To upgrade all programmes to university level, to enhance their professional relevance to meet the contemporary demands of school education, and to introduce new quality programmes in areas of demand unique to the position and expertise of the Institute.

提升所有課程至大學水平，
增強課程與教學專業的連繋性，
以配合當前教育的需求；
因應教院的獨特定位與專長
領域，開辦優質新課程，
以切合社會需要。
Academic Programmes

The Hong Kong SAR Government’s commitment to improving the quality of education and its policy of upgrading the Institute to a degree-awarding institution have provided great opportunities for the Institute to play an important role in enhancing the qualifications and professional development of teachers in Hong Kong as well as in supporting teachers in implementing education reforms proposed by the Education Commission.

The development of its academic programmes reflects both the Vision of the Institute of “Optimising each child’s potential through the shared joy of learning and teaching” and the spirit of the education reforms. Programmes at degree and postgraduate levels, in particular, include elements that will equip graduates well to contribute to the implementation of reform in schools.

Before new programmes are introduced, contextual studies are carried out to ensure their relevance to the community. Relevance has a proactive element and is not only a response to a perceived shortage of teachers in particular sectors. All new programmes are therefore designed to foster in students the motivation to acquire knowledge and develop professional competence, and the intellectual processes, aesthetic, cultural and moral awareness, and affective attributes to serve the community better in the era of reform and to achieve the Institute’s Vision. All programmes require students to learn independently, to think critically and to engage in creative problem solving, preparing them as teachers able to instil the new classroom culture sought by the Commission’s reforms. In addition, all new degree programmes support child-centred learning and whole-child development in preparation for life-long learning, as well as innovative learning and teaching approaches.

During the year, besides offering three Bachelor of Education (BEd) programmes and three Postgraduate Diploma in Education (PGDE) programmes, the Institute has continued to enhance the quality of its existing sub-degree programmes. Six pre-service Certificate in Education (CE) courses were offered for secondary five and seven graduates, preparing them for teaching in kindergartens, primary and secondary schools. A large variety of block release and part-time courses was also offered for serving teachers.

New programmes for the 1999-2000 academic year

The Institute took major strides during the year towards achieving the strategic objective in Strategy 2000 of introducing new quality programmes in areas of demand unique to the position and expertise of the Institute. In addition to the existing programmes such as the four-year BEd (Primary) and part-time PGDE (Primary), four programmes at degree or postgraduate levels were developed, validated and launched. The new programmes are:

課程

香港特区政府全力改善教育素質，訂下政策，把教育學院升格為頒授學位的高等學府，賦予教育學院更大空間去提升香港教師的資歷。加強專業發展，協助教師實行教育委員會倡議的教育改革。

教育學院的課程，均反映出「共享學教喜悅，齊展赤子潛能」的遠景和教育改革的精神，其中學士和學士後課程均致力幫助學生作好準備，以盡獻己力，在學校內推行改革。

課程制定的課程，均反映出「共享學教喜悅，齊展赤子潛能」的遠景和教育改革的精神，其中學士和學士後課程均致力幫助學生作好準備，以盡獻己力，在學校內推行改革。

開辦新課程前，教育學院曾作相關的研討，從積極角度著眼，確保新課程切合社會需求，而非純因某方面師資短缺而開辦。因此，所有新課程的設立都着重激發學員汲取知識，發展專業能力的動機，培養思維能力，提高對美學、文化及道德的認知，以及情意領域的發展，務求在這個推行改革的年代，給社會更大的貢獻，達成教育的遠景。所有新課程均要求學生獨立學習，鍛鍊分析能力，運用創意解決問題，以期日後成為教師時，按照教育委員會的改革方案，能在課室中滲進新文化。所有新學位課程都鼓勵以學童為本的學習及全人發展，為終身學習、創新學習及教法作好準備。

年內，教育學院開辦了三個教育學士課程和三個學位教師教育文憑課程，還不斷提升現有證書課程的素質。六個職前教育證書課程，是為有意任幼稚園、小學及中學教師的中五及中七學生而設。另外設有一系列給假調訓及兼課課程，供現職教師選讀。

一九九九至二零零零學年新課程

《策略方案 2000》的策略目標訂明，教育學院會因應本身的獨特定位與專長領域，開辦優質新課程，以切合社會需求。年內這方面進展很大，除了現有的四年制小學教育學士課程及部份時間制學位教師教育文憑（小學）課程外，更訂立了四個新的學士及教育文憑課程，且已通過審評，在學年初推出。這些新課程如下：
Bachelor of Education (Honours) (Primary) Programme (two-year full-time)

Following the successful introduction in 1998 of the four-year full-time BEd programme catering for Form Seven graduates, the Institute launched this two-year programme for holders of the Institute’s Certificate in Primary Education to upgrade their qualifications to degree-level, in line with the Government’s policy that all teachers should be degree holders. The programme builds on studies undertaken in the Certificate in Primary Education, aiming to prepare graduate primary school teachers who possess sound academic and professional knowledge, a wide range of professional skills, and positive attitudes. The curriculum consists of two domains: Academic Studies and Professional Studies, supported by a Field Experience programme that facilitates the integration of theory and practice.

Bachelor of Education (Honours) (Early Childhood Education) Programme (three-year mixed mode)

The Institute achieved a major milestone in the history of early childhood education in Hong Kong with the launch of the first early childhood teacher education programme at degree-level. This follows the upgrading of kindergarten teacher education from Qualified Kindergarten Teacher level to Certificate in Education (Kindergarten) level.

The degree programme reflects the Institute’s commitment to enhancing the professionalism and quality of this important sector of education. It is designed for graduates of the Institute’s Certificate in Kindergarten Education Programme (for in-service teachers) or the Certificate in Early Childhood Education Programme (for school leavers) and aims to assist experienced, qualified early childhood teachers and principals in becoming highly competent, innovative professionals, capable of leading reforms in early childhood education.

Postgraduate Diploma in Education (Primary) Programme (one-year full-time)

The Institute entered a new era of postgraduate teacher education by offering its first one-year full-time PGDE programme. This aims to prepare university graduates in relevant subject disciplines to become competent and confident beginning teachers in primary schools in Hong Kong by providing opportunities for participants to develop the professional knowledge, skills, attitudes and personal attributes required of qualified school teachers.

Postgraduate Diploma in Education (Technology) Programme (two-year part-time)

PGDE (Technology) aims to provide untrained graduate teachers of technology, design and business subjects in secondary schools, technology and vocational institutions in Hong Kong with the professional knowledge, skills, attitudes and personal attributes to achieve enhanced competence and confidence in their teaching.
Planning for new programmes for the 2000-2001 academic year

In line with the Academic Development Proposals for the triennium 1998-2001 approved by the University Grants Committee (UGC), the Institute prepared detailed proposals for three new programmes which were subsequently validated by the Hong Kong Council for Academic Accreditation. The UGC has since given approval for these programmes to be offered in the 2000-01 academic year.

Bachelor of Education (Honours) (Secondary) (four-year full-time)

The Institute will build on its particular expertise in the areas of Art, Music, Physical Education, and Design and Technology to provide a first degree-level programme in these areas for secondary school teachers. These subjects will be offered as majors, supported by minors in Chinese, Mathematics, Information Technology, Science, and Social Sciences (Civic Education). The target intake for the first cohort will be 98 students. The programme supports the Institute’s Vision that education should develop all dimensions of children’s potential. Its aim is to prepare well-qualified, competent, professional secondary teachers capable of satisfying the educational needs of learners with different abilities and talents in a community which values multiple intelligences. Additional major teaching subjects, including Business Studies and Home Economics, are planned to be offered in 2001-02.

Bachelor of Education (Honours) (Primary) (three-year mixed-mode)

This programme represents an alternative mode of attendance for the two-year full-time Bachelor of Education (Honours) (Primary) programme that was implemented in September 1999. The new programme combines part-time evening and Saturday classes with full-time summer blocks, catering for the needs of graduates of the Certificate in Primary Education who are already employed as primary school teachers. The curriculum, philosophy and programme objectives will be the same as those of the two-year programme. The target intake in 2000-01 will be 300 students.

Postgraduate Diploma in Education (Secondary) (two-year part-time)

This postgraduate diploma is an initial teacher education programme for untrained teachers who possess a recognised degree and who have been teaching in secondary schools for one or more years. The programme consists of Major Subject Studies, Professional Studies and Elective Studies. Participants will take one of the following majors: Art and Design, Music, Chinese, English and Mathematics. Additional major teaching subjects, including Information Technology and Physics, may be offered in 2001-02. The target intake for the first cohort in 2000-01 is 120.
Academic Development Proposals for the 2001-2004 triennium

In October 1999, the Institute submitted its Academic Development Proposals (ADP) for the 2001-04 triennium to the UGC. These include a carefully paced schedule for the launching of several new degree and postgraduate programmes and the gradual phasing out of its sub-degree programmes. As a result, the Institute anticipates that by the end of the triennium, 64 per cent of its students (full-time equivalent) will be studying at degree and postgraduate levels, achieving a key milestone of the Strategic Plan.

The ADP was formulated in line with the Institute’s Strategic Plan for 1999-2004 to restructure and upgrade all relevant programmes, after analysis of the need for teacher education providers to support education reforms in Hong Kong and of the Institute’s particular strengths in teacher education provision.

The new programmes to be introduced in the next triennium, subject to the approval of the UGC, include a four-year full-time Bachelor of Education (Hons) programme to prepare new secondary teachers specialising in language teaching; a three-year mixed mode Bachelor of Education (Hons) in language teaching to enable existing primary and secondary teachers to upgrade their qualifications to degree level; and a full-time Postgraduate Diploma in Education (Secondary) for university graduates intending to take up teaching as a career.

Other academic plans

In addition to new degree and postgraduate programmes, the Institute proposes to provide sufficient places to support the early childhood sector in moving towards an all-trained profession, affirming its Guiding Value that early childhood education is the foundation of life-long learning.
Collaborative degree programmes

As highlighted in its Strategic Plan, the Institute believes that collaboration between tertiary institutions can offer unique strengths to programmes by blending the best from each institution. During the year, it took the initiative to develop two new collaborative degree programmes that will enable students to enjoy a combination of both subject-specific and pedagogic education. These are a Bachelor of Science (Hons) in Mathematics (Mathematics and Information Technology Education), to be offered jointly with the Hong Kong University of Science and Technology, and the Bachelor of Arts (Hons) in English Language Teaching, to be offered with the Hong Kong Polytechnic University. The latter will prepare students to teach English to upper secondary school level.

Enhancing language learning and teaching

Reviewing language courses

All Institute programmes for language teachers have been reviewed in the light of the English and Putonghua language proficiency standard introduced by the Government. The review has involved extensive sharpening of module objectives and assessments to ensure students meet the new standards and prepare for the public examinations. The English electives in the certificate programmes were upgraded with higher entry requirements and greater focus on benchmark competencies. In addition, students were offered a greater range of focused

<table>
<thead>
<tr>
<th>Programme</th>
<th>Student number</th>
<th>Full-time equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree programmes</td>
<td>468</td>
<td>460.0</td>
</tr>
<tr>
<td>Postgraduate Diploma programmes</td>
<td>247</td>
<td>142.5</td>
</tr>
<tr>
<td>Certificate in Education courses</td>
<td>2,707</td>
<td>2,666.1</td>
</tr>
<tr>
<td>In-service Course of Training for Teachers</td>
<td>939</td>
<td>375.6</td>
</tr>
<tr>
<td>Other programmes</td>
<td>4,369</td>
<td>1,691.7</td>
</tr>
<tr>
<td>Total</td>
<td>8,730</td>
<td>5,335.9</td>
</tr>
</tbody>
</table>

Student enrolment (1999-2000)

As at June 2000

<table>
<thead>
<tr>
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</tr>
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</table>
language enhancement courses, including intensive summer courses. The School of Languages in Education, in collaboration with the Division of Continuing Professional Education, also planned self-funded professional upgrading courses for language teachers. These will be offered from January 2001, as fully-accredited courses providing teachers with exemption from the Language Proficiency Assessment. Other benchmark-related initiatives included the development of self-learning packages.

Overseas immersion programmes
The Institute is fully committed to the provision of overseas immersion programmes for teachers of English and Putonghua. Immersion provides invaluable opportunities for student teachers and in-service course participants to engage with the language in much richer, more direct and dynamic ways than is possible in Hong Kong, exposing themselves to the culture of the language and participating in the active use of the language for communication. Through immersion, many students begin to see the language for the first time as a living entity, a vehicle for lively communication rather than merely as an academic subject. Immersion results in more positive attitudes, greater enthusiasm and much enhanced confidence in using the language for all who take part.

Putonghua immersion
Putonghua students of the Institute’s BEd (Primary) programme attended a nine-week Putonghua immersion programme conducted for the first time in Changchun, Mainland China. This was offered in addition to the four-week Putonghua immersion programme for Certificate students, and teachers following the 16-week in-service Putonghua programmes, conducted in Beijing since 1995. Participants sit the State Language Commission language proficiency test during their stay. In addition to language training, the immersion programmes focus on developing students’ cultural awareness. Students taking part in the Changchun programme were featured in the television documentary series Brave New Teachers.
English immersion

The English Department runs three annual Overseas English Immersion Programmes: ELIPST (English Language Immersion Programme for Student Teachers), BELIPST (BEd English Language Immersion Programme for Student Teachers) and OEIM (Overseas English Immersion Module) for Certificate and BEd students and for participants of the block-release in-service courses respectively. These programmes aim to strengthen participants’ confidence and proficiency in English and enhance their language and cultural awareness.

As in previous years, these English immersion programmes attracted enthusiastic support from students. Three hundred ninety-seven participants were sent to 20 colleges or universities in the United Kingdom, Canada and Australia for periods ranging from four to 10 weeks. To facilitate the programmes, representatives from the overseas centres visited the Institute to participate in orientation sessions and to visit local schools. Both the centres and the Department found these new arrangements provided useful information to help ensure more effective delivery of the programmes and meet the special needs of participants.

Centre for Learning, Teaching and Supervision (CeLTS)

CeLTS continued its progress towards achieving its strategic aims of enhancing and promoting the quality of learning, teaching and supervision in the Institute’s academic programmes. It also played a key role in developing policies and best practices in quality assurance. The Institute-wide activities it was involved in included the Distinguished Teacher Awards Scheme, Module and Teaching Evaluation, Lecturer Attachment Scheme, internal Teaching and Learning Quality Process Review Visit, Performance Planning and Review, and Teaching Development Grant activities, as well as various staff development seminars, workshops and projects, all of which played a crucial role in enhancing the quality of the Institute’s academic programmes.

Graduate statistics (1999-2000)

<table>
<thead>
<tr>
<th>Programme Type</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Teacher Education Programme</td>
<td>24%</td>
</tr>
<tr>
<td>Further Teacher Education Programme</td>
<td>39%</td>
</tr>
<tr>
<td>Further Teacher Education Programme</td>
<td>39%</td>
</tr>
<tr>
<td>Full-time</td>
<td>24%</td>
</tr>
<tr>
<td>Full-time block release</td>
<td>27%</td>
</tr>
<tr>
<td>Part-time day release</td>
<td>10%</td>
</tr>
<tr>
<td>Part-time evening</td>
<td>39%</td>
</tr>
</tbody>
</table>

Total number of graduates: 5,390
The Teaching and Learning Quality Assurance Committee has responsibility for quality assurance, overseeing the Internal Teaching and Learning Quality Process Review. During the year, a series of forums was arranged to reinforce understanding among all staff members and student representatives of the quality assurance processes at the Institute, as well as their individual roles and responsibilities in these processes. The Committee also drafted a Teaching and Learning policy and oversaw the implementation of the Professional Development Programme. As part of the greater emphasis on quality assurance, new procedures and questionnaires for module and teaching evaluation were implemented in 1999-2000.

During the year, CeLTS launched the bulletin, Issues on Learning and Teaching, to provide a forum for staff to exchange ideas, strategies and resources. In addition to the printed versions, the bulletin can be accessed through the Newsletter and Bulletin Section of the Institute's Intranet. Four issues were published, with contributions from the Directorate and teaching staff.