



It gives me great pleasure to present this overview of the Annual Report for 2000-01, the fourth since I took up responsibility as Director of the Institute. The past year has been a significant one for the Institute, particularly with regard to the progress made towards our long-term goal of upgrading to university-level status.

The focus of this year's Report is on optimising each child's potential through effective pedagogy. This calls for a high level of professionalism and commitment from our students and staff. As you will see in this report, the Institute is determined to transform the learning and teaching experience of all our students, in order that they can support the challenging reform agenda being carried forward by the Education Commission. We owe a great deal to the Government and society of the Hong Kong Special Administrative Region for offering us this opportunity and we pledge our best efforts to the success of the reforms.

4 Upgrading the Institute's Academic Profile

Last year saw exciting growth and development on many fronts. In terms of academic development, we have successfully completed a number of demanding validation and revalidation exercises. The revalidation exercises in particular, signify yet another step forward in the Institute's move towards university-level status as they should endorse the good quality of the work the Institute has been doing and provide a mandate for continued development. With three newly-validated programmes being offered: the Postgraduate Diploma in Education (Secondary) Programme (One-year Full-time), the Bachelor of Education (Honours) (Secondary) Programme (Three-year Mixed Mode) and the Bachelor of Education (Honours) (Languages) Programme (Four-year Full-time), the nine degree and postgraduate programmes offered over the past year will increase to 12 in the 2001-02 academic year.

In the fall of 2000, the total number of students admitted to the Institute's degree and postgraduate level academic programmes outnumbered those at the sub-degree level for the first time. A total of 346 new students entered four-year full-time BEd programmes for primary and secondary teaching, and another 409 entered postgraduate diploma programmes. With a bridge that takes graduates of the Certificate in Education to degree level studies through our add-on degree programmes, all new students are now given the opportunity to be considered for degree work. This shows that the Institute is moving rapidly towards the profile of a university-level institution in its programmes and the composition of its student body.

The Quality of Student Intake

Of considerable encouragement to the Institute are the landmark admission statistics of the 2000-01 academic year. The overwhelming demand by well-qualified student applicants for the limited degree programme places offered by the Institute was remarkable. The BEd (Primary) programme attracted over 11,000 applicants for its 226 places, with 69% of the intake classified as Band A students (i.e. the programme was one of their first three choices under the Joint University Programmes Admission System (JUPAS) scheme). In the BEd (Secondary) programme, 73% of the 106 successful applicants were Band A students. The overall average of Band A students was thus 70%, placing the Institute fifth among the eight local tertiary institutions in terms of student choice. These figures indicate a remarkable change in the perception of students and their parents since the Institute first joined the JUPAS in 1999. The growing acceptance of the Institute's programmes by the community encourages us to redouble our efforts to ensure the curriculum design of our academic programmes will contribute significantly to the development of various kinds of independent learning that are both enjoyable and effective. In this way, the Institute plays a vital role in preparing professional teachers who are capable of meeting the dynamic requirements of a knowledge-based society.

Preparing Teachers for a Knowledge-based Society

Effective communication, creativity, problem solving skills and analytical thinking are all vital to a fast-paced knowledge-based society. The Institute is well-positioned to optimise the potential of our students, nurturing them to become a new generation of teachers with a fresh mindset and a genuine experience of the kinds of learning that stimulate multiple intelligences. They will be captivated by the intrinsic rewards they have personally experienced in learning, and as they progress in their careers as professional teachers, they will become role models for successive generations of students. The Institute is also prepared to support adult education and lifelong learning in all sectors of the Hong Kong community. It envisages offering training services to the community in areas such as educational psychology, human resource development, the shaping of innovative curricula and teaching methods, school management and language proficiency. This commitment is made explicit in the Institute's Vision statement, which looks forward to a future in which "a culture of lifelong learning will become a reality."

Meeting the Challenges of Institutional Upgrading

The road ahead has many challenges and the preparation for institutional upgrading began in earnest with a task force formed in November 2000 under the leadership of the Deputy Director (Academic), Professor Paul Morris. This task force is developing a long-term plan for institutional upgrading which addresses issues directly linked to improving the quality of our academic programmes and supporting the upgrading of academic

本人很高興能為二零零零至零一年度的年報撰寫報告，這也是我自從出任校長以來的第四份報告書。過去一年是香港教育學院重要的一年，其中尤其值得一提的是本校在邁向大學水平地位這個長遠目標上，成績斐然。

本年度報告的焦點是如何透過有效的教學法，令莘莘學子盡展所長。為求達到這個目標，本校的學生和教職員必須精於專業，勇於承擔。正如本報告所揭示，香港教育學院決心改變全體學生的教學體驗，讓他們能夠配合教育統籌委員會所提出的充滿挑戰性的教育改革方案。本校有幸遇上這個變革的良機，實拜香港特別行政區政府和社會各界人士所賜。我們承諾將會全力以赴，為教育改革的成功作出貢獻。

提升教院的學術形象

去年多個範疇的成就和發展，著實令人振奮。在教務發展方面，本校成功通過了數項要求甚高的課程評審和複審程序。其中尤以通過複審程序，不但證明教院在提升至大學水平的路上，跨進了新一步；而且表示本校一直以來的優秀表現，得到肯定，更獲授權繼續發展。由二零零一至零二年度開始，往年設立的九項學士及學位教師教育文憑課程，將增加至十二項。新通過評審的三項課程包括：「學位教師教育文憑課程（中學）（一年全日制）」、「中學教育榮譽學士課程（三年混合制）」和「語文教育榮譽學士課程（四年全日制）」。

二零零零年秋季，入讀本校學士及學位後深造課程的學生，首次超越了次學位課程學生的人數。就讀四年全日制小學及中學教育學士課程的新生共達三百四十六人，攻讀學位教師教育文憑的新生則有四百零九人。教育證書課程的畢業生則可以通過修讀兩年制學士學位課程而獲得學位資格，故現時所有新生均有機會攻讀學位課程，這顯示了無論在課程編排和學生組合方面，教育學院都正在迅速邁向大學水平。

收生素質

二零零零至零一年度的報讀情況可以說是空前踴躍，對本校鼓舞極大。教育學士課程吸引了大量資歷甚佳的學生爭相報讀，供不應求。小學教育學士課程吸引了一萬一千多名申請者，爭奪二百二十六名學額；錄取的學生中有百分之六十九屬甲級組別的學生（即在「大學聯合招生辦法」下挑選該課程作為首三志願之一的學生）。至於中學教育學士課程，在一百零六名成功申請者中，也有百分之七十三是甲級組別的學生，令全年度所錄取的甲級組別學生人數，平均達百分之七十，本校在本年度八間專上學院的學生選擇排行榜上，遂得名列第五。這些數字說明了本校自從在一九九九年參加「大學聯合招生辦法」後，學生和家長的思想已出現顯著改變，日漸接納本校的課程。這種改變足以鼓勵我們付出更大的努力，確保課程的設計能夠開拓出各種既愉快、又有效的獨立學習模式。這樣本校才能在培育教學專才方面，擔當主要角色，配合知識型社會對教師的重大要求。

為知識型社會培訓教師

節奏快速的知識型社會講求有效的溝通能力、創意、解決問題的技巧和銳於分析的思維。本校優越的定位，正好開拓學生的潛質，將他們培養成新一代的教師——既具有全新的教學理念，又具備能刺激多元智能的實質學習經驗。本校學生會從自身的學習過程中獲得內在的滿足，而當他們投身為專業教師時，又會成為後來者的榜樣。此外，本校也準備支援香港各個領域的成人教育和終身學習計劃，預見可以提供的培訓服務包括教育心理學、人力資源發展、創意課程策劃及教學法、學校管理和語文進修等。這個承諾早在本校的遠景宣言中列明，就是期望能夠造就一個終身學習的社會文化。

迎接學院升格的挑戰

通往升格的道路是充滿挑戰的。為了作好準備，本校在二零零零年十一月成立了一支專責部隊，由副校長（學術）莫禮時教授率領。這支專責部隊現正制訂有關本校升格的長遠計劃，內容涉及直接關乎提高本校教學課程的素質和教學人員的資歷等問題。鑑於大學教育資助委員會（教資會）的「教與學質素過程檢討」將於二零零二年六月進行，本校於二零零一年五至六月份首先發起一次深入的內部檢討。是次檢討工作交由五個評核小組負責，每組均由海外教務顧問主持，再由本地大學同業及本校的教與學質素保證委員會成員充任小組成員。為期兩週的檢討工作過程順利，海外顧問及小組成員均予以正面評價，認為本校在開展高質教育工作方面，已經準備就緒。

與國際合作

與國際合作既是本校的首要工作，也是我們的一貫政策。我們必須與國際社區保持接觸，才能在全球教育問題上，作出恰當的回應。過去一年，本校與亞太地區內的合作夥伴達成了兩項協議，其一是與韓國教育發展局簽署意向書，為雙方在教育研究和發展的合作鋪路；其次是與泰國國家教育委員會達成了聯合教育發展計劃。此外，本校與澳洲皇家墨爾本科技大學及英國中蘭開夏郡大學也藉新近達成的協議產生了聯繫；這些聯繫將有助本校教職員與國際同業加強在學術、專業和文化上的交流，也為日後的學生交換計劃開闢蹊徑。

與學校建立夥伴關係

本校在支援目前的課程改革、學校管理、語文教學和其他方面，均肩負重任。故此，我們一直強調與學校建立夥伴關係和成立支援網絡，集中解決各種可能出現的實務問題。為了使教學模式重顯朝氣，注入新穎活潑的教室文化，我們籌辦了各類形式的協作計劃，部分更獲得優質教育基金的資助。這些互惠互利的項目包括多個專業培訓計劃，例如「香港學校領導發展網絡」、「專業經驗交流計劃」及「講師駐校計劃」等。此外，本校與天主教教育事務處續簽了一份為期三年的協議，以追求卓越的教授和學習為目標，希望惠及本港學校。建立以上種種協作和輔導性質的網絡，目的是使本校與學校保持一種彼此分享和互相支援的關係。另外，為了強調教

staff. With the University Grants Committee's (UGC) Teaching and Learning Quality Process Review visit due in June 2002, the Institute underwent an intensive internal review during May–June of 2001, involving five panels chaired by overseas external academic consultants and with members from local universities and the Institute's Teaching and Learning Quality Assurance Committee. It is encouraging that the two-week review was conducted smoothly with positive comments received from the consultants and their panels on the readiness of the Institute for Education Quality Work.

International Collaboration

International collaboration has always been a priority for the Institute and is part of the Institute's strategy to maintain an ongoing dialogue with the international community, in order to be responsive to educational issues in the global arena. Two new agreements were signed with partners in the Asia Pacific region over the past year. A memorandum of understanding with the Korean Educational Development Institute brings opportunities for collaboration in educational research and development. A joint programme of educational development was also signed between the Institute and the Office of the National Education Commission, Thailand. Other new agreements link the Institute to the Royal Melbourne Institute of Technology in Australia and the University of Central Lancashire in the United Kingdom. These should further enhance academic, professional and cultural interaction among our staff and their counterparts in our international partner institutions. They should also open up opportunities for student exchanges.

Partnerships with Schools

The Institute has an important role to play in supporting the current reforms in curriculum, school management, language teaching and other areas. In particular we have continued to place vital emphasis on establishing partnership and support networks between schools and the Institute and focusing on the problems that may arise in practice. With the aim of revitalising teaching practice and instilling a new classroom culture, a wide range of collaborative projects has emerged, some supported by the Quality Education Fund. Mutually beneficial activities include professional development schemes, such as the Hong Kong School Leadership Development Network, the Interflow of Professional Experience Scheme and the Lecturer Attachment Scheme, to name a few. The Institute also renewed a three-year agreement with the Catholic Education Office to pursue excellence in teaching and learning for the benefit of the local schools. All of these networks of cooperation and mentorship are designed to ensure a sharing and supportive relationship with the school sector. With special emphasis on the involvement of teachers and principals, the Institute has also introduced the innovative

Honorary Interviewers Scheme, whereby school principals, in their capacity as future employers, are involved in selection interviews for those applying to enter our new Bachelor of Education programmes.

Service to the Community and Value-added Research

We are also oriented towards community service and welcome people to come to us for solutions to educational problems affecting the community. For example, over the past year a team of our lecturers worked with the Equal Opportunities Commission in drafting the Code of Practice on Education under the Disability Discrimination Ordinance. Other areas where we have been pleased to offer our services are in advising the Government on formulating a "professional development ladder" for teachers, as a vital way of ensuring that they will be able to carry the reforms forward in their classrooms. We have also contributed to the Government's objective of promoting lifelong learning by becoming a member of the Federation for Continuing Education in Tertiary Institutions. In addition, the Institute's programmes for Project Springboard, launched in October 2000, were highly evaluated by over 300 young people who have been able to benefit from this alternative route to the completion of secondary education, and further education opportunities.

In the area of research, the Institute takes the view that scholarship should not only address theoretical research issues, but should also provide a direct service to the community in areas of need. Our research philosophy therefore stresses a concept of excellence combining scholarship, professionalism and service to the community, as stated in the first guiding value of our Vision statement. On the basis of this philosophy, we have developed institutional research in teaching and learning models. We have emphasised portfolio and action research, the development of teachers as researchers and a focus on the joy of learning in a student centred curriculum, with space for creativity, flexibility and problem solving.

Staff Research on Teaching and Learning

In the past, before the establishment of the Institute, Hong Kong's educational development suffered because there was not a critical mass of educators, scholars and researchers who could contribute a wide spectrum of research in different areas of education. Since the Institute was established in 1994 and came under the aegis of the UGC in January 1997, the 400 academic staff of the Institute have begun to develop an increasingly significant record of research supporting educational developments in both Hong Kong and the Region. Many of them are engaged in doctoral programmes while over 100 are in possession of

師和校長的參與，本校還特地引進了「榮譽面試委員計劃」。這項別具創意的計劃廣邀各校校長以未來僱主的身分，參與主持本校的新生選拔面試，評定報讀新設的教育學士課程申請人的表現。

社群服務及增值研究

本校也銳意推展社會服務，並歡迎社會人士就對社群構成影響的教育問題，向我們尋求解決方法。例如，在過去一年，本校一群講師便曾與平等機會委員會合作，草擬傷殘歧視條例下的教育工作守則。此外，我們也很高興，能就制定在職教師的「專業發展階梯」向特區政府提供意見，讓教師得以在教室內推行教育改革。與此同時，政府提倡終身學習精神，本校亦有響應，並且加入香港專上學院持續教育聯盟。至於本校在二零零零年十月開辦的毅進計劃課程，亦深獲三百多名年輕學員的好評；這些青年可以透過該計劃完成中學教育，繼而獲得進一步的教育機會。



在研究方面，本校認為學術鑽研不應只局限於理論方面的研究，而應直接為社會提供所需的服務。故此我們從事研究活動時，一直以本校遠景宣言的首項主導價值為原則，強調在追求卓越的同時，必須結合學術成就、專業精神和社會服務。在這個理念基礎上，我們在全校層面發展了教與學模式的研究，側重分析教學檔案及行動研究，培育教師成為研究員，又集中研究如何在一個以學生為本的課程內，締造學習的喜悅，為學生提供發揮創意的空間，及訓練他們靈活變通的能力和處理問題的技巧。

教與學的研究工作

過往在香港教育學院成立之前，香港的教育發展受到窒礙，理由是缺乏足夠數量的教育學家、學者和研究人員，從事廣泛的教育研究工作。但自從本校在一九九四年建校，撥歸教資會監管以來，本校的四百名教學人員即着手對本港及地區內的教育發展進行為數可觀的調查研究。他們當中很多正從事博士論文研究，已持有博士學位的超過一百人，持哲學碩士研究學位者三十多人。誠然，教育學院年紀尚輕，大部分的教學人員還是初出道的研究工作者，他們需要更多的鼓勵和更大的機會，才能開展他們在鑽研學術方面的能力。我們有信心他們會成為教育研究工作的中堅份子，在香港教育改革的過程中負起支援的任務。我們的目標應該集中在教學法方面的研究，以求改善目前的教學和學習模式，而這正是本校許多教學人員的研究方向。

全方位學習的最佳演示

我們深信教育學院必須通過實踐來證明一些先進的教育理念，而不能只靠研究和諮詢工作。故此，我們也欣然追隨了世界各地師範大學的優良傳統，成立了一所屬於自己的幼兒發展中心。該中心蒙香港滙豐銀行慈善基金慷慨捐助七百八十五萬元籌建，於今年九月開始運作，預算收生一百五十人。幼兒中心歡迎本校學生、家長及社會人士參觀，並參與校內採用的先進幼兒教學方法。此外，我們也很高興，本校的附屬小學已於去年開始動工。這所由香港賽馬會資助九千二百七十四萬元興建的小學，預計在二零零二年九月啟用。該小學所受的資助與一般資助小學無異。我們的目的就是演示在同樣的限制下可行的最佳教學和教室管理方法。

栽培敬業樂業的教師

隨著學士課程學額的增加，本校學生的素質也日見提高。這種趨勢延續下去，對教育本身和教師行業素質的提升，將漸趨明顯，最終令整個教學專業的地位提高。能為社會基層的年輕人廣開高等教育之門，讓他們盡展潛能，學成之後作育英才，回饋社會，實在是本校的榮幸。

我們相信學生在本校提供的四年全人教育裏，可以培養出多方面的個人和專業技能；參與學術和課外活動、體驗宿舍生活、參加海外語文沉浸課程、投入社群服務及與教學前輩廣泛接觸，都是全人發展的一部分。通過獨立學習和善用本校圖書館的豐富資源，同學可以增廣見聞，加強信心和鍛鍊思考。將來，他們定會為整個教學專業帶來更大的稱譽。

doctoral degrees and over 30 have Master of Philosophy research degrees. Clearly, the Institute is still young and most academic staff members are in fact fresh researchers who need encouragement and opportunities to further develop their abilities in research and scholarship. We are confident they will become a core critical mass of educational researchers able to support Hong Kong's educational reforms. Our main focus should be on pedagogically oriented research, designed to improve teaching and learning in classrooms, and this is the direction that many of our academic staff are taking in their research work.

Demonstrating Best Practices in Holistic Learning

We believe that the Institute must demonstrate its progressive educational philosophy through practice, not only through research or consultancy work. Following the best traditions of teachers' universities around the world, we are thus delighted to have our own Early Childhood Learning Centre, established with the generous help of a grant of \$7.85 million from the Hongkong Bank Foundation, and ready to receive 150 children in September of this year. Our students, parents and members of the community will be welcomed to the centre to observe and participate in the most advanced practices in early childhood education. We are also pleased that the construction of the Institute's primary school commenced during the past year, supported by a generous donation of \$92.74 million from the Hong Kong Jockey Club, and that it will be open to receive its first class of students in September of 2002. The intention is to demonstrate best practices in pedagogy and classroom management within resource constraints similar to those of ordinary aided schools.

Nurturing Students with a Respect for the Profession

The increase in degree places in teacher education in the Institute has already been paralleled by an improvement in the quality of student intake. As this trend continues, the resultant benefits to the quality of school education and the teaching profession will become more and more evident, ultimately serving to enhance the status of the profession. In connection with this, the Institute is proud of the role it plays to improve access to higher education for the offspring of many families of relatively low socio-economic background, enabling them to realise their potential and serve their community through education.

We believe that the exposure of students to whole person education, in the course of their four years at the Institute, will enable them to develop wide-ranging personal and professional skills. Their participation in both academic and extracurricular activities, their experience of hostel life, language immersion activities abroad, involvement in community service and extensive contacts with practitioners committed to best pedagogical

practices are all part of this development. As their horizons are broadened, through independent learning as well as through intelligent use of our Library's outstanding collection, they will gain confidence in thinking for themselves and articulating their thoughts and ideas. They will eventually earn greater and greater respect for the teaching profession over the coming years.

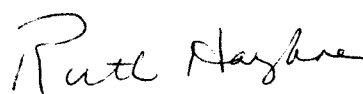
Acknowledgements

I am deeply appreciative that the progress made hitherto owes much to the wisdom and guidance of the Institute's Council, particularly to the Chairman of Council, Mr Simon Ip, and to each and every Council member who has generously contributed time and effort to the cause of the Institute. I would also like to express my heartfelt gratitude to the UGC and the Government for their strong support to a developing institution such as ours, with many more challenges to face before we attain full degree-awarding status.

Last but not least, the hard work and dedication of staff at all levels, and the students' drive and enthusiasm in a common cause, is also highly commendable. I have enjoyed working with them and count my time at the Institute as some of the most rewarding years of my life.

Succession and the Way Ahead

Having taken the responsibility of the Directorship since September 1997, I shall be relinquishing the post for family reasons early in 2002. I regret having to leave the Institute after more than four momentous years in which we planned and witnessed such exciting progress on many fronts. The longstanding ties I have with Hong Kong go back to the 1960s, when I first taught in Heep Yunn School, and I am sure that I will always keep in close touch and follow the next stage of the Institute's development with the greatest interest. I am confident that a strong foundation is in place for our further upgrading to full university status, and I look forward to seeing the blossoming of our vision into a culture where the distinctive potential of each and every child in Hong Kong's schools is truly optimised. It is an ambitious vision, but I believe our staff and students will be able to make it a reality in the coming years.



Ruth Hayhoe
Director



致謝

教育學院取得今日的成果，本人深切感謝校董會的英明指導，特別是校董會主席葉錫安先生和每一位校董會成員，他們為了實踐本校的理想，付出了許多寶貴的時間和心力。本人亦深深感激教資會及特區政府，對本校這所剛起步發展的學府，鼎力支持。在未獲得全面升格為一所頒授學位的高等院校之前，本校還須面對更多的挑戰。

最後，我要在此熱切表揚本校的全體教職員和學生。前者為本校的工作克盡己任，眾志一心；後者則為學業積極進取，一片熱誠。幾年來我與他們愉快共處，並視在教院所渡時光為本人一生中收穫最豐的日子。

接任與前瞻

本人於一九九七年九月履任香港教育學院校長一職，但很遺憾為了家庭理由，我將於二零零二年初起卸任。我在這兒渡過了四個多難忘的年頭，策劃和見證了本校在各方面令人振奮的進展。我與香港結緣，始自一九六零年代在協恩中學任教。而我可以肯定日後還會繼續與香港保持密切聯繫，並關注教院下一步的發展。我堅信穩固的基礎已經奠定，本校逐步升格成為大學已是指日可待。我期待看到我們的遠景能開花結果，締造出讓每個香港學子都能盡展所長的文化。這是個遠大的理想，但我相信只要假以時日，本校的教職員和學生定能使這個理想實現。



校長
許美德