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THE PROFESSIONALISM AND COMMITMENT OF STAFF AND STUDENTS IS REALISED  
IN THEIR REGULAR INTERACTIONS WITH THE COMMUNITY.*



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讓每一名學童的潛能得以盡展。要實現這個目標，不能單靠在校園內  
努力。透過與社群的緊密接觸，本校教職員和學生  
遂能體現優於專業、勇於承擔的精神。*



SCHOOL PARTNERSHIPS  
AND  
PROFESSIONAL SERVICES  
學校聯繫與專業服務

## SCHOOL PARTNERSHIPS AND PROFESSIONAL SERVICES

### School Partnerships

### Professional Services

### Community Service

The Institute's goal of raising the status and quality of education in Hong Kong so that the potential of each child can be realised, cannot be achieved solely within the confines of our campuses. The professionalism and commitment of staff and students is realised in their regular interactions with the community, in particular the schools, sharing their experiences and learning from real-life classrooms. Staff are also involved with public bodies and community groups, where they contribute their expertise and help to advance the greater goal of improving education in Hong Kong. The Institute itself also has a role in the community and in this respect it is moving beyond being a provider of only teacher education. A prime example of this kind of diversification is the opening, over the next two years, of a pre-school and a primary school on campus to serve the local community.

### SCHOOL PARTNERSHIPS

The Institute has extensive links with schools by virtue of its role as a major provider of pre-service and in-service teacher education. Each year there is a massive placement exercise to ensure students receive sufficient opportunities to gain practical experience in classrooms. These experiences enable students to develop insights into good practice, to relate theory to classroom reality and develop a personal philosophy of learning and teaching based on practice. In 2000-01, over 3,000 student teachers and serving teachers were engaged in these school experiences while a further 800 teachers on in-service language courses did experimental teaching supervised by our staff. Institute staff play an important role in observing, advising and supporting student teachers and serving teachers in these field experience activities; students are also actively supported by the schools themselves. Experienced teachers have been engaged to serve as mentors to our students. Close working partnerships between HKIEd staff and these school practitioners in the schools help ensure that school experiences are of maximum benefit to our students.

Staff also have extensive contacts with schools outside the Institute. They organise seminars, workshops and gatherings for schools on everything from curriculum reform to citizenship education, provide resources and act as consultants to schools, and act as advisers to public bodies. The Institute moved to strengthen school links at all levels in March 2001 when it approved the creation of the Centre for the Development of School Partnership and Field Experience.

# School Partnerships and Professional Services



## 學校聯繫與專業服務

### 與學校緊密聯繫

#### 專業服務

#### 社群服務

香港教育學院的目標是提升香港教育的地位和素質，讓每一名學童的潛能得以盡展。要實現這個目標，我們不能只把努力局限在校園內。透過與社群的緊密接觸，特別是與學校的互動交流，本校教職員和學生體現了優於專業、勇於承擔的精神。這些接觸可以讓他們與外界分享經驗及從教室的實況中學習。本校教職員又參與公共機構及社區團體的工作，貢獻專長，為改善香港教育這個偉大前提盡獻一己之力。為了發揮本校的社群角色，我們超越了純粹提供師訓的範疇。未來兩年，本校將在校園內先後開辦一所幼兒發展中心和一間小學，正是本校多樣化功能的鮮明例子。

### 與學校緊密聯繫

本校身為一所培訓職前及在職教師的主要學府，自然與學校建立廣泛的聯繫。本校每年均編配大量學生前往各學校體驗實習，確保他們有充足機會，吸收實際教室經驗。這些經驗有助學生把心得落實為優秀的教學實務，把理論付諸教室實況，並建立一套有實際基礎的個人教學理念。二零零零至零一年度，超過三千名職前及在職教

師到各學校實習教學；又有八百位正在修讀語文課程的教師，在本校教職員的督導下，進行試驗教學。職前及在職教師實習時，本校的教學人員負起觀課、輔導及支援的重要任務。學校本身也會積極支持前來實習的學員，讓經驗豐富的教師充任他們的導師。香港教育學院與學校維持密切的工作夥伴關係，有助本校學員在實習期間取得最大效益。

本校教職員在校外也與學校保持廣泛接觸，包括安排座談會、工作坊和各種聚會，與學校探討由課程到公民素養教育等各項議題；又為學校提供資源，擔任顧問，為公共機構提供顧問服務等。二零零一年三月，本校通過成立院校協作與教學實踐發展中心，以求增強與學校各階層的聯繫。

#### 名譽教學導師計劃

本校把學生編配到各中、小學進行教學體驗實習，是與學校聯絡的重要橋樑。學生在校園學習如何當老師的期間，獲得各種資訊和指導；親身到學校體驗時，更可向經驗豐富的前輩學習。二零零零至零一年度成立的名譽教學導師計劃，就是以此為設立的宗旨。該計劃得到一百三十一所小學共六百一十五位教師，以及九十一所中學約一百零八位教師的支持，在本校學生實習期間加以指導。

#### 榮譽面試委員計劃

榮譽面試委員計劃在本校二零零零至零一年度的收生過程中首次推行，以鞏固本校與學校間的聯繫。通過該項計劃，本校教職員可以就四年制小學教育榮譽學士課程收生程序中的「教師適向性面試」，取得各小學校長及資深教師對其設計和施行的意見，有助改善本校

# 學校聯繫與專業服務



▲  
The HKIEd Jockey Club  
Primary School under construction  
香港教育學院賽馬會  
小學建築工程



### **Honorary Teaching Adviser Scheme**

The placement of students in primary and secondary schools for Field Experience provides an important link between the Institute and the school sector. Students are given information and guidance as they learn how to become teachers. But students can also learn from experienced teachers in the field and the Honorary Teaching Adviser Scheme was launched in 2000-01 with this in mind. Some 615 teachers from 131 primary schools and some 108 teachers from 91 secondary schools joined the scheme to guide our students during their teaching practice.

### **Honorary Interviewers Scheme**

As a further means of strengthening links between the schools and the Institute and to enhance the effectiveness of admissions interviews, the Honorary Interviewers Scheme was launched for the 2000-01 admissions exercise. This scheme enables Institute staff to obtain input from primary school principals and senior teachers on the design and implementation of our General Suitability Interview for the four-year Bachelor of Education (Hons)(Primary) programme. Their input is expected to help improve the selection process and enhance its transparency. The Scheme will also foster closer ties with the school sector. Fifty-five primary school principals and senior teachers participated in the scheme in 2000-01. Kindergarten principals are also involved in the admissions exercises for our kindergarten teacher education programmes.

### **Lecturer Attachment Scheme**

The Lecturer Attachment Scheme gives the Institute's academic staff hands-on experience in local schools. The Scheme started originally in primary schools and has been extended to kindergartens and secondary schools in two parallel schemes launched respectively by the School of Early Childhood Education and the School of Creative Arts, Sciences and Technology. Staff are placed for short-term periods in early childhood, primary, secondary and technology settings to refresh their teaching skills and improve their understanding of the local school environment. In addition, the Scheme enables staff to provide consultative services and professional support to the schools. In 2000-01, nearly 50 lecturers participated in the Scheme. A working group was also established to recommend improvements in the light of the Institute's efforts to attain university-level status.

### **The Centre for the Development of School Partnership and Field Experience**

The establishment of the Centre for the Development of School Partnership and Field Experience was approved by the Institute's Academic Board in March 2001 and it will start functioning in the 2001-02 academic year. Among its major functions is establishing partnerships with schools to support student-teachers in field practice, working with the Institute's staff and partner schools to create a good learning environment for student teachers, undertaking research and development related to partnership, mentoring and field experience and developing resources and

activities in these areas. The Centre will be responsible for a \$10.3 million QEF project which conducts research into the mentoring process to improve teaching and learning in schools, and provides financial and advisory support to 50 primary schools in Hong Kong for school-based curriculum development and teachers' professional development.

## **PROFESSIONAL SERVICES**

### ***Self-funded Professional Development Courses for Teachers***

The Institute's vision is underscored by the desire to create a culture of lifelong learning. This applies to teachers as well as students. Educators must continue to upgrade their skills and acquire new knowledge to meet the demands placed on them by a changing society. The Institute therefore offers a variety of professional development programmes for in-service teachers, particularly through its Division of Continuing Professional Education (CPE). These include a Professional Development Programme (PDP) of short courses, the School Support Services (SSS) Programme of tailor-made staff development activities and consultancy services, and the Commissioned Activities Programme covering a wide range of courses commissioned by the Education Department and other bodies.

### ***Language Programmes***

The government has introduced language proficiency standards for teachers of English and Putonghua. Teachers can take a benchmark language test or enrol in a recognised course such as those offered at the Institute. In collaboration with the School of Languages in Education, the Division of CPE offers Professional Language Upgrading Courses for Putonghua and English Teachers. These self-funding courses offer a less pressured way for teachers to demonstrate they have reached the required standard. Two rounds of courses were offered in 2000-01, with enrolments of 84 for English and 138 for Putonghua. The courses will be offered continuously until 2005.

Separately, the Putonghua Training and Testing Centre continued to promote Putonghua in Hong Kong and has offered Putonghua Proficiency Tests to more than 1,200 pre-service and in-service teachers since it opened in 1997. The Division of CPE has also introduced a number of web-based English and Putonghua language programmes.

### ***Other Programmes***

The Institute offers teachers a variety of opportunities to extend their skills. In 2000-01, a certificate course for primary school teachers in music or arts and crafts attracted around 600 participants. Another certificate course in student discipline, which has been running for several years, trained 84 primary school teachers in 2000-01 and 74 secondary teachers. The Institute also started running a series of training programmes on information technology in education in April 2000, and in the 2000-01 academic year offered 423 courses to primary and secondary school teachers.

遴選新生的程序，及增加其透明度。這計劃也可拉近本校與學界的關係。二零零零至零一年度的榮譽面試委員計劃，共有五十五位小學校長及資深教師參加，而幼稚園校長也獲邀參與本校幼稚園師訓課程的收生工作。

#### 講師駐校計劃

講師駐校計劃可以讓本校的教學人員從本地學校中獲得活學活用的經驗。該計劃最初只在小學推行，後來透過兩個由幼兒教育學院及創藝與科技學院分頭開拓的項目，擴展至幼稚園和中學。參與該計劃的教員獲短期分派到幼稚園、小學及工業教育機構，藉此重溫教學技巧和加深對本地學校環境的了解。此外，該計劃亦安排教員向學校提供顧問服務及專業支援。二零零零至零一年度內，本校約共五十位講師參與該項計劃，並成立工作小組，就本校升格為大學的問題提出改善建議。

#### 院校協作與教學實踐發展中心

院校協作與教學實踐發展中心在二零零一年三月獲教務委員會通過成立，將在二零零一至零二學年開始運作。其主要功能是與學校建立夥伴關係，藉此支援實習期間的準教師；與本校教職員及夥伴學校合作，為準教師創造良好的學習環境，以及就夥伴協作、導師制度和教學體驗實習等領域開發資源和設計活動。該中心將負責一項由優質教育基金撥款一千零三十萬元的項目，研究資深教師與新進教師之間的輔導與互相啟發過程，如何促進學校改善教與學；此外，又將就校本課程發展和教師專業發展兩方面，向本港五十所小學提供財政資助和顧問服務，以作支援。

#### 專業服務

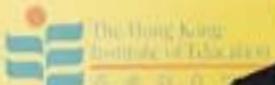
本校的遠景強調創造終身學習的文化，這對教師與學生同樣適用。教育工作者必須不斷提升自己的技能，吸收新知識，以適應轉變中的社會對他們的要求。故此，本校特通過轄下的持續專業教育學部為在職教師提供種類繁多的專業培訓課程，包括各種短期的「專業進修課程」、為各種教員進修活動特別剪裁的課程和顧問服務—「校本支援服務」，以及受教育署和其他團體委託開辦的各類課程。

#### 語文課程

特區政府引入了英語和普通話的語文能力評核標準，教師可以應考語文基準試，或修讀認可的語文進修課程，例如本校所提供的課程。持續專業教育學部與語文教育中心合作，採取自負盈虧的方式，為普通話及英語教師提供專業語文能力提升課程，讓在職教師循比較輕鬆的途徑證明自己已達所需水平。在二零零零至零一年度，這類課程先後開辦了兩輪，共錄取了英語班學員八十四名，普通話班學員一百三十八名。課程將繼續開辦至二零零五年。

此外，本校的普通話培訓測試中心繼續在本港推廣普通話。該中心自一九九七年成立至今，共替超過一千二百名職前及在職教師進行普通話能力測試。持續專業教育學部亦引進多項以互聯網為學習媒介的英語及普通話課程。

## 香港教育學院與國家語言文字工作委員會 普通話培訓測試中心 第二次合作協議簽署式



A smiling Professor Ruth Hayhoe (left), Director of HKIEd, receiving a souvenir from Professor Fu Yonghe, Director, State Language and Writing Commission, after signing the collaboration agreement

香港教育學院校長許美德教授（左）於簽署合作協議後，欣然接受國家語言文字工作委員會主任傅永和教授致送紀念品

## COMMUNITY SERVICE

### **Staff Contribution to the Community**

Institutes of higher learning are very much a community resource. At the HKIEd, we share information and collaborate not only with schools, but with community groups and government bodies. Our staff have been invited to offer their expertise and advice to a number of public bodies such as the University Grants Committee, the Education Commission, the Board of Education, the Advisory Committee on Teacher Education and Qualifications, the Curriculum Development Council, the Standing Committee on Language Education and Research, the Curriculum Development Institute, the QEF and professional teacher associations. Staff regularly undertake professional development work for schools, serve as consultants, for example on QEF projects, and do voluntary work in schools. Our progress in establishing an Early Childhood Learning Centre and later in opening a primary school on campus will advance the role of community service further by directly serving largely the local Tai Po community, as well as providing learning and research opportunities for our students and staff.

### **Seminars for the Local Educational Community**

The Centre for Research and International Collaboration (CRIC), together with the Asia-Pacific Centre for Education Leadership and School Quality (APCELSQ) and the various Schools and Departments of the Institute, organised a large number of seminars, public lectures and conferences during the year which attracted about 1,600

participants from the local education sector. Prominent among these have been events attended by world renowned educators and prominent local educators who shared their insights and experiences with the participants. Two important themes of these events were educational reform and professional development for teachers. These are key issues in the local education sector and the high profile seminars and workshops organised by the Institute on these issues have made important contributions towards enhancing understanding among local educators.

### ***The Hong Kong School Leadership Development Network Project***

The Hong Kong School Leadership Development Network was first established in September 1999. It received support from the QEF during the reporting period and has continued its activities. Membership of the Network increased from 317 schools in September 1999 to 557 in 2000-01. During the year, the Network and the APCELSQ co-organised nine leadership development seminars and workshops to share with principals and teachers from member schools strategies and practices to initiate educational innovations, implement school improvements and enhance education quality.

The Network also supported and facilitated member schools to form 16 Action Groups which met regularly and organised 11 workshops, 10 seminars and 25 school visits to share good education practices and experiences in school management. To further enhance cohesion



▲  
*Graduation Ceremony of  
the Putonghua Summer  
Immersion Course*  
普通話暑期沉浸課程  
結業典禮



## 其他課程

本校為教師提供形式多樣的機會，讓他們盡展所長。二零零零至零一年間，本校開辦了一項專為小學音樂及美勞教師而設的證書課程，共吸引了約六百位在職教師修讀。另一項已經連續開辦多年的訓育教師證書課程，在二零零零至零一年間共培訓了八十四位小學教師及七十四位中學教師。此外，本校自二零零零年四月，推出一系列的教育資訊科技訓練課程，以中、小學教師為培訓對象，在二零零零至零一年度共開辦四百二十三項。

## 社群服務

### 本校教職員回饋社會

高等教育學府是社會資源的一部分。香港教育學院常與學校、社區團體及政府機關交流訊息，互相合作。本校教職員曾應邀為多個公眾團體貢獻專長，或是提供顧問服務。這些機構和團體包括大學教育資助委員會、教育統籌委員會、教育委員會、師訓與師資諮詢委員會、課程發展議會、語文教育及研究常務委員會、課程發展處、優質教育基金及各專業教師組織等。他們又經常替學校從事專業培訓工作，擔任顧問（例如協助申請優質教育基金），及參與學校的義務工作。隨著在校內成立幼兒發展中心及稍後開辦小學，本校在大埔區內直接提供社群服務的功能，勢必加重；為本校學生及教職員提供學習和研究的機會，也自必擴大。

### 為本地教育界舉辦研討會

年內，本校的研究及國際合作中心與亞太教育領導及學校質素中心及各學院、學系聯合主辦了大量的研討會、公開講座及大型會議，吸引了共約一千六百名本地教育界人士參加。其中比較突出的論壇，還邀得世界和本地知名教育家出席，跟與會人士分享個人心得。

得和經歷。這些盛會主要涉及兩項重要論題：教育改革和教師專業培訓，兩者皆備受本港教育界關注。本校主辦這些大型研討會和工作坊，大大加深了本地教育工作者對當前問題的認識和了解。

## 香港學校領導發展網絡

香港學校領導發展網絡於一九九九年九月成立，其後於二零零零年九月獲優質教育基金贊助，一直推行各種活動。網絡的會員學校數目，由一九九九年度的三百一十七所遞增至二零零零年度的五百五十七所。二零零零年九月，該網絡及亞太教育領導與學校質素中心聯合主辦了九個與領導培訓有關的研討會和工作坊，為會員學校的校長和教師講解如何策動教育革新、落實學校改進計劃及提高教育素質。

該網絡支持及推動會員學校成立了十六個行動小組，定期舉行聚會，共舉辦了十一個工作坊，十次研討會及二十五次學校互訪活動，交流教育心得和學校管理的方法和經驗。為了進一步加強會員之間的凝聚力，該網絡又製作會員通訊、資源套及活動概覽，分發至所有學校及整個教育界。此外，該網絡和行動組又把所主辦的研討會及工作坊的資料，製成網上素材。

## 香港教育學院匯豐幼兒發展中心

幼兒教育是教院的強項之一，香港教育學院匯豐幼兒發展中心的成立使這個強項更加鞏固。該中心獲匯豐銀行慈善基金捐贈七百八十五萬元興建，於二零零一年九月啟用，是本港首間附設在大專學府內、全面照顧由嬰孩至六歲幼童的幼兒教育設施。該中心旨在支援本校的幼師培訓課程，提倡優質幼兒教育及促進家庭、學校與社區三方的合作。中心將展示創新的幼兒教學法，並在充滿家居氣氛的環境下，鼓勵幼兒從探索和體驗中學習。



among the Network members, newsletters were published and resource packages and activity portfolios were distributed to all member schools and to the education community as a whole. Additionally, online materials were produced capturing the seminars and workshops organised by the Network and the Action Groups.

### **The Hong Kong Institute of Education HSBC**

#### **Early Childhood Learning Centre**

Early childhood education is one of the Institute's areas of strength. The opening of the Hong Kong Institute of Education HSBC Early Childhood Learning Centre, which is funded by a \$7.85 million donation from the Hongkong Bank Foundation will consolidate this area of strength. The Centre will open in September 2001 and it will be the first early childhood education facility in Hong Kong attached to a tertiary institution that caters for the entire age range from infancy to six years of age. The Centre aims to support the Institute's early childhood teacher education as well as to promote quality early childhood programmes and family-school-community collaboration. It will also demonstrate innovative teaching practices. Children will be encouraged to learn through exploration and concrete experiences in a home-like environment.

### **HKIEd Jockey Club Primary School**

The HKIEd Jockey Club Primary School represents another opportunity for the Institute to serve the community by demonstrating different kinds of quality practices in primary education and developing and promoting innovative teaching and learning practices. Funded with \$92.74 million from the Jockey Club, the school will also be a learning ground for the Institute's students and researchers. It is being built on our Tai Po campus and construction is to be completed by August 2002.

### **Newly Arrived Children**

The School of Foundations in Education has, with support from the QEF, launched a professional support scheme for the education of newly arrived children from China. In October 2000, a Newly Arrived Children Education Resources and Support Unit was established within the School. The Unit has been actively coordinating with relevant parties in the local community to collect related resources and materials to set up a multi-media archive for the education of newly arrived children from China. A *Newly Arrived Children Education Resources and Support Website*: <http://www.ied.edu.hk/nacrsu> was established in November 2000 to provide information and professional services. In addition, the Unit has engaged in various professional support activities including school-based professional development seminars, academic exchange activities with China and the publication of a *NAC Education Newsletter* and an *Annotated Bibliography of NAC Education*.

### **Project Springboard**

Project Springboard is a government programme of continuing education for those who did not complete Secondary Five. The programme aims to raise students to the level required in the Hong Kong Certificate Education Examination. The Institute is one of the 10 institutions supporting the programme which was initiated in 2000-01. Students must complete 600 teaching hours, either in a one-year full-time or two-year part-time programme. Enrolment in the Institute's Springboard programme was 314 full-time students and 147 part-time.

### **Extraordinary Classroom**

The Extraordinary Classroom project began in 1999 to serve the elderly and promote a caring and respectful attitude towards old people. The Institute's Centre for Citizenship Education has collaborated on the project with Tai Po Hospital and the Social Welfare Department. In 2000-01, 40 full-time Postgraduate Diploma in Primary Education students participated in the project and had valuable contact with the elderly. The focus of the next phase of the Extraordinary Classroom project will be the potential and talents of individuals in the arts.

### **Team Building Projects**

The Catholic Religious Schools Council and the Hong Kong Catholic Diocesan Schools Council (Primary) commissioned the Division of CPE to undertake team building projects in 70 of their schools in 2000-01. A mass lecture and workshop were organised, followed by school-based workshops for individual schools; the project was funded by the QEF. The QEF also funded the Division for a staff appraisal project for the Church of Christ in China involving 20 primary schools.

## 香港教育學院賽馬會小學

成立香港教育學院賽馬會小學是本校服務社群的另一個機會。通過設立附屬小學，本校可以示範多種不同的優質小學教育法，又可發展和推動創意教學。該小學由賽馬會資助九千二百七十四萬元籌建，將是本校學生及研究人員的學習基地。小學校舍位於本校校園內，預計在二零零二年八月落成。

## 新來港學童教育計劃

教育基礎學院在優質教育基金的支持下，成立「新來港學童教育支援計劃」。二零零零年十月，該院在內部建立了新來港學童教育資源及支援部，積極與本地相關社團協調，並搜羅有關資源和材料，製成一個多媒體檔案庫。二零零零年十一月，更設立新來港學童教育資源及支援網站(<http://www.ied.edu.hk/nacrsu>)，提供資訊及專業服務。此外，該支援部又參與各項專業支援活動，包括參加有關校本培訓的研討會，與國內團體進行學術交流，印製《新來港學童教育通訊》及出版《新來港學童教育書籍及文獻摘要小冊子》。

## 毅進計劃

「毅進計劃」是特區政府為未能完成中五課程的年青人而設的持續教育計劃，目的是將學員的水平提高至中學會考程度。毅進計劃於二零零零至零一年度首辦，本校是支持該項計劃的十一間機構之一。參與計劃的學員，可以選擇入讀一年全日制或兩年兼讀制的課程，但必須完成共六百小時的培訓。本校毅進計劃課程共有全日制學員三百一十四人，兼讀制學員一百四十七人。

## 非常教室計劃

「非常教室計劃」於一九九九年開始推行，目標是服務長者，以及提倡護老、敬老的社會風氣。該計劃由本校的公民教育中心與大埔醫院及社會福利署合辦。二零零零至零一年度內，共有四十位本校全日制小學教育學位教師文憑課程的學員參加，與長者建立了寶貴的交往。該計劃下一階段的重點，將會是發掘個人在藝術方面的天賦和才能。

## 團隊建立訓練計劃

二零零零至零一年度，本校的持續專業教育學部受香港天主教修會學校聯會及香港天主教教區學校(小學)聯會委託，為其屬下七十間學校策劃團隊建立訓練。為此，該學部主辦了一次大型的講座和工作坊，隨後又為個別學校舉辦校本工作坊；以上工作均獲優質教育基金資助。此外，優質教育基金又撥款予持續專業教育學部，替中華基督教會屬下的二十所學校，設計一個評核員工表現的計劃方案。



◀ Publications of the Newly Arrived Children Education Resources and Support Unit

新來港學童教育資源及支援部出版的刊物

