來到呢度咁多年呢，果陣時啱啱來呢，都有依噶咁.....近呢幾年真係忙咗好多嘅。因為除咗我教、改啦，多嘢做啦，學校面對收生果度啦，咁多咗好多其他可能推廣嘅活動。真係多咯。係了，咁好多方面嘅。

Z: 恩，好。咁其實有乜具體一啲嘅時間點同埋有冇一啲嘅政策會影響到你嘅 teacher commitment? 譬如話縮班啦，譬如話，即係 97 年回歸之後會唔會有好大影響呢?

C: 影響我嘅 commitment 啊。就係我想簡單就係話，我覺得我係班裡面嘅質素咯。教學果個質素咯。即係教得好唔好咯。即係我有冇拿到充分時間去備課咯。咁即係最後尾學生果個學習嘅 learning outcome 呢我係唔係見到咯。即係或者我覺得我有冇即係多咗時間去幫學生咯。咁我覺得依然係令到我覺得好困難嘅時候呢，咁我就會覺得呢，果個工作上嘅滿足感會低番。

Z: 恩。咁都係呢幾年即係會好忙?

C: 恩，我想如果係呢五年.....我想五年到啦，最密呢五年了，但是我係見到個趨勢就係越來越多。越來越多。

Z: 即係其實之前唔係咁多嘅?

C: 之前唔係咁.....我會講 crazy 咯。

Z: 係啊我都覺得香港老師其實好忙。

C: 好 crazy 咯。

Z: 即係呢幾年。咁其實轉咗全日制係.....

C: 主要唔係關全唔全日制嘅其實。因為我啱啱來果時都係全日制，咁當時我覺得都.....即係 workload 都 Ok 嘅，我係 Handle 得到嘅。係近呢.....我想係近呢五至七年到啦，咁就近呢兩三年就越來越犀利，變本加厲。

Z: 都係可能因為果啲縮班啦，果啲.....

C: 係了，縮班壓力啊，面對校董啊。咁佢有時會好似話.....啱啱今年話，啊校董覺得，咦你地英文果度好似都唔理想喔，於是呢今年就.....Panel 就話，噢，你地幾時幾時又要拎啲簿，收晒。例如.....你係唔係教英文啊?

Z: 係。

C: 係了, PA 又要收出來, 你係唔係知啊, 英文就得了, 英文你明嘅了。PA 要拎出來, 哎, 我一年班.....

Z: PA 真係好難搞啊其實。

C: PA 好難搞啦, 我教兩班英文啊, 三年班都 ok, 一年班.....上咗學幾多日嘅, 要 PA, 跟住.....PA 咗啦, 跟住又要重做, 跟住 re-do, re-do, re-do, 好了, 跟住佢都有考慮到你一年班嘅情況了, 話收, 咁我.....跟住 panel 話, 你未交呢個, 未交呢班, 我都.....咁我就前日好急忙嘅派番, 我就本來果堂係一心慳住我教書嘅, 乜都唔好做, 做呢個 PA。re-do, re-do, re-do。

Z: 咁其實又話唔可以上堂做, 咁其實其他時間又唔係咁多。即係其實好難搵到學生。

C: 我都只能上堂做了, 因為佢話我未交嘛, 咁我有理由啲嘢佢催我都唔交嘛。咁我唯有.....佢就原意就係話唔好上堂做嘅, 我真係.....我一年班嘅情況, 我連食飯都有時間嘅, 如果你入過一年班, 你入過係唔係? 你入過一年班睇食飯未啊?

Z: 唔係睇食飯.....

C: 你未入過睇食飯, 你好彩咯, 我每一日嘅一年班班主任都要係去到果個課室睇食飯嘅。

Z: 我係二年班睇食飯。

C: 二年班應該好啲了, 一年班睇食飯, 派飯, 跟住呢, 咁當然你要照顧佢啦, 咁我食飯嘅時候又要追下呢樣, 追下通告啦, 跟住又話要開電視啦, 咁原來你所謂食飯其實唔係食飯啊, 真係食飯都好辛苦嘅。咁我三口兩口我就叫食咗飯了, 咁呢啲就係.....咁所以我就果個 PA, 原先佢話唔好係堂上做, 我真係做唔到了。因為佢 expect 我就會係應該食緊飯啦, 導修啦, 咁但是一年班都麻煩嘅, 係導修課嘅時候, 都又要睇佢手冊啦, 寫得慢啦, 有啲又要同佢寫啦, 咁好多.....咁其實一年班嘅班主任好多嘢要照顧嘅, 咁所以我前日就拿咗一堂英文堂, 唔教英文, PA, 因為我俾人追。咁 PA 係其一啦, 咁呢個 ESB, 咁 ESB 呢, 就係呢兩三年嘅物品來嘅, 咁 ESB, OK, 明了, 唔係我多講, 因為 ESB 基本上係老師做嘅。我話俾你知。真係老師做。你一年班, 佢根本唔明裡面嘅內容做乜, 於是我講完之後你就抄, 有啲抄又抄得慢, 或者都唔知抄乜, 搞到亂晒。咁 ESB 喔, 未得又 PA,

又 ESB, 咁多嘢, 我點做到咁多? 同埋我常常都.....哎, 有時我都係唔敢去講咯, 或者冇講到, 跟住我地要問, 點解要做 ESB? 即係心裡咁啦, 心裡咁講。跟住我低年班純粹是抄, 我就會問, 點解要抄? 抄來做乜? OK, 呢個係我個問啦, 因為我對住空氣講冇人睇我嘅。咁跟住呢個 PA, OK, PA 嘅情況就係, 如果佢肯返去溫書, 佢就識, 佢唔返去溫書, 我再 PA 佢幾多次, 或者要佢做幾多次, 仍然係 0。仍然係 fail。咁呢個現況係咁樣。但是個現況維持咗兩年、三年, 冇人去睇番個問題, 咁個問題會繼續, 因為老師嘅時間仍然擺係 PA, 擺係呢個 ESB, 冇咗時間。點解我地一定要完成個 PA、ESB, 因為佢會收來睇。OK。講完。

Z: 係了, 即係 ESB, 二年班都係有可能做到嘅, 我講咗三十次都做唔到咯。睇都睇唔明個 sentence pattern 係乜, 真係唔知做乜。

C: 哎, 多謝你訪問我, 我講嘅。

Z: 咁我之前訪問過潘主任, 佢話佢做到主任之後呢, 呢啲都係果啲校長話依嚟要自主學習, 咁就係要個 ESB 了。咁可能呢啲政策.....

C: 即係我唔係話 disagree 佢自主學習, 但是依嚟嘅現況就係, 係老師抄, 俾黑板佢地抄。即係一個抄字。我唔覺得呢個 ESB 或者呢個 PA 個做法最後尾會幫到佢咯。但是我地似乎係我地嘅信息係做做做, 都好似有乜檢討話究竟做成點啊? 係唔係有幫助啊? 有冇阻咗上堂時間啊? 依嚟就係我見到啦, 我唔知其他班, 好似個幫助有唔大。又阻咗好多上堂時間咯。咁變咗好多時候你其他嘢你要讓路, 對唔住, 唔教書, ESB, 對唔住, PA。咁樣咯。所以都好多嘅 frustration 咯。我覺得。

Z: 係。我覺得其實我地幾位實習老師都講, 果個 ESB 佢地設計都唔係咁好咯, 同埋果啲 reading vocabulary, 真係.....

C: 抄嘅嘛。

Z: 抄都抄.....即係.....

C: 佢抄嘅嘛。OK, 當佢抄到了, 咁抄來做乜呢? 唔係唔知。

Z: 即係第一次講係要自己去查字典，咁得一個人識抄果個 vocabulary book 上面嘅 glossary，好咁第二次我講係抄 glossary，咁一半人識到，咁第三次我又講.....即係整日追果啲 PA、ESB，咁我覺得有冇咁大用其實。

C: 哎，呢度我想，睇下會唔會反應咯。唔講了，算了。

Z: 咁係呢幾年先有嘅？

C: 係呀係呀，所以頭都痛。

Z: 咁其實你覺得主要係學校果啲政策。即係唔係教育局果啲。

C: 學校嘅嘛。你 ESB、PA，唔係間間學校做嘅嘛，或者就算人地做，小測、自學，唔一定咁樣嘅嘛，係唔係先？咁你依噏我覺得學校設計咗啲嘢，係.....即係你有幫到老師教學，或者有幫到學生學習，仲係係一個 Obstacle 咯，晒咗時間，晒咗好多時間啊。

Z: 咁有冇啲其他啲 critical career event 會影響到你嘅 teacher commitment 呢？咁三十年內。

C: critical event.....例如呢？

Z: 即係例如好似啲啲講果啲政策，咁有冇啲.....

C: 即係有冇啲 event 令到我覺得更加 committed，或者 less committed。

Z: 係了。

C: 其實對於老師來講係好容易滿足嘅，小朋友一句，啊，我鐘意上你堂啊，一張卡畫落你嘅樣落去啊，送俾你，呢個好容易你就會覺得，啊，我又開始我個 spirit 又即刻高番咁樣咯。呢個係，呢個唔難嘅。即係如果老師常常都覺得，我呢份工係影響佢地學習嘅，呢份係一個好小嘅動作，或者令到佢上我堂開心，我又影響到佢以後都鐘意上英文，呢個已經係好大嘅鼓舞咯。咁如果令到我 less committed 就係都係果啲咯，學校一啲嘅，呃，可能佢 curriculum 你唔改，某啲嘢你硬性規定老師做，或者一啲常常要開會，我地覺得開咗會，你又唔係幫學習嘅開會，唔係話幫教學嘅開會，咁我覺得真係晒時間咯。因為我地好似，舉一個例子，我地八月二十號，around 八月二十號返來開會，好多好多日開會，你洗唔洗？

Z: 洗。

C: 你都有。OK 跟住你睇番個會，好多好多日開會，咁有幾多會真係擺係個教學呢？因為我之前讀個 course 個 professor，英國嘅 professor 啦，佢講過一句好精彩，佢話你，所有嘢，果英文我唔記得，所有嘢呢，就睇下你，What is happening in the classroom? What is happening in the classroom? 課室發生緊乜事？我地頭果十日開會，同課室發生緊乜事基本上冇乜關係，咁如果係我地呢個係最重要嘅話，我發覺我地冇將最重要嘅時間擺係呢度咯，如果你覺得……唔係我覺得，佢地常常講，教學最重要，佢地講教學最重要，但是老師嘅時間擺係邊度？我地係唔係將最多嘅時間擺係 teaching? 擺係 evaluation of teaching and learning? 我覺得暫時我睇唔到。

Z: 咁其實果十幾日我地都要來開會，其實同我地一啲關係都冇，係了，其實不如係果段時間睇下點備課。

C: 好奇怪喔，備課果啲佢又好似好 formal，哇你呢段時間你就要備課啦，咁樣咯，其實前果個會 suppose 呢你都係備課嘅時段來嘅，不過你去咗搞 sports day briefing，又有老師留低來備課咯，係唔係先？所以好多時間，呃，依嚟最大嘅矛盾，大家高層都清晰，教學係最重要，教學應該係擺最多時間，但是 practically 唔係。依嚟我見到呢個現狀可能都會再繼續，因為咁多年我都睇唔到有乜令到老師可以多啲時間可以擺到教學，因為我曾經係間學校裡面，人地真係時間擺係教學，真係開會，好 formally 開會，真係拎住一啲 teaching plan，舊年做成點，今年點做，點樣做得好啲，咁似乎我地係呢方面做得少，亦唔見到佢真係好……即係去面對呢個問題咯。

Z: 咁你覺得係呢間學校嘅問題。

C: 呃，係。我相信係。

Z: 咁你覺得你會唔會想轉工或者轉另一間學校？

C: 唔會轉工了我呢個 age，一係就……我依嚟基本上就有乜特別嘅，即係經濟嘅考慮嘅，一係我就做耐啲，一係我就提早退休嘅嘛，如果話考慮嘅話，就係咁樣考慮。

Z: 即係你會唔會想轉另一間學校？

C: 唔會嘅了，唔會嘅了。係。一係你就教耐啲，一係就教少啲，咁樣咯。一係早啲拜拜，咁樣咯。

Z: 好。咁其實有冇啲 personal factors 會影響到 teacher commitment 呢？

C: personal.....都應該有。

Z: 咁其實主要都係 workplace.....

C: 除非係 health 咯。如果我一旦因為工作嘅時間令到唔夠休息，影響到我健康，咁可能我真係有咁 committed，呢個係我覺得理解咯，但是我希望都.....應該唔會嘅。

Z: 咁你覺得香港呢個教育嘅大環境有冇啲變化呢？三十年你都經歷咗好多.....

C: 整個教育嘅大環境有冇啲變化啊，如果我十幾年都係呢間學校，你話整個大環境.....

Z: 其實係邊一年係呢個學校嘅？

C: 我係 2000 年。即係 16 年咯。整個大環境啊，我想如果整個教育呢，唔係只係講英文，整個環境都轉咗嘅，如果你話計果個知識方面呢，依噶啲嘢真係深咗嘅，如果計英文學習啊，以前真係有咁深嘅，依噶真係深咗好多咯。咁同埋教嘅部分係好快嘅要。咁如果對於一啲低年班，或者屋企有乜 support 嘅呢，真係可能頭個一兩年已經有乜興趣，跟唔到了已經，因為啲嘢深同埋快，主要係咁樣。咁同埋果個整個社會呢，其實果個競爭真係好大嘅，可能對於學生果個學習呢，整日希望快啲睇到成果，係了，即係可能整個世界，整個香港社會嘅氣候就係，個競爭好大嘅。咁所以呢如果係學生係某啲科目上面呢，佢係做得唔好嘅時候呢，我地已經覺得好失敗嘅。即係佢會覺得自己失敗啦，或者佢父母覺得佢失敗咗嘅。咁但是，就可能以前就係有咁快去定咗一個學生係失敗了，或者係成功了，可能會俾多啲時間佢慢慢慢慢去學習，咁樣。咁同埋整個社會果啲價值觀都唔同咗咯，即係睇分數咯，或者個人亦都係睇得非常之重要。咁我想呢個有時都唔係太過健康了。我會覺得。

Z: 咁其實你覺得環境係差咗了？

C: 環境差咗啊。呃，好難話差咗亦係唔差，如果你話依噶所學習嘅嘢資源係豐富咗嘅，學生係資源豐富咗，你見到首先我地上堂，哇好多圖畫啊，又有呢個 IT 啊，好多好多資

源俾佢嘅，但是呢啲始終都係硬件咯。即係呢啲都係硬件來嘅。咁我覺得個軟件就係，個老師點去運用呢啲嘢啦，因為我覺得硬件唔係一切嘅，我都嘗試曾經睇過好多堂，老師都唔係用好多 IT 嘅嘢，但是一樣可以好成功，吸引到學生嘅學習，好投入，咁所以……但是依嚟好似個情況，即係好似個硬件係注意咗了，反而好似個老師點樣教呢，可能就未必……你用硬件多咗係唔係等於佢真係教得好呢，effective 呢，咁就係另外一回事了。咁但是硬件就真係多咗嘅，咁就依嚟嘅趨勢係咁樣嘅。

Z: 噃。咁你覺得呢個係對於……

C: 講埋先。但個軟件就係……以前呢，就如果學生係跟唔到呢，我地有時間，話你留低啦，點點點啦，咁依嚟你好少留堂嘅了，因為自己可能放咗學可能要開會啊，或者做各樣嘢啦，咁你返去啦。但是呢樣係好重要嘅，咁如果你學生係跟唔到，咁如果屋企又有得幫到佢，咁佢點算呢？反而可能以前嘅硬件不足，但是老師係有時間係幫學生去補底咯叫做，但是依嚟普遍真係比較難咯。噃，比較難咯。

Z: 噃，咁其他果啲政策，好似乜 ESR 啦，係了，external school review 果啲，同埋果啲 TSA 啦，即係果啲政策，或者好似 97 年回歸之後有冇啲影響其實？

C: 吶，TSA 果個小三、小六啦。97 回歸點啊？

Z: 即係有啲乜變化？

C: 97 回歸啊，97 回歸我想最大變化佢係果個教改咯。即係 2000 年開始就係開始好多教改。佢由常識科嘅，咁其他科又跟住去做咯，咁教改都有嘅，咁都會令老師嘅 workload 係多咗嘅，咁但是最後尾點落實到學校點做呢，學校其實係自己去決定嘅嘛。不過整體教改真係會令到老師工作量係會多咗嘅。係了。

Z: 但是主要都係學校點去執行……

C: 咁我其他學校又唔清楚，但是可能依嚟普遍呢，間間學校可能都好多嘢做。都多嘅。

Z: 咁你覺得呢啲政策真係會 positive 定係 negative 咁影響到你呢？

C: 因為我係呢度都十幾年了，咁我又唔知其他學校究竟係點啦，發生緊乜事啦，咁你話功課，又唔一定間間學校都咁多功課喔，咁我又好難比較到其他學校究竟係點做，咁呢樣嘢就.....咁你話如果純粹係教改係 positive 定係 negative，我睇下你學校點做咯。係唔係先？教改又可以有 positive 個嘢，因為佢令到有啲嘅教學技巧大家可能會改善啊，即係佢可能有好有唔好咯，但是最後尾去到學校點樣做都係好重要咯。

Z: 即係主要都係學校點樣.....

C: 學校點樣去做咯，做幾多啊，點做法啊，點取得個平衡啊，即係各樣嘢咯，都好多考慮咯我覺得。

Z: 好，咁都差唔多，有冇啲其他要分享？

C: 差唔多了我想。

Z: 咁完咗。唔該嘸。

(Z=Researcher, C=Cindy)