



## 教育的真諦是育人 We Teach People, Not Drama

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「應用劇場與戲劇教育專業文憑」開展了一個學期。課程其中一節，我們邀請了一個「一人一故事劇場」團隊來向學生介紹這個應用劇場手法，同時也讓學生藉說故事彼此分享心聲。分享的主題是「轉變」，學生分享的故事，不少均圍繞修讀這個專業文憑課程的經驗。

有人說到一件往事，從中發現自己愛小孩，有能力啟發小孩，因而希望從事教育工作。

有人談及以前做教師時，如何鼓勵學生追尋夢想，直至一天學生問她：「老師，那你的夢想又是什麼？」她猛然發覺自己也有夢想，然後用幾年時間，從教師轉型為戲劇工作者。

也有人分享修讀課程當中的發現。「我本以為只是來學學一些戲劇手法，運用到工作上而已。殊不知讀了一個學期，已感到這個範疇之浩瀚，認識手法只是其中一環，如何把手法運用得好，涉及許多細微技巧，以至自己對教育工作的思考。相信畢業後，我仍需要許多年去累積經驗，培養功力！」

學生在分享心聲時，不時瞥看在課室一旁負責拍攝課堂紀錄的我 他們的老師。他們很好奇我對這個想法有何反應。我微笑一下，點點頭，用身體語言告之，這正是我們希望學生了解的東西。

另一位從事戲劇工作的學生這麼說：「我正在想，完成這一年的課程後，到底還要不要從事戲劇工作？」近日社會上發生的許多事，令這位同學開始思考自己到底要扮演什麼角色，把自己的能力在社會中發揮得更好。然後，她的同學分享道：「讀這個課程予我最大的得著，是從中對自己、對教育、對社會有許多反思。我想，在這裏獲得最寶貴的

東西，是教我們思考自己要成為一個怎樣的人，所得到的無論在各行各業均受用。」

我聽著學生的分享，對他們在短短一個學期的得著感到有點訝異，也極之欣慰。常有人問我這個課程學生的出路是什麼？在這個功利主義的社會，教育是「搵食工具」的想法漸漸變得根深柢固，大家卻忘記了教育的真諦是育人，而不是要幫學生去找一份怎樣的工作。

我慶幸這個課程能提供一片天地，予我們認清教育的意義。

應用劇場與戲劇教育專業文憑  
這項於二零一四年新推出之一年兼讀制課程特別為教師、社工、劇場工作者，以及其他對戲劇的教育與轉化角色有興趣之人士提供相關專門知識和技巧，課程亦已通過香港學術及職業資歷評審局的評審並獲資歷架構第五級的認可。因應本地教育、社區和劇場的情況，導師將介紹戲劇作為藝術媒介暨教學法於不同場景的實踐與理論。透過循環進行的「體驗反思／檢討」，學員所接受的專門訓練將令他們在工作環境或其他場所設計、執行與評估戲劇教育和應用劇場項目時更感得心應手。

Our “Professional Diploma in Applied Theatre and Drama Education” has just commenced for a school term. In one of our lessons, we invited a Playback Theatre team for a visit. The session aims to introduce to students Playback Theatre as an applied theatre approach, and at the same time, to allow students to share their feelings and experiences through storytelling. The theme in that session was “Change”. A number of students shared stories related to their experience in studying in our programme.

Someone shared a past experience in which she found her fondness on young children, and how she discovered her ability to inspire them. As a result she started to consider teaching as a job.

Another one shared how she used to encourage her students to pursue their dreams when she was a school teacher. One day, her student asked, “How about you, my teacher? What is your dream?” She realised that she did have her own dream too, and she spent a few years changing her career path from that of a school teacher to become a drama practitioner.

Someone shared her discoveries during her studies. “At first I thought I only came here to learn a few drama approaches to be used in my job. What I didn’t expect was that the programme opened my eyes to the field of drama, and I realised that it was not just about those approaches but I have to think deeply about education, and there are a lot of micro-skills I have to acquire. I think even after the programme has ended it will still take me some years to accumulate experience and develop myself in this area.”

As the students shared their views, they occasionally peeped at me – their teacher – who was standing in the corner of the classroom taking video record of the lesson. They were curious about my response to such a comment. I smiled and nodded, indicating to them that this is exactly what we wish our students

to get out of the programme.

A student who is currently working in theatre shared, “I am thinking whether I should continue to work in the theatre after I graduate.” The current political climate got her to reflect on her role in the society, and she began to ponder on what position she should take in order to contribute her ability better. Upon her sharing, her classmate said, “The most valuable thing I have got out of this programme is the reflections on myself, on education and on the society. I think it has taught me to reflect on what kind of a person I would like to become. For me, this is much more important than whether I will work in the drama field, because the self-understanding and self-development is indeed significant to whatever occupation we work in.”

I listened to the students’ stories and couldn’t help feeling deeply moved, but honestly I am also a bit surprised at the depth of their thinking within only one school term. People often ask me, “What jobs will graduates from your programme get?” Pragmatism in the modern society has gradually moulded people to consider education as a way for “equipping oneself for getting a job”. What got lost was the core value of education, which is to nurture people rather than helping people get a job.

I am glad that the diploma programme has given us the space for finding the true meaning of education.

**Professional Diploma in Applied Theatre & Drama Education**  
Accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications at Qualifications Framework (QF) Level 5, this 1-year part-time programme was launched in 2014. The programme aims at providing teachers, social workers, theatre artists and other people interested in the educational and transformative role of drama with knowledge and skills in applied theatre and drama education. It addresses concerns in the local educational, community and theatre scenes, equipping students with practical and conceptual understanding of the artistry and pedagogy of drama in a wide range of contexts. With cycles of “experience – reflection / evaluation”, the specialized training will enable students to develop, implement and evaluate their own applied theatre and drama education programmes within workplace and beyond.