

*THE INSTITUTE IS STRIVING TO UPGRADE ITS PEOPLE.
OUR STAFF AND OUR STUDENTS ARE OUR BEST ASSETS. WE WANT STAFF AND
STUDENTS WHO MEET GOOD ACADEMIC STANDARDS AND ARE
WELL-ROUNDED INDIVIDUALS WITH HIGH PROFESSIONALISM.
HIGH PRIORITY HAS BEEN GIVEN TO ACADEMIC STAFF DEVELOPMENT AND
TO ACTIVITIES THAT BROADEN STUDENT EXPERIENCES.*



*教職員和學生是香港教育學院最寶貴的資產，
其素養乃屬致力提升的焦點。本校希望教職員和學生都能達致
出色的學術水平，成為多才多藝、高度專業的個體，故特別注重
教學人員的專業培訓，以及有助增廣學生見聞的活動。*

STAFF AND STUDENTS

教職員與學生



STAFF AND STUDENTS

Staff

Students

The Institute is striving to upgrade not only its programmes and facilities, but its people. Our staff and our students are our best assets. As outlined in *Strategy 2000*, our main planning document for 1999-2004, we want staff and students who meet good academic standards and who are well-rounded individuals with high professionalism. High priority has been given to academic staff development and to increasing the proportion of staff with doctoral degrees. The Institute also encourages student activities that broaden their experiences outside the classroom.

STAFF

The Institute's future growth and development will require staff of good quality. Many of our academic and non-academic staff have been upgrading their qualifications and job-related skills and they have been supported by the Institute with financial sponsorship and study leave, as well as in-house training programmes. The Institute has also introduced a performance planning and review scheme to help appraise staff and maximise their job satisfaction.

Staff Profile

The Institute had 1,073 staff members as of 30 June 2001, of whom 399 were academic staff and 674 were non-academic. The number of academic staff with higher degrees was well over 90%, with 109 staff holding doctoral degrees (27.3%), 33 holding M.Phil degrees (8.3%) and 241 holding Master's degrees (60.4%). The Institute is striving to increase the proportion of doctoral degree holders, as part of its effort to achieve university status and upgrade its programmes (see Academic Staff Development, below).

New Dean Recruited

Professor Anna Kindler has been appointed Dean of the School of Creative Arts, Sciences and Technology. Formerly Professor and Coordinator of Art Education Programmes at the University of British Columbia in Canada, Professor Kindler has been considered as one of the leading art educators in Canada and internationally. Her publications include journal articles, books and book chapters on arts education, and her work in teacher education has focused on problem-based learning and creativity in the classroom.

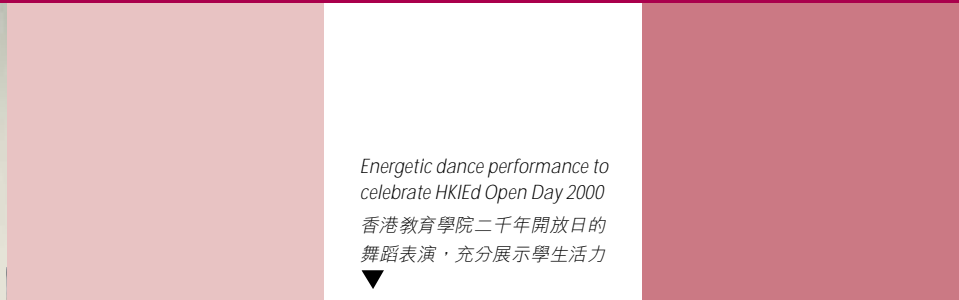
Academic Staff Development

The ongoing professional development of our staff adds value to the Institute and we offer financial sponsorship and study leave to help staff upgrade their qualifications and skills. Teaching staff in particular have been given high priority because of their crucial role in the

Staff and Students



▲ Professor Anna Kindler, new Dean of the School of Creative Arts, Sciences and Technology
新任創藝與科技學院院長
祈謹嵐教授



▼ Energetic dance performance to celebrate HKIEd Open Day 2000
香港教育學院二千年開放日的
舞蹈表演，充分展示學生活力



教職員與學生

教職員

學生

教職員和學生是香港教育學院最寶貴的資產，其素養乃屬致力提升的焦點。正如本校為一九九九至二零零四年度制訂的發展綱領《策略方案2000》所述，本校希望教職員和學生都能達致出色的學術水平，成為多才多藝、高度專業的個體，故特別注重教學人員的培訓，更着力提高擁有博士學位教員的比例。此外，本校亦積極推動有助學生增廣見聞的活動。

教職員

未來的增長和發展需要優秀的人材來配合。本校許多教學和非教學職員，均不斷努力提升學歷和與工作相關的技能。為表支持，校方向他們提供學費資助和進修假期，並舉辦內部培訓課程。本校同時採用一套工作規劃和表現評核制度，以助釐定教職員的工作表現，增加他們在工作上的滿足感。

教職員簡介

截至二零零一年六月三十日，本校共有教職員一千零七十三名，其中三百九十九名為教學人員，六百七十四名為非教學人員。教學人

員中獲學士以上學位者超過百分之九十；獲博士學位者共一百零九人(佔百分之二十七點三)，獲哲學碩士學位者三十三人(佔百分之八點三)，獲碩士學位者二百四十一人(佔百分之六十點四)。本校更希望藉着增加博士學位教學人員的比例，配合晉身大學和提升課程水平的目標(詳情見下列〈教學人員培訓〉一節)。

聘任新院長

年內，祈靄嵐教授獲本校聘任為創藝與科技學院的新院長。祈教授履新前，為加拿大英屬哥倫比亞大學藝術教育課程教授及統籌主任，在加拿大及國際藝術教育界中的領導地位，早已得到公認，著有論述藝術教育的期刊論文、專書和書章。就師訓教育方面而言，祈教授集中研究問題為本學習及教室創意。

教學人員培訓

本校教學人員持續從事專業進修，直接提升了本校的價值。為了協助教學人員提高學歷及技能，本校提供學費資助，並給予進修假期。鑑於教學人員在本校的未來發展計劃中舉足輕重，他們的培訓當然得到優先考慮。二零零零至零一年度內，本校共資助了一百六十六名教學人員在本地及海外大學修讀博士學位，另五人獲支持修讀教育方面的學位後深造課程。在年內成功獲頒博士及碩士銜的教學人員共有二十二名。

此外，本校又鼓勵教學人員增強本身的學術地位，在本地及海外的學術會議上發表論文。二零零零至零一年度內，本校共資助三百二十五人次出席此類會議。各部門又分別在校內舉辦工作坊、研討會

教職員與學生



Institute's future growth. In 2000-01, the Institute supported 166 academic staff to pursue doctoral studies in local and overseas universities, and another five staff to undertake postgraduate degrees in education. Twenty-two academic staff successfully completed their doctoral and master's degrees during the year.

Academic staff are also encouraged to enhance their scholarship by presenting papers at local and overseas academic or professional gatherings. The Institute supported 325 attendances at these gatherings in 2000-01. On-campus workshops, seminars and sharing sessions were organised by departments such as the Centre for Learning, Teaching and Supervision, which oversaw 44 gatherings on teaching, learning, supervision and IT in education, with 414 participants, and the Centre for Research and International Collaboration which provided a comprehensive programme of 60 seminars and workshops to enhance staff research skills.

Non-Academic Staff Development

Non-academic staff are also encouraged to upgrade their professional knowledge and job-related skills. During 2000-01, the Institute supported 73 staff, ranging from senior administrators to clerical and technical staff, for a total of 85 staff development programmes - 39 of which were for certificates, diplomas, associate degrees, and bachelor, master or doctoral degrees. In addition, 328 non-academic staff attended in-house training programmes on such subjects as stress management, leadership and team building skills, Putonghua, and English writing skills.

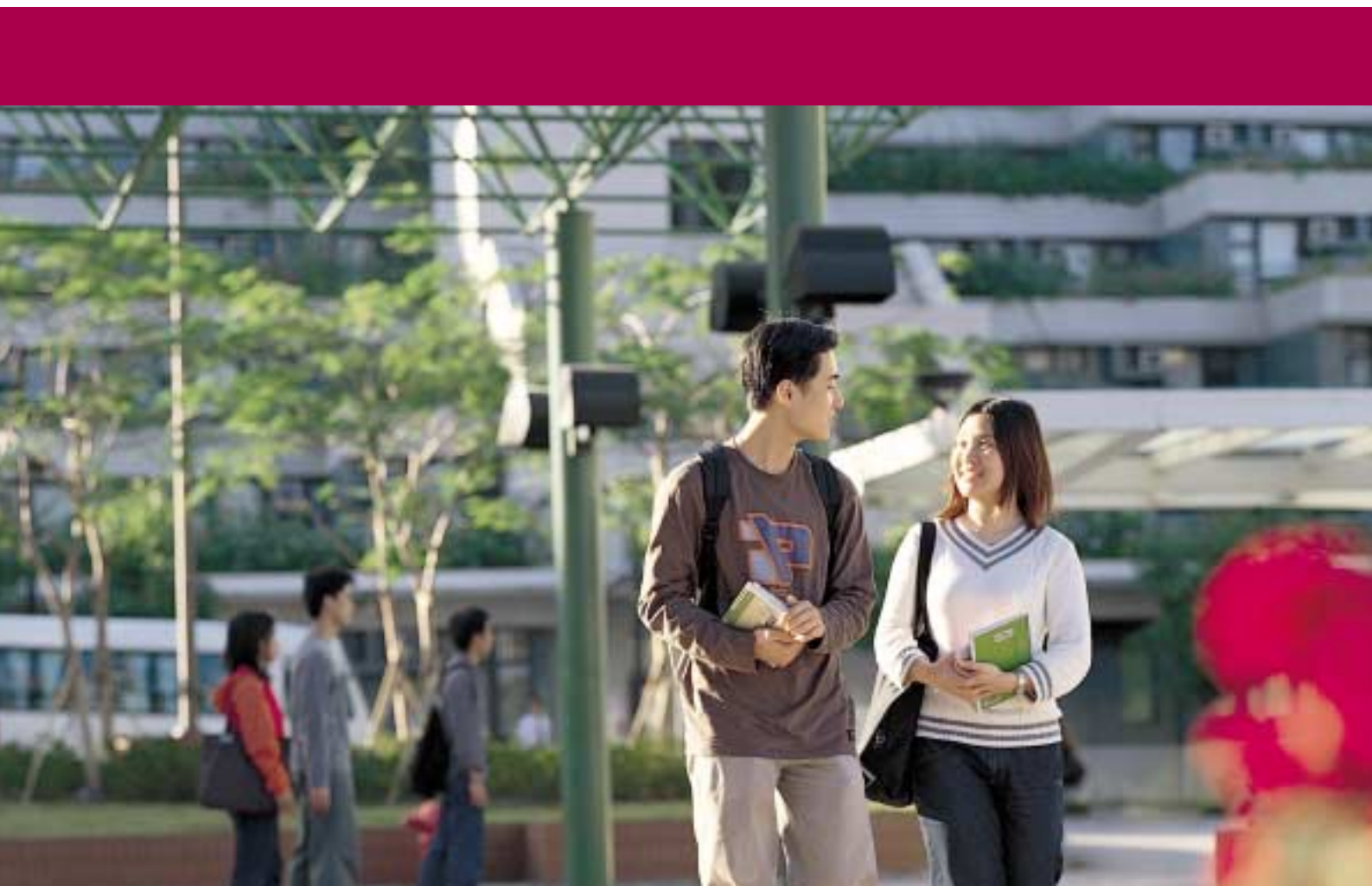
Performance Planning and Review

The enhancement of staff quality is essential for the Institute's development goals. This enhancement has two aims: to improve the job satisfaction of our staff and to ensure staff development meets the goals and priorities of the Institute. The Performance Planning and Review (PPR) scheme was introduced in 1999 to provide a means of monitoring and planning for staff development. The first PPR covered academic staff and it is being reviewed to enhance the effectiveness of the next academic PPR in 2002. The first PPR for non-academic staff was completed in late 2001 and will be reviewed in 2001-02.

STUDENTS

The move towards a greater proportion of degrees in the Institute's programme profile has been accompanied by a marked improvement in the quality of students we are able to attract. The academic qualifications of students entering our degree programmes in 2000-01 were comparable to those of students entering the major universities. Moreover, the Institute was able to attract a high proportion of students who had selected HKIEd as their first or second choice.

The success of the Institute in raising the quality and status of education will largely depend on its graduates, specifically their ability to stimulate the enjoyment of learning and the all-round development of their pupils. This goal requires the Institute to provide not only a good academic programme, but opportunities for students to have



和分享會。以教學與視導發展中心為例，年內共籌辦了四十四次有關督導、教學和教育資訊科技的聚會，與會者四百一十四人。研究及國際合作中心則以提高教學人員的研究技巧為題，設計了一個全面的培訓計劃，先後召開了六十個研討會及工作坊。

非教學人員培訓

本校亦鼓勵非教學人員提升自己的專業知識和與工作相關的技能。二零零零至零一年內，本校資助了七十三名職員參與共八十五項的僱員培訓課程，其中包括高級行政人員以至文職及技術人員，進修的项目包括證書課程、文憑課程、副學位課程，以至學士、碩士及博士學位課程。此外，參加本校校內培訓計劃的非教學人員人數亦達三百二十八人；培訓內容包括壓力處理、領導才能及團隊建立技巧，普通話及英文寫作技巧等。

工作規劃和表現評核

提高教職員素質是實踐本校發展目標的必備條件，這項素質提升工作的目標有二：其一是增加教職員的工作滿足感；其二是確保僱員培訓計劃符合本校的目標和工作的緩急先後次序。工作規劃和表現評核計劃由一九九九年開始推行，目的是監察僱員的表現和規劃僱員培訓。首輪評核對象為教學人員，現正進入檢討階段；檢討結果將會用以加強二零零二年評核工作的成效。至於非教學人員的首輪評核，已於二零零一年年底完成，並將於二零零一至零二年度進行檢討。

學生

本校學位課程比例增加後，明顯地吸引了不少資質優秀的學生。二零零零至零一年度，本校學士課程所取錄的新生，學業成績與報考本港幾所主要大學的新生不相伯仲，而且本校更是眾多新生的第一或第二入學志願。

本校能否成功提高本港教育的素質和地位，視乎我們的畢業生在為人師表時，是否可以營造愉快的學習環境及引導學生走向全面發展。為求達到這個目標，本校不但為學生提供優良的學術課程，更為他們安排陶冶性情的體驗。通過學生事務處，本校為學生安排多方面的活動計劃，協助他們獲得全人和專業的發展。

學業與就業發展

在學習和選擇工作時，學生往往需要外界協助。本校為全體學生舉辦學習技巧工作坊，又推行個人導師計劃，由教學人員輔導新生有關學習方面的問題，又給予他們個別支援。本校每年均安排學習考察團，讓學生擴闊視野。二零零零至零一年度，參與計劃的學生分別訪問了馬來西亞和新加坡，考察兩地的教育制度。

本校全年均有舉辦就業課程，並同時訓練學生撰寫履歷、參加面試及其他求職技巧。二零零零至零一年間，本校共舉辦了九十五項培訓課程，吸引了四千五百八十七人參加。此外，職業資源及發展中心還設立了內容豐富的就業資料庫和職位空缺消息板。



formative experience. The Institute offers a range of services and activities, largely through the Student Affairs Office, to support students in their whole person and professional development.

Academic and Career Development

Students often need help outside of the classroom with their studies and career choices. Workshops on study skills are offered to all students, and the Personal Tutorial System offers students guidance in their studies and personal support from academic staff. Annual study tours are organised to broaden students' perspectives and in 2000-01, participating students visited Malaysia and Singapore to study their education systems.

Career exploration courses are offered throughout the year, alongside training programmes on resume writing, interviewing skills and other career-related matters. Some 95 programmes were organised in 2000-01, attracting 4,587 participants. In addition, the Career Resources and Development Centre has an extensive career library service and job vacancy board.

Personal Development

The Student Affairs Office (SAO) is fully aware of the need to support students in their personal development in such areas as inter-personal relationships, morality and cognition. The SAO offers workshops on social skills, support programmes for new students and for students during their teaching practice, and training courses for peer counsellors. Sixty-eight programmes were organised in 2000-01 with 2,500 participants.

A counselling service is also in place to support students who face financial, academic, personal, emotional and other challenges.

Community Service

Serving the community, whether on campus or beyond, helps students to develop leadership skills and a sense of caring. Students at the Institute have several opportunities for community service. On campus, student uniformed groups help to promote self-discipline and civic-mindedness. The Institute collaborated with several uniformed groups on officer training programmes, including the Girls' Brigade (Hong Kong), Boys' Brigade, Hong Kong Girl Guides Association, Hong Kong Red Cross (Youth and Welfare), Scout Association of Hong Kong, Hong Kong Air Cadet Corps and Road Safety Association of Hong Kong.

Five major projects were organised by the Student Affairs Office in the Tai Po area to train student teachers to plan and implement community service projects targeted at the mentally and physically handicapped and youth offenders. The office also organised three leadership-training programmes, and student and other groups organised environmental protection activities.

Student Awards and Achievements

Scholarships and prizes encourage students to excel. In 2000-01, 69 scholarships worth more than \$1.6 million were handed out and another 396 prizes were awarded for academic merit and community service. These included the HKIEd Education Exchange Scholarships. Additionally, a total of \$1.8 million has been donated by Lee Hysan

Holding aloft their hard-won trophy, the jubilant HKIEd student debating team is joined by their coach, Professor Chan Wing-ming (second left) and team leader, Dr Fung Shu-fun (fourth right)

本校普通話辯論隊員與陳永明教授(左二)及領隊馮樹勳博士(右四)分享得獎的喜悅



個人發展

學生事務處非常關注學生的個人發展，包括人際關係、品德和學習能力。該處為新生及實習期間的學生安排提升社交技巧的工作坊和支援計劃；又舉辦朋輩輔導員培訓班。二零零零至零一年間，該處共舉辦了六十八項課程，參加學生達二千五百人。

此外，該處又設有學生輔導服務，協助學生解決經濟、學業、個人、情緒和其他方面的困難。

社群服務

為社群服務，不論在校園內外，均有助培養學生的領導才能和愛心。本校設有多項社群服務計劃，可供學生參與。制服團體有助在校園內提倡自律和公民意識，故此本校與多個制服團體合作，提供訓練計劃。這些團體包括香港基督少年軍、香港基督女少年軍、香港女童軍總會、香港童軍總會、香港紅十字會（青年及福利事務處）、香港航空青年團及香港交通安全隊。

學生事務處在大埔區內舉辦了五項大型社會服務計劃，訓練準教師如何計劃及推行社群服務項目；這些服務項目的對象包括智障和弱能人士，以及青少年罪犯。該處又舉辦了三個領袖訓練課程。本校的學生及其他組織則舉辦支持環保的活動。

學生獎項與成就

獎學金和獎項可鼓勵學生發揮超卓表現。二零零零至零一年度，本校學生共獲一百六十萬元的獎學金和三百九十六宗獎項，表揚他們在學業成績和社群活動上的成就。這些獎學金包括香港教育學院教育交流獎學金。另外，利希慎基金有限公司、國泰航空公司、華人永遠墳場管理委員會、中銀集團慈善基金、電訊盈科基金、薈色園及英國文化協會等多個團體，均贊助本校學生前往外地攻讀英語或普通話沉浸課程，贊助總額達一百八十萬元。

本校學生也在其他領域屢享榮譽。普通話辯論校隊在年內的全港大專普通話辯論賽中勝出；在上海舉行的第六屆中國名校大學生辯論邀請賽中，又奪得亞軍。至於在全港大專粵語辯論比賽中，本校也奪得亞軍。

在香港大專體育聯會舉辦的聯校運動比賽中，本校在越野賽上名列前茅；在男子足球、籃球、女子網球及女子壁球數項賽事中，則取得冠軍或亞軍的驕人成績。

優秀教師培育計劃

由學生事務處舉辦的培訓計劃中，一系列的項目皆與優秀教師培育計劃有關。該計劃的目的是透過開設五個獎勵類別，促進本校學生的



▲
HKIEd students in exciting outdoor Hong Kong Air Cadet Corps activities
本校學生參與香港航空青年團刺激的戶外活動



Foundation Limited, Cathay Pacific Airways Limited, the Board of Management of the Chinese Permanent Cemeteries, the Bank Of China Group Charitable Foundation, Pacific Century Cyberworks Foundation, Sik Sik Yuen and the British Council to fund English and Putonghua immersion programmes abroad.

Students also achieved honours in other areas. The Institute's Putonghua debating society won the Hong Kong Intersarsity Putonghua Debate and was first runner-up in the Sixth Distinguished Chinese Universities Debate in Shanghai. Our Cantonese debating team was first runner-up in the annual Hong Kong Intersarsity Debate.

The HKIEd Sport Teams won the HKPSCAA Cross Country Race and were first or second runners up in men's soccer, basketball, women's tennis and women's squash.

Quality Teacher Development Award

A range of programmes was organised by the Student Affairs Office in connection with the Quality Teacher Development Award. This scheme aims to facilitate the whole person development of students by rewarding them for participating in five categories of activities: Personal Development, Career Education and Professional Development, General Education, Community Service and Cultural and Recreational Activities. Students aim for a balance of achievements in the five categories within each academic year. Bronze, Silver, Gold and Platinum awards are handed out for excellent performances.

Hostel Life

Hostels provide students with the opportunity to develop independence, a community spirit and a professional network. Each hostel has an association to organise social and recreational activities, such as Spring Festival dinners, evening chats with the hostel wardens and local educators. Tutorial teams are also on hand to provide pastoral care and address students' concerns.

Recruitment of University Students from China

The Institute is pleased to be able to offer places on its degree programmes to students from other universities in China. The integration of these students into the student body helps to broaden and enrich not only the students themselves, but also our local Hong Kong students.

The scheme started in 1999-2000 under an agreement between the Institute and the South China Normal University. The first of these students were admitted to the Bachelor of Education (Primary) programme in 1999-2000. Two students joined the programme in September 1999 and a further two in September 2000. The participating students are required to first spend one year developing their English language skills and gaining an understanding of the Hong Kong education system and the Basic Law before they come to Hong Kong. The scheme is made possible with generous funding from the UGC and from the Jockey Club Scholarship Scheme.



全人發展。這五個獎勵類別分別是個人發展、專業發展、進修課程、服務社群及文康活動。學生須於每學年內在以上五個範疇均衡發展，方可獲獎。表現出眾者均獲頒發銅獎、銀獎、金獎或白金獎。

宿舍生活

宿舍生活讓學生有機會培養獨立能力和群體精神，並建立自己的專業網絡。本校每所宿舍均成立宿生會，負責籌劃社交及康樂活動，例如安排春節聚餐，與舍監或本地教育工作者舉行分享會等。此外，宿舍又設導師小組，負責照顧學生的精神生活和了解他們關心的問題。

錄取國內學生

本校很高興能為國內學生提供學士課程學額。國內學生和本地學生融和共處，可收互相學習和砥礪之效。錄取國內生的計劃，始自一九九九至二零零零學年。當時本校與華南師範大學達成協議，錄取第一批修讀小學教育學士課程的國內學生。一九九九年九月參加這項計劃的國內同學有兩名，另有兩人於二零零零年九月加入。參與該計劃的國內生，在抵港前一年，須先學習英語技巧和了解香港教育制度，又須認識基本法。是項計劃得以成功推行，全賴教資會及賽馬會獎學金的慷慨資助。



◀ The annual Scholarships Presentation Ceremony was held on 16 May 2001 at the Tai Po campus. Over 200 guests turned up to support the 51 award recipients
一年一度的獎學金頒獎典禮已於二零零一年五月十六日在大埔校園舉行，五十一位得獎者喜獲二百多位嘉賓出席支持