Development Blueprint
Becoming a University of Education
1. In the public interest:
   Hong Kong needs a University of Education
SECTION 1

In the public interest:

Hong Kong Needs a University of Education

Education in the new era

1. Hong Kong no longer accepts a system in which teachers are trained in
   colleges while members of other professions are educated at universities. It
   is widely accepted that in an era of rapid social, technological and economic
   change the role of teachers is more important, and more challenging, than ever
   (OECD, 2001; 2005). The teacher who graduates today may at the end of a
   40-year career be teaching a student who can look forward to another 70 years
   of active life. Our challenge is to equip teachers with knowledge, skills and
   attitudes which will still be valuable in face of rapid and unpredictable change.

2. This has clear implications for teachers, for schools, for officials and for
   education planners. The Curriculum Development Council (2001) defined the
   overall aims of the school curriculum as to “provide all students with essential
   lifelong learning experiences for whole person development in the domains of
   ethics, intellect, physical development, social skills and aesthetics, according
   to individual potential” and “help students learn through cultivating positive
   values, attitudes and a commitment to lifelong learning, and through
   developing generic skills to acquire, construct and communicate knowledge.”
3. Flexibility, intellectual agility and willingness to learn throughout life will be vital qualities for both students and teachers. The situation requires a new definition of education, in which the student is prepared not for predictable features of his or her future, but for the manifold possibilities of a future in which the only certainty is change.

4. This applies to each and every member of the community. The ageing trend in the developed world has led to wide-ranging economic, social and cultural consequences, including the need of lifelong learning and self-enrichment opportunities for an ageing population. In this regard, the Education Commission (2000) said: “In the tide of changes, everyone has to meet new challenges. Adaptability, creativity and abilities for communication, self-learning and cooperation are now the prerequisites for anyone to succeed, while a person’s character, emotional qualities, horizons and learning are important factors in achieving excellence.” The Commission added: “Education is infinitely important for everyone.”

5. These assessments indicate a need for our society to deploy a large and appropriately educated corps of teachers. The Hong Kong Institute of Education (HKIEd) has the unique role among local tertiary institutions of providing “a range of programmes … which provide suitable preparation for a career in education and teaching” and “a source of professional advice and development, and of research in education” to support schools in Hong Kong (UGC, 2004). This Development Blueprint looks at how that agreed role can be developed and expanded over the next 10 years to meet the challenges of the new century. It explains what a University of Education can offer to Hong
Kong, to the Mainland and to the world. In Section 3, we will outline the capacity of the HKIEd and how its mission will be enhanced.

**Opportunities for educational development in Hong Kong and beyond**

6. The previous section highlighted the new definition of education and how education contributes to human capacity development. We believe that this implies a need for a University of Education with the mission and the ability to support educational development in the Hong Kong SAR and those areas of the Mainland with which Hong Kong is engaged. This expanded vision also responds to the Administration’s policy of turning Hong Kong into a regional “education hub”.

**Meeting the needs of HK schools in an era of reform**

7. It is now recognized both nationally and internationally that high quality teachers are the key to creating a successful future for both individuals and society. Current economic changes require a workforce and a citizenry that are highly skilled, knowledgeable, creative and entrepreneurial, with a capacity to solve problems, invent solutions and develop new ways of thinking about the work they do. The pre-1997 school curriculum did not deliver these outcomes and this pointed to the need for the education reforms that have been underway since 2000.
a) Lifelong learning and professional development for teachers

8. Prior to the establishment of the HKIEd, most of Hong Kong’s primary school teachers had two years of training after completing Secondary 7. The expectation now is that all new primary and secondary school teachers will have four years of higher education. There is little doubt that, following international trends, in the future a master’s degree will become a standard indication of an individual’s commitment to maintaining his or her professional teaching skills. A University of Education can play a key role in facilitating teachers’ lifelong learning by providing access to master’s degree study and pathways to other levels of study. These should not be traditional theory-based courses reminiscent of older universities. They must focus on the integration of theory and practice because the purpose of advanced professional education is to bring about substantive improvement in classrooms.

b) A research-based approach to school and classroom change

9. A University of Education with access to research postgraduate places can contribute significantly to the development of a research-based culture in schools. Research directly focused on the problems of schools can yield outcomes of practical and social relevance. Research partnerships can be established with schools so that research is not something that is done “to” schools, but rather “with” schools. Teachers can become researchers either by enrolling in award courses or by working with university researchers. The benefits of such partnerships are well documented internationally.
c) Enhancing school and teacher leadership

10. Schools need leaders who are visionary, strategic and committed to change and reform. The principal training courses now conducted by HKIEd need to be transformed into award courses for both principals and teachers in leadership, management and organizational change conducted by the University of Education. The role of leadership in school settings needs to be the subject of research and investigation so that local schools can benefit from the latest ideas. The focus of such investigations should be on actual practice so that there is a better understanding of leadership in its cultural contexts.

d) Catering for a more diverse student population

11. The most significant implication of the 3-3-4 reforms to senior secondary education is that many students who now leave school at the earliest opportunity will have to stay longer. Teachers will have to consider the needs of a wider range of students. Developing the needed skills in the entire teacher population will be a significant challenge for Hong Kong schools but it is a challenge for which a University of Education is well equipped.

e) Providing for the needs of new school subjects

12. The introduction of new school subjects is an important aspect of the senior secondary reform and it creates new demands for teacher education – both pre-service and in-service. Currently HKIEd is providing postgraduate courses for teachers preparing to introduce the new subject of Liberal Studies in 2009. Much more will be needed to support both schools and the community during the implementation of this subject.
f) Supporting early childhood educators

13. The HKIEd has been pivotal since its establishment in enhancing the status and quality of early childhood education in Hong Kong. A University of Education which starts already in possession of experience, staff expertise, an exemplary Early Childhood Learning Centre and the best facilities to support teacher education in the early childhood sector, can play a leading role in continuing to raise professional standards in this sector.

14. Hong Kong’s future is in its schools, its teachers and its students. A University of Education will contribute to meeting Hong Kong’s educational needs in the twenty first century. This may mean leaving behind older conceptions of what a university is and exploring new models to meet the challenges ahead.

Expanding teacher education services outside Hong Kong

15. A University of Education will play an important role in supporting the HKSAR’s efforts to become a regional hub of teacher education. Building on established networks, it will extend its educational services beyond the border to meet the growing need for in-service teacher education on the Mainland, particularly the Macau SAR and the Pan-Pearl River Delta.

a) The Mainland

16. The China mainland is a huge potential market for Hong Kong’s education services (Hong Kong Trade Development Council, 2005). In teacher education, the Central Government is committed to improving the quality of education and to enhancing the quality of its teachers through pre-service and in-service teacher education. The State Council has repeatedly stated in
various policy papers that science and education have been the twin motors in supporting the rise of modern China in the international arena since the 1990s. This principle has guided the formulation of national education policy. As Premier Wen Jiabao recently stated in a meeting with renowned educators, “having quality teachers is a key to success in upgrading the quality of education. China does need a great team of school teachers with fine quality, a large number of educators. The government has to further invest in teacher education for attracting excellent youngsters to become teachers.” (Xinhua News, Nov. 22, 2006)

17. Teacher development is a major concern of the education reform on the Mainland. There is a strong desire at all levels to improve the articulation between pre-service and in-service provisions, and move the focus to continuing professional development (CPD) of teachers. In teacher development, the focus is on training of principals and teacher leaders, professional development of teachers to support the new curriculum, subject integration, school-based development, guidance and counselling in schools and education for diverse learning abilities. In this regard, the Ministry of Education and district bureaus have been organizing and running workshops, seminars and short-term courses, as well as sending education officials and senior school management personnel abroad to study modern schooling systems and management methods.

18. Since 2000, different levels of government have been exploring opportunities for collaboration with international partners. They seek teacher education programmes which will produce large numbers of quality teachers. For
instance, in the province of Sichuan alone, a number of international projects have been launched in the use of modern IT technologies, new teaching and learning approaches and modern concepts of teacher development (Li, Zhou & Fan, 2005). Recently, the China Association of Science and Technology and the Intel (China) Foundation jointly offered a training session for young science teachers. Similar regional and international collaborative projects will be organized in the next decade.

19. With a critical mass of academic staff in various fields of education, a University of Education would be able to capture these opportunities and supply the Mainland market for quality in-service teacher education programmes. The University will also serve as a bridge for introducing the Mainland’s curriculum reform experiences to Hong Kong. The HKIEd already has longstanding relationships with many normal universities and provincial governments on the Mainland (see Appendix I).

20. A University of Education can provide accrediting services for qualifications of serving teachers on the Mainland. It could work with Mainland partners to raise donations and establish scholarships to support the professional development of teachers in less affluent regions, a cause to which our staff and students have already contributed.

The Pan-Pearl River Delta Region

21. Among the different regions in China, the Pan-Pearl River Delta Region (泛珠三角区域) (the Region) has great potential to become our target market for exporting teacher education services. According to the China Education
Yearbook 2006  <中國教育年鑑 2006>, there were 3.5 million school teachers in the nine provinces of the Region in the year 2005 (see Table I below), or about 70 times the number of teachers in the HKSAR. The province of Guangdong alone had more than 700,000 teachers.

Table I - No. of Primary and Secondary School Teachers in Pan-Pearl River Delta Region (2005)

<table>
<thead>
<tr>
<th></th>
<th>Fujian</th>
<th>Jiangxi</th>
<th>Hunan</th>
<th>Guangdong</th>
<th>Guangxi</th>
<th>Hainan</th>
<th>Sichuan</th>
<th>Guizhou</th>
<th>Yunnan</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>普通高中</td>
<td>45328</td>
<td>46565</td>
<td>68324</td>
<td>86079</td>
<td>35249</td>
<td>6590</td>
<td>72408</td>
<td>25638</td>
<td>29760</td>
<td>415941</td>
</tr>
<tr>
<td>普通初中</td>
<td>98982</td>
<td>116568</td>
<td>193125</td>
<td>221224</td>
<td>117132</td>
<td>21062</td>
<td>186516</td>
<td>97083</td>
<td>101925</td>
<td>1153617</td>
</tr>
<tr>
<td>普通小學</td>
<td>166465</td>
<td>193484</td>
<td>246112</td>
<td>403824</td>
<td>204788</td>
<td>50598</td>
<td>307113</td>
<td>183679</td>
<td>219236</td>
<td>1975299</td>
</tr>
<tr>
<td>總人數</td>
<td>310775</td>
<td>356617</td>
<td>507561</td>
<td>711127</td>
<td>357169</td>
<td>78250</td>
<td>566037</td>
<td>306400</td>
<td>350921</td>
<td>3544857</td>
</tr>
</tbody>
</table>

Source:  China Education Yearbook 2006 中國教育年鑑 2006

22. We have laid a solid foundation by being the representative of the HKSAR on the Coalition of Teacher Education Institutions in the Pan-Pearl River Delta (TEIPPRD), which comprises leading normal universities from nine provinces, the Macau SAR and the HKSAR. We also have longstanding collaborations with education departments at the provincial, city and district levels in Guangdong.
b) The Macau SAR

23. Macau had about 4,600 teachers in 2006/07. About 70% of them had degrees while another 12% possessed Higher Diploma qualifications (see Table II). However, 21.2% (or 970) of the teachers did not possess professional teaching qualifications (Education and Youth Affairs Bureau, Macau, 2006).

Table II – Academic Qualifications by Teaching Level

<table>
<thead>
<tr>
<th></th>
<th>Degree &amp; above</th>
<th>Higher Diploma</th>
<th>Diploma/Associate Degree</th>
<th>Secondary or Below</th>
<th>Total 人数 (%)</th>
</tr>
</thead>
</table>
| 學前教育+  
Pre-school Education | 151 (31.7)     | 170 (35.6)     | 112 (23.5)               | 44 (9.2)          | 477 (10.4)      |
| 小學 Primary | 785 (51.2)     | 304 (19.8)     | 279 (18.2)               | 164 (10.7)        | 1532 (33.5)     |
| 中學 Secondary | 2047 (92.6)   | 64 (2.9)       | 66 (3.0)                 | 33 (1.5)          | 2210 (48.3)     |
| 特教 Special | 48 (55.8)      | 10 (11.6)      | 22 (25.6)                | 6 (7.0)           | 86 (1.9)        |
| 教職員 Teaching-related Duties | 166 (60.8)    | 22 (8.1)       | 37 (13.6)                | 48 (17.6)         | 273 (5.9)       |
| Total 人数 (%) | 3197 (71.0)    | 570 (12.0)     | 516 (11.0)               | 295 (6.0)         | 4578 (100.0)    |

24. After meeting basic qualification requirements for teachers in the 1980s and 90s, Macau has moved its focus to enhancing teachers’ professional development (Vong, 2005). Attention has shifted from pre-service to in-service provision, due to the decreasing number of students, legislative requirements of the qualifications of teachers, and a much higher expectation by the Government and the community of the quality of teachers (Kuok, 2005).
25. Continuing professional development is one of the priorities of the Macau SAR Government, and comprised 83% of the training programmes organized by the Department of Education and Youth in 2004/05. Since 2006, the Macau Education and Youth Bureau has commissioned the HKIEd to provide professional development courses in inclusive education and special needs education for teachers in Macau.

c) The Asia-Pacific region

26. With the gradual decline in school-age population in the East-Asian and Pacific region, most governments have sought to use the savings from the decline to improve the quality of education. In the next 10 to 20 years there will be a great demand for services to support innovations in the professional development of teachers and principals, in school management, and in a wide range of educational practices. The future decade is expected to see major national commitments and increased resources allocated to teacher education and professional development (Cheng, 2007).

Meeting educational needs beyond teachers and schools

27. A University of Education could broaden its scope of activities to meet the community’s growing demand for education, while at the same time expanding and diversifying its sources of income.

a) Professional upgrading courses for non-teaching staff in schools

28. The successful running of schools depends not only on principals and teaching staff, but also on schools’ directors and an increasing number of teaching assistants and support staff. As the Education and Manpower Bureau (EMB)
seeks to reduce teachers’ administrative workload, more skilled office and
general staff will be required to take on non-teaching duties. More teaching
assistants will be employed to relieve the work pressure on teachers and they
will also need professional training. The HKIEd School of Continuing and
Professional Education Ltd. (SCPE) is already working in this area. Sample
courses offered by SCPE are listed in Appendix II. To further promote public
recognition of these professional training programmes, SCPE is preparing to
launch award-bearing course offerings.

b) Professional training of teaching staff in higher education institutions

29. The expectation that a greatly increased proportion of the relevant age group
should attend universities has led to an increasing emphasis on teaching and
learning quality in higher education. Learning can no longer be left to the
initiative of a few carefully selected and highly motivated students. At the
same time university staff are almost universally qualified only in the
substantive area of their teaching. Outside academic units offering education
as a subject, qualifications in teaching methodology are extremely rare. Most
university-level academics, in fact, rely for most of their technique on what
they picked up working as teaching assistants for older colleagues. While this
might be considered a regrettable situation it is understandable because there
are at present no reputable accredited formal courses in university teaching. A
University of Education could provide a full range of courses for university
teachers who wished to improve their understanding of teaching and the
standard of their own performance.
c) Train-the-trainer courses for non-school organizations

30. Teaching as a profession is not confined to the education sector. For instance, staff training is a common feature of many companies and organizations seeking to keep their employees updated and appropriately skilled in an increasingly competitive environment. Most such training in Hong Kong is done internally. However, training is not a well-developed academic area here, compared with countries such as the United States and Australia where it is offered as degree level programmes, often up to doctoral level.

31. As workplaces become more complex and the skill level required for companies to remain internationally competitive rises, the trainers currently involved with in-house training and staff development will need the concepts and advanced skills to supply company employees with effective continuing improvement programmes. Some of the in-house training in languages and management skills as well as the train-the-trainer courses offered by SCPE in different industrial sectors are examples of what can be done in this direction (Appendix II).

d) Catering for the educational needs of an ageing population

32. With falling fertility and rising longevity, the demographics of Hong Kong are moving towards an ageing population, which prompts to the importance of providing them opportunities for lifelong learning and professional upgrading (see paragraph 4). For instance, both life education and death education should not only be developed in the school curriculum, but also in continuing education.
e) Corporate citizenship training

33. Companies in Hong Kong require not only skills training at the workplace level but also education at all levels about the responsibilities and ethical standards related to being a good ‘corporate’ citizen. The Institute’s Centre for Citizenship Education is well placed to deliver such training.
2. Positioning for the future: creating the Hong Kong University of Education
SECTION 2

Positioning for the future: creating the Hong Kong University of Education

Introduction

34. The previous section has focused on the opportunities that will be available for educational development in Hong Kong, in Mainland China and in the Asia-Pacific Region (Section 1). In order to take advantage of these opportunities and build on existing strengths, the HKSAR will need a prominently placed university with a focus on education.

35. The Hong Kong government initially recognized the need for a highly qualified teacher workforce when it established the HKIEd in 1994. Subsequently the first HKSAR Chief Executive called for an “all graduate, all trained” teaching profession in 1997 and the HKIEd was upgraded to an institution offering degree and above places in teacher preparation in 1998. The vision of the Chief Executive has been substantially achieved with the HKIEd now offering undergraduate and postgraduate teacher education programmes, a master’s degree and in the next academic year a doctoral programme.

36. The acceptance by the teaching profession of HKIEd graduates provides evidence for the successful upgrading of Hong Kong’s teaching profession
over the past decade. Yet more is needed as Hong Kong schools enter the final years of the decade of reform that started in 2000.

37. Within a decade, we have become a self-accrediting university-level institution contributing to the enhancement of teacher quality for early childhood, primary and secondary education sectors. With the explicit creation of a Hong Kong University of Education, the opportunities referred to in Section 1 can become a reality and the enhancement of the teaching profession can be taken to a new level. The following sections will address this repositioning issue.

Repositioning to meet future needs

38. In a rapidly changing world requiring rising levels of skills and knowledge, institutions such as universities take on a new role. Universities are no longer institutions for an elite professional class trained to become the managers of an industrial society. Rather, modern universities are responsible for mass education needed to fuel the information economy and create knowledge societies. It is in this context that the Hong Kong University of Education needs to be considered. This repositioning of the current HKIEd as the Hong Kong University of Education is shown diagrammatically below.
39. The above diagram shows that HKIEd is currently configured in the bottom right hand quadrant as an institution reliant on public funding and concerned largely with local issues. Its repositioning as The Hong Kong University of Education involves two key shifts:

1) From a reliance on public funding to an exploration of additional private sources of funding – an international trend in higher education; and

2) From a dominant concern with local issues and priorities to a concern with regional, national and global opportunities.

40. These shifts are consistent with the new challenges outlined in Section 1 for educational development in Hong Kong and beyond. These tasks require organizational autonomy and flexibility to shape and reshape the provision of teacher education and other education-related service in response to local,
regional and global demands. Such a high degree of independence, free from the limitations associated with the current organizational arrangements, will allow for the optimization of efforts in teacher education, scholarship and research, advancement of professional practice and education reform consultancy.

**Precedents for Universities of Education**

41. The creation of a Hong Kong University of Education is consistent with local, national and international practice in higher education in which universities with a distinctive focus on teacher education and educational development are complementary to comprehensive universities in the higher education landscape (Appendix III). In Hong Kong, the co-existence of faculties of education in comprehensive universities and a university specialized in education will generate synergy and allow healthy competition.

**a) International**

42. Universities of education are not a new idea. They can be found in Asia (Japan, Korea, Indonesia and Malaysia), and in European countries (Holland, Iceland, Germany and Austria). Some are dedicated exclusively to education while others take on a broader role in educational development. In Japan, for example, there is a trend to link lifelong education to the universities of education, thus giving them a role in an important social activity. In Austria, the Federal government defined in 1999 an overall framework for the establishment of a university-like system of initial and in-service training for all teachers. The framework calls for a network of Hochschulen für pädagogische Berufe (institutions of higher learning for occupations in
education) which, in addition to developing programmes for the training of school teachers, will prepare students for educational options in other fields, such as adult education (Federal Ministry of Education, Science and Culture, 2004). In Switzerland, to enhance the professionalisation of teacher education, 16 universities of education have been established since the 2003/04 academic year (Denzler-Schircks, 2006).

b) National

43. Normal universities on the Mainland and in Taiwan also highlight the important role given to teacher education historically although the trend has been for these normal universities to become comprehensive. Interestingly there are now new policies on the Mainland that seek to have teacher education reinstated as a core mission of normal universities. As Vice Minister of Education Prof Chen Xiao-ya announced in a conference in 2006, “teacher education and reforms of normal universities are foundation stones for the betterment of basic education in China.” New national policy initiatives to support teacher education and teachers’ professional development in normal universities, such as exemption from tuition fees, have been put in place. In Taiwan, six new universities of education were established in 2004 to complement the work of the traditional universities.

Positioning in Hong Kong’s university system

a) The benefits of a diversified higher education system

44. The UGC Higher Education Review in 2004 affirmed that the Hong Kong SAR benefits from a diversified higher education system, with each institution having a distinct mission and identity (UGC, 2004).
45. The eight UGC-funded institutions are currently diverse in character and in the contributions they make to the Hong Kong SAR. The different roles of the institutions reflect their varying origins. The institutions’ unique roles are reflected in their role statements. While all higher education institutions place a strong emphasis on research, broadly speaking, HKU and CUHK are comprehensive universities; CityU and PolyU are professionally oriented; while HKUST focuses on science, technology, engineering, management and business studies. In addition, HKBU emphasizes a broad-based creativity-inspiring undergraduate education and the LU distinguishes itself by its liberal arts education.

46. So the creation of special purpose universities is not new to Hong Kong. Such specialisation enables the focus and concentration of resources and the deliberate promotion of areas of excellence.

b) Distinctive features of a Hong Kong University of Education

47. The HKIEd is a public-funded institution dedicated to teaching and research in the field of education. It has a strong tradition in teacher preparation and supporting the professional development of teachers. It has a strong collegial team of committed teaching staff and purpose-built infrastructure. The Institute could form a University of Education which will provide its students with a high quality education. They will emerge as skilled professionals, serving in all types of schools and other work settings. Graduates from its programmes will possess academic standards equal to those of other institutions. The University will support professionals in education and
related sectors in their professional development and lifelong learning. With a critical mass of staff in the area of learning diversity, an internationally recognized Centre for Special Needs and Studies in Inclusive Education and an outstanding record of community involvement, the University of Education will be able to meet the need for lifelong learning which is applicable to students of all ages and levels of ability.

48. It will serve the community through research that contributes to the advancement of knowledge and innovation in education, and through collaboration with schools and educational organizations that contributes to the development and improvement of educational policies and practices. The governance of the University will meet international benchmarks for autonomous public-funded universities.

49. The vision of the University is to become a leading tertiary institution in the Asia-Pacific region, recognized world-wide for its excellence in nurturing knowledgeable, caring and responsible educators. It also aspires to be recognized for high quality scholarship that will impact on education and training locally and internationally. Ernest Boyer (1990) distinguishes four types of scholarship: discovery, integration, application and teaching. There is a vital role for a university which specializes in the latter three of these.

50. The University of Education will play a critical role in contributing to the development of the HKSAR as a knowledge-based society. It will join the ranks of those quality universities of education in Asia and elsewhere (see Appendix III) which place an emphasis on the need for lifelong education, not
only in their traditional areas of teaching, but also in the broader community.

51. In facing the challenges and opportunities emerging in Hong Kong and the Mainland, referred to in Section 1, the repositioning of HKIEd as a University of Education will make a distinctive contribution among the public-funded universities in Hong Kong.
3. HKIEd as the University of Education
SECTION 3

HKIEd as the University of Education

52. The HKIEd has made important strides in its development since its establishment in 1994, and coming under the aegis of the University Grants Committee as a publicly funded higher education institution in 1996. The milestones of our progress are set out in Appendix IV. A brief account of the Facts and Figures of HKIEd today is provided in Appendix V.

53. This transformation means that we can now raise the quality of education in Hong Kong through both the education of teachers and serving the educational needs of the community. The strategic areas of our development as a university-level institution were encapsulated in the Strategic Plan for 2006-2012, endorsed by the Council, and developed after extensive consultation with external stakeholders, staff, students and alumni.

54. The purpose of this Development Blueprint is to further outline the plans for our development in the next decade as a university focused on education. It seeks to indicate how the new university will complement Hong Kong’s seven other public universities and make a distinctive contribution to the HKSAR, the Mainland and the Asia-Pacific Region.

Achievements to date

55. We are the largest teacher education provider in Hong Kong, producing about 80% and 25% of new primary and secondary school teachers respectively. In
the past decade, we have also pioneered the upgrading of Hong Kong’s early childhood teacher education programmes to Certificate and Bachelor’s degree levels. Our distinctive research mission supports educational practice and policy-making.

a) Multi-disciplinary Academic Structure

56. The Institute currently comprises two faculties and eight academic departments in various disciplines: education studies, early childhood education, creative arts and physical education, languages, mathematics, sciences and social sciences.

b) Programmes and Quality Assurance

57. At present, 72% of our students (in full-time equivalent) are enrolled in degree and postgraduate level programmes to prepare early childhood, primary and secondary teachers and support teachers’ professional development. A Doctor of Education programme will be launched in September 2007.

58. Our four-year Bachelor of Education programme is at the forefront of international standards of best practice in teacher education. Student teachers are equipped with professional and subject knowledge relevant to their future roles as highly educated and cultured citizens of Hong Kong. The academic rigour of the BEd programme in discipline studies is level with that of other routes to teacher preparation: a three-year Bachelor’s degree plus a one-year Postgraduate Diploma in Education (PGDE), a ‘2+2’ education degree or a four-year double degree in education and a discipline (see Appendix VI). A purpose-built campus provides a rich environment to support students’
personal growth. We have rigorous mechanisms to monitor and enhance the quality of teaching and learning. This is evidenced by the very positive comments on our quality assurance mechanisms during the last Teaching and Learning Quality Process Reviews (TLQPR) in 2002. The attaining of self-accrediting status followed in 2004.

c) Our Students

59. With our mission to nurture future generations of teachers, we place a top priority on ensuring the quality of our graduates. Success depends both on the quality of the students we attract and on our ability to help them to develop the attributes they will need as professional teachers. Besides considering academic attainment and practical skills, we assess candidates’ suitability for preparation as professional teachers through a General Suitability Interview, with an external member – a school principal or a senior teacher -- on the panel. We look for students with key personal attributes such as effective communication skills, potential for critical and creative thinking, positive attitudes towards learning, enthusiasm for and genuine interest in teaching, and commitment to the teaching profession, as well as love for children and the ability to empathise with them.

60. The academic departments, the Student Affairs Office and the Centre for International Education jointly provide a broad range of experiences to foster the whole person development of students. Students are encouraged and helped to gain exposure to non-school settings in order to broaden their understanding and perspectives. Opportunities for academic exchanges and overseas studies help students to broaden their global horizons.
61. The Core Curriculum in the four-year bachelor’s degree programme places a significant emphasis on general education, enabling the student to become a highly educated and cultured citizen of Hong Kong. The General Education domain is organized around four areas: Philosophical and Spiritual; Literary and Artistic; Social and Historical; and Scientific and Technological.

62. Our graduates are eagerly sought after by employers. Since 1998, the percentage of graduates employed or pursuing further studies (within three months of graduation) has been in the range of 95-99%. They have obtained very positive feedback from school principals as evidenced by both the Institute’s and independent surveys. A summary of a recent survey conducted by a local university is at Appendix VII.

d) Quality Academic Staff

63. We have the largest teaching force dedicated to teacher education in Hong Kong. Over eighty percent of our academic staff have doctoral degrees, while the rest hold master’s or MPhil. degrees. They are active in scholarly and research activities, with an emphasis on improving the quality of education in Hong Kong. This focus on applied research has been recognized by the Research Grants Council (RGC) and the school community. In the words of the Chairman of RGC (2006):

The service mission demands research and scholarship to have strong applied dimensions that are relevant to the needs of the local community, i.e. research that requires deep involvement with local schools. This leads to a research/scholarship emphasis that is in many ways distinct
from the faculties of education in other local institutions.

64. The research areas of our academic staff cover a wide range of topics in education and teacher education, most of them directly supporting educational innovations and improvement of practices in schools.

65. Our increased research capacity is evidenced by the significant growth in external research funding and research output. External funding has nearly doubled from 1999/00 to 2005/06 and the number of refereed academic outputs has increased by 39% in the same period. (Please see Appendix VIII for the impact of our research in strategic research areas.)

66. Staff also make significant contributions to raising the status and quality of school education through providing services to the educational community. These include the provision of professional development opportunities for principals and teachers, and contributions to education policy making and school development. Staff members serve on many consultative committees and working parties of the EMB, Curriculum Development Institute (CDI), and the Hong Kong Examinations and Assessment Authority (HKEAA), as well as on school governing bodies and in educational organizations. (See Appendix IX for examples.)

e) Collaboration and Networking

67. As a university-level institution, we have developed extensive partnerships and collaborations with other universities on the Mainland and around the world. (see Appendix I). We have more than doubled recruitment of non-local
students in 2006 when compared with last year (see Appendix X).

**Becoming a university**

68. We have followed the path trodden by other UGC-funded institutions which became universities in the 1990s. HKIEd has already met the three conditions applied to those institutions, which were

- attainment of self-accrediting status;
- accepting the principle and terms of a differentiation of roles among UGC-funded institutions; and
- accepting and implementing a common basis of funding as applied to other UGC-funded institutions (EMB, 1999).

69. The granting of self-accrediting status to an institution is the most important as it is a composite indicator that the institution has “an enduring commitment to quality, and the capability to do so with sound internal quality assurance mechanisms and improvement processes to ensure the quality and standards of its programmes and graduates” (EMB, 2005).

70. We understand that attaining self-accrediting status (achieved in 2004) and changing to university title are two separate issues. However, they are not totally disconnected, as the table below indicates.
Awarded
Self-accrediting University title
Status passed by LegCo/ExCo

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date 1</th>
<th>Date 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PolyU / CityU / BU</td>
<td>Oct 93</td>
<td>Nov 94</td>
</tr>
<tr>
<td>Open U</td>
<td>Oct 96</td>
<td>May 97</td>
</tr>
<tr>
<td>LU</td>
<td>Sept 98</td>
<td>July 99</td>
</tr>
<tr>
<td>Shue Yan U</td>
<td>May 06</td>
<td>Dec 06</td>
</tr>
<tr>
<td>HKIEd</td>
<td>April 04</td>
<td></td>
</tr>
</tbody>
</table>

Re-titling took 7-13 months

A university serving the needs of the community

71. We believe that the granting of a university title to the HKIEd would better reflect its status and enable it to contribute to raising the quality of education in Hong Kong. The benefits to the Hong Kong community and the region include:

- the status of the teaching profession will be enhanced, attracting able and committed students to join the teaching and related professions;

- the University of Education will attract and retain high quality academic and administrative staff;

- research funding will increase and this will enable us to aid the development and improvement of educational policies and practices through applied research and collaboration with schools, the government and other educational organizations;

- a University of Education will promote Hong Kong as a regional centre for research and academic leadership in education, encouraging strategic collaborations with other higher education institutions and educational
organizations on the Mainland and overseas;

- with Hong Kong as a recognized education hub, the University of Education could contribute to the recruitment of quality students from the Mainland and overseas. It can also play a leading role in the development of teacher education and education in a broader context in the region, and take the lead in establishing a new model of university that specializes in education and has a good degree of diversity in its academic profile;

- it will build capacity to attract additional funding through research grants, self-financing activities and donor support; thereby alleviating the government’s funding burden; and

- All Hong Kong’s education sectors will benefit from the support of a university that provides a broad range of academic programmes, trainer education and lifelong learning.

72. Our ambition is to allow the Institute to strengthen and diversify its mission and provide Hong Kong people with a world-class University of Education that they can view with pride. The Hong Kong public, and parents in particular, would also thereby develop greater confidence in our schools and teachers.
4. Priorities and Implementation Strategies
SECTION 4

Priorities and Implementation Strategies

73. Using its base in teacher education and considering the broader educational and social needs of Hong Kong, the Mainland and the region, Hong Kong’s University of Education can reach out to new markets, new areas and new modes of programme delivery. The five strategic areas which will take priority in the next decade are listed below. They emerge from our unique mission and the foundations laid over the last thirteen years.

- Enhancing research and development capacity
- Fostering students’ professional excellence
- Diversifying our programme offerings to meet Hong Kong’s needs
- Broadening the scope of activities
- Internationalization and outreaching to the Mainland

Priority 1: Enhancing research and development capacity

74. We will focus on scholarly activities that improve teaching and learning, support the professional development of teachers and further the implementation of educational reforms (see Section 2). In the next five years, the University will build on its existing strength and further develop its research and development capacity in the following high priority areas to support education innovation and improvement in Hong Kong schools:
- School leadership: principal leadership, teacher leadership, curriculum leadership in schools.

- Assessment: assessment policies and theory; classroom assessment; measurement theory and assessment; and teachers and assessment practices in schools.

- Special needs education: inclusive education; catering for learning diversity.

- Language education and literature: medium of instruction; the use of Putonghua in teaching; use of children’s literature; language development, language knowledge and language use in the curriculum.

- Pedagogy: lesson studies; self-regulated learning; teaching in small classes; current innovations; classroom approaches in school subjects.

- Teachers and the teaching profession: teacher development; learning from field experience; teachers’ perceptions, beliefs and attitudes; teaching as a profession; teacher demand and supply.

- Citizenship education: civic, moral and value education; gender issues, environmental education; education for national identity; spirituality education; global and intercultural education.

75. To enhance our research capacity we will increase allocations of resources and staff capacity. We will work in collaboration with other institutions and agencies to create a critical mass of research expertise in identified priority
Priority 2: Fostering students’ professional excellence

76. We will continue to provide our students with formal and informal educational experiences that will support the development of professional qualities. The longer period of undergraduate study provided in the new structure of higher education will give further opportunities to achieve this goal.

77. To nurture knowledgeable, caring and responsible educators, we will provide and create resources to support students in their pursuit of whole person development. Students will be offered a full range of learning experiences locally and abroad.

78. To build total learning experience for whole person development, students will be required to make plans for and take actions on the following matters to complement their academic studies:

- Enhancing personal growth: participation in developmental workshops/training programmes on self-understanding, values clarification, interpersonal skills, problem-solving skills, leadership skills etc to build interpersonal and intrapersonal competence;
- Learning from hall residence and hall life education: commitment to hall residence beyond Year 1 and active participation in hall life education programmes to build practical competence;
- Active engagement in service to the community: provision of service to the
community and involvement in service learning projects both as participant and organizer of activities, to prepare for more extensive civic and social engagement; and

- Overseas conferences: participation in at least one overseas experiential learning programme during their course of study to widen international outlook and develop global citizenship.

79. Through our General Education Unit and the Student Affairs Office, we will provide opportunities for our students to gain experience in non-school sectors to broaden their understanding and perspectives. In addition we will increase opportunities for all students to pursue periods of study outside Hong Kong.

Priority 3: Diversifying our programme offerings to meet Hong Kong’s needs

80. The University of Education will maintain its leadership in pre-primary and primary teacher education, while strengthening its contribution to secondary teacher education and educational practice in other work settings. Using the opportunities provided by the extra year of undergraduate study from 2012, it aims to diversify its programme offerings and enhance the value-addedness and attractiveness of its programmes.

a) UGC-funded teacher education programmes

Undergraduate programmes

81. Most of the University’s students will continue to be undergraduates in pre-service teacher education. In addition to the current four-year Bachelor
of Education programmes the University of Education will develop double degrees that can reflect the subject depth and professional needs of primary and secondary teachers. These include:

- Concurrent double degrees in education and one subject discipline to be offered by the University in recognized areas of subject strength, e.g. Chinese Language, English Language, Art and Music.

- Concurrent double degrees offered collaboratively with other universities and awarded jointly by both institutions in specialized subject areas in senior secondary education, e.g. in mathematics, information technology, science and social science subjects.

82. The types of double degrees to be offered include:

<table>
<thead>
<tr>
<th>Subject Degree</th>
<th>Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Child Studies)</td>
<td>BEd (Early Childhood Education)</td>
</tr>
<tr>
<td>BA (Visual Arts)</td>
<td></td>
</tr>
<tr>
<td>BA (Music)</td>
<td></td>
</tr>
<tr>
<td>BA (English Studies)</td>
<td>BEd (Primary)</td>
</tr>
<tr>
<td>BA (Chinese Studies)</td>
<td>BEd (Secondary)</td>
</tr>
<tr>
<td>BA (Social Science)</td>
<td></td>
</tr>
<tr>
<td>BSc (Maths, Science &amp; IT)</td>
<td></td>
</tr>
</tbody>
</table>

83. In addition to these core programmes, and following the trend of Universities of Education elsewhere, a series of interdisciplinary specialist courses or
cognate disciplines will be offered to meet the ongoing professional needs of teachers and community education workers. Students may be awarded double degrees in education and these specialist areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>BSc, BEd</td>
</tr>
<tr>
<td>Environment and Heritage</td>
<td>BSc, BEd</td>
</tr>
<tr>
<td>Information Technology</td>
<td>BSc, BEd</td>
</tr>
<tr>
<td>Counselling</td>
<td>BA, BEd</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>BA, BEd</td>
</tr>
</tbody>
</table>

84. The curriculum design of these programmes will allow greater student choice and flexibility, strengthen the integration of theory and practice and provide a general education that widens the horizons of the student. They will also widen students’ employment opportunities in non-school sectors.

85. In addition, we will request the UGC to provide articulated places in teacher education for quality Associate Degree graduates, which will broaden the pool of prospective teachers.

**Sub-degree programmes**

86. Sub-degree programmes in early childhood, e.g. C(ECE), and professional studies will be articulated with these core awards to provide a “through train” for all students.
Professional development programmes

87. The University will expand the opportunities for the professional development of educators and make our programmes more flexible and cost-effective.

b) UGC-funded research postgraduate programmes

88. The University will offer a number of research postgraduate programmes in education, which will provide the impetus for research and innovation that can keep the University at the cutting edge of developments in education. Working alongside internationally recognized scholars, research students will focus their activities on strategic priorities for Hong Kong and the region. They will undertake both pure and applied research to ensure that there is a constant renewal of ideas to fuel innovation. In the long run we will need to produce PhD holders to meet our own need for university-level teachers.

c) Self-funded undergraduate and postgraduate programmes

89. Undergraduate awards will be developed in areas that can meet the broader education and training needs of Hong Kong, the Mainland and the region. The work already commenced in Professional and Vocational Education will be expanded to include:
<table>
<thead>
<tr>
<th>Area</th>
<th>Award</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Training &amp; Development</td>
<td>BA (Training)</td>
<td>To meet the needs of trainers who have extensive experience in their areas of substantive expertise but lack an undergraduate qualification. Currently, we offer such awards to prospective teachers but it is clear that there are alternative employment destinations for people with training qualifications.</td>
</tr>
<tr>
<td>Tertiary Teaching</td>
<td>BEd (Tertiary)</td>
<td>To meet the needs of teachers in self-funded, VTC and private colleges in Hong Kong and on the Mainland. This would be an initial professional qualification for teachers in the tertiary sector.</td>
</tr>
<tr>
<td>Adult Education</td>
<td>BEd (Adult Education)</td>
<td>To meet the needs of lifelong learning, especially with an aging population.</td>
</tr>
</tbody>
</table>

90. The current professional Masters degrees will be diversified, streamlined and focused to meet the needs of niche markets as they are identified:

- Key areas such as TESOL, Creative Arts, Liberal Studies and Mathematics Education will be developed for delivery off campus, and especially in the Pearl River Delta Region;

- New areas such as training, tertiary teaching and adult education;

- New specializations will be developed in cooperation with Mainland and regional universities;

- Study centres will be established in strategic locations in the Pearl River
• On-line learning and flexible modes of delivery will characterise all master’s courses.

91. The Doctor of Education (EdD) programme will further be developed to include new specializations and flexible course structures that can respond to emerging social and educational needs. Educational leaders in Hong Kong, on the Mainland and in the region should increasingly regard the EdD as the preferred course for advanced professional education.

Priority 4: Broadening the scope of activities

92. To promote continuing education in the community, we will broaden our scope of activities to meet the community’s growing demands for education at different levels (as outlined in Section 2). Complementary to the mainstream education system, alternative pathway programmes such as Project Yi Jin, Associate Degrees, top-up degrees provide students with opportunities and further options for post-secondary education. The SCPE will continue to develop its provision in this sector.

93. Today’s schools are functioning as institutions embedded in and serving wider communities, and the running of today’s schools depends also on the educational knowledge, management skills and participation of all stakeholders in the school context (see Section 1). The SCPE will build on its existing strength to cater for the needs of members of school boards, teaching assistants and support staff in schools as well as parents (see Appendix II for examples). In the workplace context, we will expand our
activities to engage in professional and pedagogical training for trainers as well as employees in different industrial and professional sectors as our contributions to upgrade the workforce in Hong Kong and to support lifelong learning of the community.

**Priority 5: Internationalization and outreaching to the Mainland**

94. In Section 1, we outlined how the University of Education may expand its provision of educational services to capture the immense opportunities in the greater China region and beyond. In the next five years, the University will consolidate its links with strategic partners on the Mainland and overseas to develop joint programmes, staff exchange arrangements, credit transfer systems, and facilities for student exchanges. We will seek to establish the HKSAR as the hub of teacher education and educational services on the Mainland and the region.

95. In view of the increasing demand for teacher development on the Mainland, the new University will set up an administrative unit responsible for exploring the opportunities of collaboration and networking on the Mainland, administering the progress of various kinds of programmes, and coordinating financial support from outside funding bodies.

96. The Institute will raise funds from private foundations and public trusts to support collaborative programmes on the Mainland.
Milestones

97. To achieve the above goals, the University of Education will set itself the following milestones for achievement in the next decade:

By 2009

- Have obtained UGC’s approval to launch a small number of concurrent double degrees in education and subject disciplines in identified areas of strength in the 2009/12 triennium, after successfully passing internal and external reviews.

- Have successfully established and extended collaboration with other HEIs in the HKSAR to offer collaborative double degrees in specialist subject areas in senior secondary education.

- Have launched a small number of UGC-funded research postgraduate programmes in education and teacher education.

- Have established and strengthened our strategic partnership with a number of teacher education universities on the Mainland and overseas in programme offerings, staff and student exchanges and joint research.

- Have set up a unit for provision of educational services on the Mainland, with an initial focus on supporting the professional development of teachers in the Pearl River Delta Region.

- Have streamlined the collection, analysis and utilization of data on student
outcomes to ensure ongoing improvement in teaching and learning processes.

- Have expanded the provision of educational services for non-teachers in the school sector, and have completed a market study to broaden the scope of educational services for the non-teaching sector.

- Have built up our research capacity by setting up research centres and research teams in high priority areas. Areas to be developed will include Higher Education, Professional and Vocational Education, Creative Arts Education, and Organizational and Community Learning.

- Have enhanced public recognition of the distinctive quality of our graduates.

**By 2012**

- Have become the preferred provider in pre-service and in-service teacher education for primary and early childhood teachers in the HKSAR.

- Have launched new undergraduate programmes offering concurrent degrees in education and disciplines/specialist areas under the new higher education academic structure.

- Have increased the provision of opportunities for students to gain experience in non-school settings in order to broaden their understanding and perspectives.
- Have obtained funding to increase the proportion of full-time undergraduate students who will undergo immersion, academic exchanges and educational visits outside Hong Kong from the current 25% to 60% in 2012/13.

- Have increased the percentage of non-local students from the current 3.6% to 10-15% in 2012/13.

- Have become the preferred partner for schools in key areas such as catering for diversity, assessment, pedagogical innovation, school self-management and senior secondary curriculum reform.

- Have become one of the major teacher education universities in the greater China region and the Asia-Pacific Region.

- Have become a preferred provider of professional development programmes for teachers on the Mainland.

- Have disseminated output in strategic areas of research that will contribute to improvement of practice in schools and policy development in Hong Kong.

- Have acquired a conveniently located permanent Town Centre that will offer effective and quality in-service programmes for teachers.

- Have increased the proportion of income from self-funding activities to 20%.
By 2017

- Have been recognized as a leading teacher education university in the Asia-Pacific Region for its excellence in preparing professional educators and quality of research in education and teacher education.

Conclusion

98. The University of Education will be an exciting new addition to the landscape of higher education in Hong Kong. It will set new standards in service to the community, to students, and to the surrounding region. It will demonstrate the recognition by the Hong Kong community of the vital role which teaching and learning will play in the emerging post-modern economic system. Its distinctive features will include:

- Integration of teaching, research and professional practice in a way which enriches all three
- Applied research targeting the practical needs of the educational community;
- Stress on the need for students’ personal development and provision of a total educational experience to foster this; and
- Collaboration and networking with similarly distinctive institutions outside Hong Kong.

99. A University of Education is not a burden to be carried; it is an investment in the future. The repositioning of the HKIEd into a University of Education will open up new opportunities. For the education system it will provide a steady flow of recruits who are skilful and committed teachers, knowledgable,
flexible, alert and enthusiastic. For the government it promises a future population equipped to participate in civil society, prosper in the knowledge economy and respond to the unforeseeable challenges which we know they will face. For China and the region it offers a centre of excellence in a vital skill, a clearing house for the world’s best practices and a breeding ground for the pioneers of the future. This is a seed worth planting.
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Collaborations and Networking

The Institute has established strategic collaborative partnerships with 23 Mainland universities and 36 International universities from 15 different countries. Negotiations are currently underway with a further 7 Mainland universities and 44 international universities from 12 different countries.

Strategic partnerships take on a variety of multiplicity of forms including; reciprocal student exchange, language immersion provision, study abroad, staff exchange and collaborative programme development at in-service, degree and postgraduate degree levels.

A sampling of collaborations follows:

National Level

Coalition of Teacher Education Institutions in the Pan-Pearl River Delta

HKIEd is a founding member of the Coalition of Teacher Education Institutions in the Pan-Pearl River Delta (泛珠三角區域教師教育聯盟學校) formed in December 2004. The other ten members are the Normal Universities of Fujian, Guangxi, Guizhou, Hainan, Hunan, Jiangxi, Sichuan, South China and Yunnan, and the Faculty of Education of Macau University. It aims to advance exchange and partnership in teacher education. The Coalition holds a general meeting each year attended by Presidents and Vice-presidents and academic conferences. HKIEd organised the Coalition’s first academic conference in October 2005 in Hong Kong. Thirty-five representatives, among them two Presidents and three Vice-presidents, presented papers and participated in a forum on curriculum development in teacher education.

East China Normal University (ECNU)

The Institute signed an Agreement for Academic Collaboration with ECNU and regular student exchange programmes as well as student study visits have been arranged. In particular, for 2006-09, we have been collaborating with the University in offering the Zippy’s Friends Programme for preschool teachers and children. More than 12,300 young children in some 140 kindergartens in Shanghai will benefit directly from this programme which teaches children how to cope with emotional difficulties. This project is supported by a HK$2.42 million donation from the Hongkong Bank Foundation. The Institute has a long standing association with ECNU in respect to the provision of Putonghua language immersion programmes for HKIEd students.

Northeast Normal University (NENU)

Northeast Normal University is one of our established strategic partners. Our academic collaboration activities could be dated back to 2002. The Institute regularly organises academic visits, student and administrative staff exchange and Putonghua immersion programmes at NENU. Summer camps including around 50 students are organised every year to enable students from both institutions to interact and learn from each other. In
2003, the Institute has established the HKIEd Arthur Samy Teacher Education & Academic Exchange Centre in the University to facilitate the frequent academic exchanges that were undertaken.

**Beijing Normal University**

Since 2000/01, the Institute together with the Education and Manpower Bureau, Hong Kong Subsidized Primary Schools Council, Beijing Normal University and Liaison Office of the Central People's Government in HKSAR have jointly organized principals’ training courses. The course is conducted in both Hong Kong and Beijing in three stages and aims to equip principals with the necessary skills in school management, and enhance students’ leadership in schools in supporting education reforms and school management. We are also exploring other collaborative initiatives, including the signing of a student exchange agreement, provision of Putonghua language immersion courses and the offering of a course on Advanced Pedagogy and Creative Teaching for students of the Beijing Normal University.

**Fudan University**

Fudan University, since 2005, has played an important role in assisting and supporting the Institute in its Mainland student recruitment activities, and has enlisted the Institute’s expertise and advice in the development of its Art department. In 2006/07 the first three Fudan university student exchange students arrived at the Institute and there are currently three HKIEd students studying Art at Fudan. The number of students and staff involved in exchange is set to increase in the coming years.

**Guangdong Education Bureau (GEB)**

Our English Department has regular collaborations with the GEB. These include:

- an exploratory study of Guangdong English language teachers’ good practices in developing students’ integrated language ability as recommended in the new English Language Curriculum Guide;
- a consultancy project to study the assessment tools for and of Basic English Learning in Guangdong;
- a consultancy project to develop children’s interest in learning English; and
- a collaborative training project in HeYuan and Meizhou on “Teaching Reading at Primary Level: Shared Reading” for over 400 primary English teachers.

**Higher Education Teacher Training**

HKIEd’s expertise in training of teachers in higher education is recognized by both local and Mainland peers. In 2004 we were invited by a local university to provide two weeks of intensive training to 25 vocational education specialists from a post-secondary college in Guangdong. In July and August 2006 we conducted a week-long professional development programme for three groups totalling 101 lecturers and professors of a college of professional technology in Zhejiang. More recently, in October 2006, we
organised a leadership training programme for 20 heads, deans and superintendents of teachers’ colleges from Guizhou, Gansu and Jiangxi Provinces. We were consistently commended for our innovative teaching and effective management practices and our ability to provide a supportive learning environment. The sponsor of the leadership programme has already extended its invitation for us to offer the leadership programme again in 2007 and 2008, while some participants have separately proposed to HKIEd for a year-long intensive programme to be offered to experienced lecturing staff.

Macau Education and Youth Bureau

Since the 2005/06 academic year, the Institute has been commissioned by the Education Resource Centre of Macau Education and Youth Bureau to offer a number of professional development courses in the area of inclusive education and special needs education for Macau teachers. These courses aim to enhance the professional knowledge and skills of teachers in using whole school approaches and effective strategies to support students with diverse learning needs in mainstreaming schools. Participants will understand the diverse needs of different learners and develop action plans in catering for learning diversity after completing the course.

International Level

World Association for Lesson Studies (WALS)

The Institute has initiated the foundation of the "World Association for Lesson Studies (WALS)" in 2006. Prof Lo Mun Ling, Head of Centre for Learning Study and School Partnership, was elected as the first President of the Association. The aim of the Association is to encourage the sharing of experience, knowledge, resources and pedagogical development in the field among academics and practitioners, in order to promote and enhance Lesson/Learning Study activities and their development in different areas. Founding members of WALS include scholars from various countries that practise Lesson/Learning Study. Apart from an annual conference and the WALS website, it is anticipated that a major publication of WALS would be an international journal, with a proposed title "The Journal for Lesson Study and Learning", which will serve to facilitate the sharing of the work of academics and practitioners in the world.

York University (Canada)

The Institute and the York University has long standing collaborations in the form of language immersion, student exchange and the hosting of York students for a single semester (15 week) internship. York University is also instrumental in assisting the Institute to recruit Graduate English Tutors who spend up to two years providing on-campus English language support and oral language enhancement for Institute students in Hong Kong.
Flinders University (Australia)

Flinders University is one of the Institute’s first international student exchange partners. Together with the Institute, they have been highly successful in attracting Endeavour Student Exchange Scholarships for between 1-4 Australian and HKIEd students annually. This relationship has more recently evolved to include the provision of English language immersion programmes, and will soon realize the first exchange of academic staff and the development of a proposed jointly badged ‘double degree’.

University of Minnesota (USA)

The University of Minnesota and the Institute had jointly undertaken the College and University Affiliations Programme (CUAP) with the support of the United States Information Agency. The programme has involved faculty participation from two Colleges and four departments from the Minnesota, and five departments from the HKIEd, in which seven faculty members from each institution spent one month on the other campus for the purposes of research and curriculum improvement. This project has focused upon civic education as broadly defined in the Multidimensional Citizenship Education conceptual model. The benefits of the project were enhanced research skills, new curriculum and instructional modules and methods for use by the partner institutions, as well as the continued improved teacher preparation programmes for citizenship education in both places. The project also facilitated the development of a formal research and study exchange partnership between the two partner institutions and two institutions in the Guangzhou, China, already linked with the HKIEd: South China Normal University and Sun Yat-Sen University.

Collaborative Research in English Language Education

Our Department of English has established collaborative research projects investigating the effects of overseas immersion of its English language students with a number of international partners, including Durham (England), York (Canada), Curtin, Monash and Auckland (New Zealand).

Staff in the department are also currently engaged in collaborative research with colleagues in China mainland (including those at Tsinghua, Fudan, Fujian Normal and South China Normal Universities and with the Guangdong Education Commission) and internationally (including The Australian National University, Curtin, Monash, and the National Institute of Education, Singapore). We are also in consultation about exchange and collaborative research links with the Federal University Minas Gerais, Brazil, the Institute of Education, London and the Ontario Institute for Studies in Education at the University of Toronto, where our current Advisory Professor, Merrill Swain, is based.

Hong Kong General Education Foreign Speakers Initiative (GEFSI)

Mr. Po Chung has made a donation of HK$500,000.00 to the HKIEd to support a program (GEFSI) to bring foreign academic experts to Hong Kong for the purpose of enhancing the design, development, and implementation of exemplary general education
programs at HKIEd and other Hong Kong universities as they prepare to implement four-year undergraduate degrees beginning in September 2012.

**Seven Nations’ Teacher Supply, Quality and Retention Project**

The Project team members included academics and policy makers from Singapore, Korea, Japan, Thailand, the Mainland, the United States and the HKIEd. The objective of the project is to conduct comparative research on issues and problems in teacher supply, quality, shortage and retention in each team member’s educational system. In particular, the study focuses on three research areas: the preparation requirements and standards to become a teacher, the levels of qualifications of the current teaching force, the proportions of classes taught by teachers who are not qualified in the subject taught. The outcome included a joint presentation in the American Education Research Association and the publication of a monograph.
Appendix II

Examples of Courses Offered by HKIEd School of Continuing and Professional Education Ltd

I. For non-teachers in the school sector

- Basic Training Course for School Managers who are working in education/education-related fields
- Basic Training Course for School Managers who are not working in education/education-related fields
- School Management Initiative Course for Supervisors, Heads and Deputy Heads of Primary Schools
- Professional Development Course for Teacher-Librarians

II. For trainers in the Non-school Organisations

- Course on “Technical Institute Lecturers Teaching Low Achieving Students (TIALA)” for Vocational Training Council
- 2-Week Block Instructional Skills Induction Programme for Technical Institute Lecturers of Vocational Training Council
- Course on “Instructional Strategies” for Health Inspectors for Urban Services Department
- Intermediate Putonghua Course for Driving Instructors of the Hong Kong School of Motoring
- Presentation Techniques for Health Inspectorate Officers
- Teacher Training Programme for Deployed Vocational Studies Tutors
- Basic Instructional Techniques for Instructors and Trainers of the Construction Industry Training Authority (CITA)
- Train-the-Trainer Course on Basic Instructions Technique (OSHC)
- Teacher Training Course for the Aesthetics Industry
- Workshop on Handling Parents with Mental Health Problems in Child Care Centres
- Computer Workshop for Scout Trainers
- Staff Development Programme for the Education Department
### Appendix III

**Examples of Universities Specialized in Education**

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Year Founded</th>
<th>No. of Students</th>
<th>No. of Academic Staff</th>
<th>Faculties/Colleges</th>
<th>Programmes Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taiwan</td>
<td>National Taipei University of Education</td>
<td>2005</td>
<td>3900</td>
<td>205</td>
<td>a. College of Education (教育學院)</td>
<td>- Bachelor’s programmes</td>
</tr>
<tr>
<td></td>
<td>(國立台北教育大學)</td>
<td></td>
<td></td>
<td></td>
<td>b. College of Humanities &amp; Arts (人文藝術學院)</td>
<td>- Master’s programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. College of Science (理學院)</td>
<td>- Doctoral programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Undergraduate programmes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Master’s programmes</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- PhD programmes (jointly with other 3 U of Ed)</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td>Joetsu University of Education</td>
<td>1978</td>
<td>2644</td>
<td>157</td>
<td>a. College of Education</td>
<td>- Undergraduate programmes</td>
</tr>
<tr>
<td></td>
<td>(上越教育大學)</td>
<td></td>
<td></td>
<td></td>
<td>b. Graduate School of Education</td>
<td>- Master’s programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. Joint Graduate School in Science of School Education, Hyogo University of Education</td>
<td>- Doctoral programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Undergraduate programmes</td>
<td></td>
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<td>- Master’s programmes</td>
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<td>- PhD programmes (jointly with other 3 U of Ed)</td>
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<td>- Undergraduate programmes</td>
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<td>- Master’s programmes</td>
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<td>- Doctoral programme</td>
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<td>- Bachelor’s programmes</td>
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<td>- Master’s programmes</td>
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<td></td>
<td>- Doctoral programmes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Bachelor’s programmes</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td>Korea National University of Education</td>
<td>1985</td>
<td>6060</td>
<td>331</td>
<td>a. Undergraduate School (4 colleges)</td>
<td>- Bachelor’s programmes</td>
</tr>
<tr>
<td></td>
<td>(11 Univ. of Ed.)</td>
<td></td>
<td></td>
<td></td>
<td>b. Graduate School</td>
<td>- Master’s programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Doctoral programmes</td>
</tr>
<tr>
<td>Location</td>
<td>Name</td>
<td>Year Founded</td>
<td>No. of Students</td>
<td>No. of Academic Staff</td>
<td>Faculties/Colleges</td>
<td>Programmes Offered</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| Indonesia| Universitas Pendidikan Indonesia (UPI) (The Indonesia University of Education) | 1999         | 22700           | 1302                  | a. Faculty of Educational Sciences  
b. Faculty of Social Studies Education  
c. Faculty of Language and Arts Education  
d. Faculty of Mathematics and Science Education  
e. Faculty of Technology and Vocational Education  
f. Faculty of Physical and Health Education  
h. School of Postgraduate Studies       | Undergraduate and diploma programmes                              |
| Malaysia | Universiti Pendidikan Sultan Idris (UPSI) (Sultan Idris University of Education) | 1997         | Unknown         | 350                   | a. Faculty of Language  
b. Faculty of Arts and Music  
c. Faculty of Cognitive Science and Human Development  
d. Faculty of Science and Technology  
e. Faculty of Information and Communication Technology  
f. Faculty of Business and Economics  
g. Faculty of Sports Science  
h. Faculty of Social Sciences  
i. Centre for Modern Language        | - Bachelor’s degree in Education programme  
- M.Ed  
- Ph.D                       |
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Year Founded</th>
<th>No. of Students</th>
<th>No. of Academic Staff</th>
<th>Faculties/Colleges</th>
<th>Programmes Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>Pädagogische Hochschule Freiburg (Freiburg University of Education)</td>
<td>1962</td>
<td>4700</td>
<td>Unknown</td>
<td><strong>Faculty I</strong>: Educational Studies, Educational Studies II, Psychology, Philosophy</td>
<td>Undergraduate programmes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Faculty II</strong>: German Language and Literature, Modern Languages (French/English), Arts (Art/Music), Physical Education, Media Institute (interdepartmental)</td>
<td>Diploma in Education</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td><strong>Faculty III</strong>: Biology/Chemistry/Geography/Physics, Protestant/Catholic Theology, Mathematics and IT, Social Sciences (Citizenship/Economics/Politics/Sociology/History), Design and Technology/Food Technology/Textiles</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doctorate in Education (Dr.paed.)</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Postdoctoral qualification in Education</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Pädagogische Hochschule Zentralschweiz (The Teacher Training University of Central Switzerland)</td>
<td>NA</td>
<td>910</td>
<td>Unknown</td>
<td>– Institute for Teaching and Learning</td>
<td>Undergraduate programmes</td>
</tr>
<tr>
<td>(16 universities of teacher education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Institute for Educational Professionalism and School Culture</td>
<td>In-service teacher training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Institute for Special Education</td>
<td>Post-graduate studies</td>
</tr>
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<td></td>
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<td></td>
<td>– Institute for International Cooperation in Education</td>
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<td></td>
<td>– Institute for Management and Economics of Education</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Institute for Media and School Education</td>
<td></td>
</tr>
</tbody>
</table>
## Milestones for the Development of the HKIEd

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1994</td>
<td>Founding of the Hong Kong Institute of Education</td>
</tr>
<tr>
<td>July 1996</td>
<td>Joined the University Grants Committee as one of the eight publicly funded tertiary education institutions</td>
</tr>
<tr>
<td>1997</td>
<td>HKIEd moved to the Taipo campus which is equipped with purpose built facilities for teacher education</td>
</tr>
</tbody>
</table>
| Sept 1998  | - Introduction of the first Bachelor of Education programme  
- Introduction of the first Postgraduate Diploma in Education programme                                                                          |
| June 2002  | UGC’s TLQPR Panel visit commended the HKIEd’s commitment to enhancing the quality of teaching and learning                                         |
| October 2003 | Successful Institutional Review visit by an international panel set up by the Hong Kong Council for Academic Accreditation                       |
| 1997/98-2003/04 | Successful validation of 16 degree and postgraduate programmes and revalidation of 11 degree and postgraduate programmes              |
| March 2004 | The granting of self-accrediting status by the Government                                                                                        |
| July 2004  | Phasing out of all sub-degree primary and secondary initial teacher education programmes                                                          |
| Sept 2005  | - Introduction of the first Master of Education programme  
- Introduction of Hong Kong’s first pre-service Bachelor of Education programme in Early Childhood Education  
- Over 70% of the student number were at degree and above levels                                                                                      |
| June 2006  | Research Grants Council visit confirmed the HKIEd’s commitment to engage in quality research and scholarship                                      |
| Sept 2007  | To introduce the first Doctor of Education programme                                                                                                |
Facts and Figures of HKIEd

Programmes Offered

- 1 Doctor of Education Programme (with 2 specialisations) [to be offered in 2007/08]
- 1 Master of Education Programme (with 5 specialisations in 2006/07, 12 specialisations to be offered in 2007/08)
- 11 Bachelor of Education (Hons) programmes
- 5 collaborative degree programmes with other local tertiary institutions
- 6 Post-graduate Diploma of Education programmes
- 3 Certificate in Education Programmes (for early childhood teachers)
- A wide range of In-service Professional Development Courses

Academic Subjects Offered

|---------------------|---------------------|-------------------|

Faculty and Department Structure

Faculty of Languages, Arts and Sciences (FLAS)
- Department of Chinese (CHI)
- Department of Creative Arts and Physical Education (CAPE)
- Department of English (ENG)
- Department of Mathematics, Science, Social Sciences and Technology (MSST)

Faculty of Professional and Early Childhood Education (FPECE)
- Department of Curriculum & Instruction (C&I)
- Department of Educational Policy and Administration (EPA)
- Department of Educational Psychology, Counselling and Learning Needs (EPCL)
- Department of Early Childhood Education (ECE)

Office of Strategic and Academic Planning, 2 March 2007
## Student Numbers (as at 31 December 2006)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Headcounts</th>
<th>Student-ftes</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGC-funded Programmes</td>
<td>6646</td>
<td>4341</td>
</tr>
<tr>
<td>Self-financed Programmes leading to Formal Qualification</td>
<td>1019</td>
<td>660 (estimated)</td>
</tr>
<tr>
<td>* Self-financed Non-award bearing Programmes</td>
<td>5842</td>
<td>1623 (estimated)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72%</strong></td>
<td><strong>28%</strong></td>
</tr>
</tbody>
</table>

* Including the planned intake numbers for programmes to be started in the second half of the 2006/07 academic year. Student-ftes for self-financed programmes offered by CPE are provided by CPE while those for EMB tendered courses are calculated based on the fte conversion factors for similar UGC-funded programmes.

## Analysis of Student Numbers for UGC-funded Programmes

### % enrolled by number of students (in ftes)

- **Degree or above**: 72%
- **Below degree level**: 28%

### (Student-ftes)

- **Pre-service (87.6%)**: 3,803
- **In-service (12.4%)**: 538

### (Student-ftes)

- **Secondary Education (29%)**: 1,258
- **Primary Education (33.8%)**: 1,465
- **Early Childhood Education (27%)**: 1,174
- **Special Education (1.6%)**: 70
- **Vocational Education (0.3%)**: 15
- **PUC (8.3%)**: 359

- **Full-time (64.4%)**: 2,797
- **Part-time (35.6%)**: 1,543
Profile of Academic Staff (as at 30 June 2006)

(Student-ftes)

* Not including President, Vice Presidents, Centre Director (CIRD), Head(SAAP), Instructors, Teaching Fellows and staff appointed on non-regular terms. However, Deans are included.

Research Profile (in 2005/06)

Number of Externally Funded Research Projects: 38  (2002/03: 67)
Externally-awarded Research Funding: HK$86.5m  (2002/03: HK$74.2m)
Average funding of projects per staff: HK$235,750 (2002/03: HK$173,053)
Number of Academic Refereed Outputs: 577.58  (2002/03: 491.48)

Employment Status of Graduates

Since 1998, the percentages of HKIEd graduates being employed or pursuing further studies have always been between 95% and 99%. The statistics of the past two years are:

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Childhood Education</th>
<th>Primary Education</th>
<th>Secondary Education</th>
<th>Language Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 graduates</td>
<td>97.6%</td>
<td>99.7%</td>
<td>96.5%</td>
<td>100.0%</td>
<td>98.3%</td>
</tr>
<tr>
<td>2006 graduates</td>
<td>98.8%</td>
<td>99.5%</td>
<td>99.1%</td>
<td>100.0%</td>
<td>99.3%</td>
</tr>
</tbody>
</table>
### Comparison of Academic Structures of BEd and Double Degree Programmes in English Language Education

<table>
<thead>
<tr>
<th></th>
<th>HKIEd</th>
<th>HKBU</th>
<th>HKU*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BEd (Hons) (English Language)</td>
<td>BA (Hons) in Eng Lang Lit &amp; BEd (Hons) in Eng Lang Teaching</td>
<td>BA&amp; BEd in Lang Ed – English</td>
</tr>
<tr>
<td><strong>Subject Studies</strong></td>
<td>60cps</td>
<td>51 units</td>
<td>72 c.u.</td>
</tr>
<tr>
<td>(incl Language Immersion)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Studies</strong></td>
<td>30 cps</td>
<td>52 units</td>
<td>72 c.u.</td>
</tr>
<tr>
<td>(incl pedagogical/method studies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>30 cps</td>
<td>30 units</td>
<td>57 c.u.</td>
</tr>
<tr>
<td>(incl lang. enhancement, complementary studies, GE, electives, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>16 cps</td>
<td>No units</td>
<td>39 c.u.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>136 cps</td>
<td>133 units</td>
<td>240 c.u.</td>
</tr>
</tbody>
</table>

* HKU: 1 c.u. is equivalent to 0.5 cp in HKIEd
An independent survey released on 25 November 2005 reveals that principals of the primary and early childhood sectors are satisfied with and prefer to hire graduates of The Hong Kong Institute of Education (HKIEd).

The Independent Survey on Teacher Attributes and Teacher Education Programmes in Hong Kong was commissioned by HKIEd and conducted by the Quality Evaluation Centre of the City University of Hong Kong in October this year. It received 675 valid returned questionnaires, representing a response rate of 39.2%, including principals of 260 primary schools and 415 kindergartens and child-care centres. The survey covered eight teacher education providers in Hong Kong, five for the primary and four for the early childhood sectors*.

As HKIEd has so far got only two cohorts of degree-level graduates for the secondary sector, it will cover this sector in future surveys when a critical mass is formed.

**HKIEd graduates most preferred**

When being asked of any preference of graduates of the five teacher education providers, 42% (n=106) of the primary school principals expressed clear preferences while 56% (141) had no particular preference. Among these 106 respondents, HKIEd graduates are most preferred (40%) while those from the other four institutions get preference rates ranging from 3% to 31%.

A similar pattern is found in the early childhood sector. More than 59% (n=239) of the child-care centre and kindergarten principals expressed preferences while 40%(n=164) had no particular preference. Among the 239 principals, HKIEd graduates top the preference rating at 53% while the other three institutions get preference ratings ranging from 9% to 25%.

**94-97.5% of principals satisfied with HKIEd graduates**

In terms of the level of satisfaction, the survey revealed that both primary and early childhood principals are satisfied or very satisfied with HKIEd graduates from sub-degree, degree to postgraduate programmes. The satisfaction rates are between 93.9% and 97.5%. Among the graduates of different teacher education providers, HKIEd graduates usually rank first or second in the satisfaction levels as rated by the principals.
Trained vs. Untrained: BEd vs. PGDE

A vast majority of principals (92.2% for primary and 90.7% for early childhood sectors respectively) being surveyed agreed that graduates who have received professional teacher training are more professionally competent than those who have not.

When comparing graduates with a Bachelor of Education (BEd) Degree and those with a Post-graduate Diploma in Education (PGDE), there is a slight preference for BEd over PGDE. About one-third (n = 79, 30.7%) primary school principals agreed that graduates with a BEd Degree are more professionally competent than those with a PGDE while 19.5% (n=50) of them disagreed. About 50% (n=128) of the principals indicated that there is no difference in the professional competence between them.

Work Attitudes: the most important teacher attributes

On the importance of teachers’ various professional attributes (28 items for kindergartens and child care centres; 29 items for primary schools), principals in both sectors unanimously weighed “work attitudes” the highest, followed by items in “student development domain” and then items in “teaching and learning domain”.

*Explanatory Note:*-

Teacher education providers in primary sector are:-
- Hong Kong Baptist University - Department of Educational Studies
- The Chinese University of Hong Kong - Faculty of Education
- The Hong Kong Institute of Education
- University of Hong Kong - Faculty of Education
- Open University of Hong Kong - School of Education and Languages

Teacher education providers in early childhood education sector are:-
- Hong Kong Baptist University - School of Continuing Education
- The Hong Kong Institute of Education
- Hong Kong Polytechnic University - Department of Applied Social Sciences
- The Hong Kong Institute of Vocational Education

[The orders of names listed above are based on the UGC publication practices.]

The Hong Kong Institute of Education
Adapted from Press Release on 25 November 2005
Learning is at the heart of any educational enterprise. Consequently the ways in which learning is assessed is an issue of priority for all stakeholders in the enterprise, including students, schools, tertiary providers and the community. Together, learning and assessment form a natural area for educational inquiry as they are embedded in the life of schools and their communities, they draw on a broad disciplinary base, they possess an established body of research and they raise important problems and issues that need to be resolved. Of particular research interest in Hong Kong are the cultural contexts in which learning and assessment take place. Confucian educational traditions, which are characterized by a strong examination system and formal classroom practices, are being challenged. These current issues form a key area of research which has multi-disciplinary themes such as:

- Self regulated learning
- Assessment policies and theory
- Classroom assessment
- Measurement theory and assessment
- Teachers and assessment practices in schools

To signal the importance of this area, the Institute has established the Centre for Assessment Research and Development (CARD). The centre has attracted significant resources from EMB (in excess of $34 million) and it is expected that it will provide a focus for learning and assessment research activities in the future. In addition to the centre, there are two externally funded research grants in this area, one a Competitive Earmarked Research Grant (CERG) project, and the other a Quality Education Fund (QEF) project, that support the learning and assessment themes respectively. The focus of the CERG project is on self-regulated learning across three Chinese societies: Hong Kong, Macau and Taiwan. The QEF project is working with fifteen schools across Hong Kong to identify school policies and practices that support current assessment priorities related to the education reforms. Additional learning and assessment projects have been funded through Internal Research Grants. These projects, along with the school networks that form part of CARD’s development work provide an important resource for ongoing research in the area.

As this area of research grows and develops, its impact across Hong Kong and beyond can be discerned. Research on self regulating learning has involved over 15,000 students in Hong Kong and feedback to contributing schools is designed to assist them in practical ways.
Key Area of Research: Citizenship Education

Very soon after its establishment, the Institute recognized citizenship education as an area of both strategic importance and high potential for research and development. At the Institute, “citizenship education” follows an inter-disciplinary research approach that includes the following themes:

- Political education and political socialization
- Democratic education and democratic development
- Local, national and global identities
- Nationalism, patriotism and education for national identity
- Global, international and intercultural education
- Environmental and sustainable development education
- Civic, moral, and value education
- Gender issues in education
- Moral, values, and spiritual education

Citizenship education was identified by the Institute as an “Area of Excellence” in 1999, and UGC funding was granted to help develop this area with the support of a newly established Centre for Citizenship Education. Since that time the Centre and its affiliated members have attracted more than $15 million in research and project funding from both Hong Kong and international sources, including three QEF projects and three Oxfam commissioned projects. Two Centre-affiliated faculty members headed national research teams for the second International Association for the Evaluation of Educational Achievement (IEA) study of civic education, and HKIEd has been asked by IEA to host a regional meeting for the third study in 2006.

Centre-affiliated researchers have been awarded two CERG grants and more than ten Internal Research Grants (IRG). Current projects include a CERG project, “A Study of Provincial-level Implementation of Citizenship Education Policy in China,” and an IRG project, “Political Socialization of Democratic Citizenship in Hong Kong Secondary Schools.”

With project seed money from the Japan Foundation Asia Center, a book series on citizenship education in the Asia-Pacific region was initiated, and the first two volumes have been completed, *Citizenship Education in Asia and the Pacific: Concepts and Issues* (2004), and *Citizenship Curriculum in Asia and the Pacific (in press)*. The QEF and Oxfam projects have involved more than 125 Hong Kong primary and secondary schools and have produced numerous citizenship education project publications, teaching kits, media, and online resources and guides for use in HK schools.
AREA DESCRIPTION

Key Area of Research: Teachers and the Teaching Profession

The Institute is a major tertiary institution responsible for teacher education in Hong Kong. Inevitably, the study of teachers and the teaching profession is one of the key areas of research of the Institute, with the aim of developing a knowledge base in teacher education and the teaching profession, which in turn informs programme development, teaching, and policy studies in this area. This research has benefited from the unique integration of subject knowledge and professional knowledge in the Institute’s programme design and the expertise of many of its lecturing staff in terms of multiple disciplinary perspectives and research methodologies. Given the critical mass in this area, the research efforts in the past years have produced rich, inter-disciplinary publications across the disciplines of subject studies and educational studies. The HKIEd has a collaboration with the publisher Kluwer Academic Publishers, and a book series in this area has been published for international distribution.

From the research efforts and outputs in this area have emerged the following inter-related sub-themes:

- Teacher development and continuing professional development
- Professional learning from field experience and mentor teachers
- Teachers’ perceptions, beliefs and attitudes towards themselves, teaching, subject curriculum, and educational reforms
- Formation of teacher identity in different contexts
- Teaching as a profession
- Teacher demand and supply as related to educational policy
- Changing profile of the teaching force

Over the last few years, the Institute has won research grants from the Research Grants Council, the Education and Manpower Bureau, and the Quality Education Fund in this area. In addition, nearly 30 research projects in this area have been supported in the past three years by the competitive internal research funding of the Committee of Research and Development. The longitudinal institutional research on graduates of the Institute in the past four years (2002-2006) had contributed to the understanding of professional development of new teachers and the quality assurance and improvement of teacher education programmes provided by the Institute.

The publications in this area have constituted a useful pool of information for the understanding of teachers and the teaching profession in Hong Kong. In particular, those on different stages of teacher development (from the novice teacher to the mentor teacher), and the publications jointly with Kluwer entitled Teaching Effectiveness and Teacher Development (2001) and A Knowledge Base for Teacher Education and Development: Bibliographies 1990-2000, Volumes 1-5 (2002) have become useful references in the field. In 2001, the Institute established the Centre for Learning and School Partnership (CLASP) to provide a focus for the innovative work on ‘lesson studies’, which the Institute pioneered across all levels of schooling in Hong Kong. To date CLASP has attracted over $40 million from various sources and is viewed by the Education and Manpower Bureau (EMB) as one of the key influences on pedagogic change.
AREA DESCRIPTION

Key Area of Research: Curriculum, Policy and Leadership

Policy and leadership issues directly impact the shaping of the school curriculum and the lives of young people in Hong Kong. Until 1997, the curriculum reflected the needs of a small, well educated workforce. Since that time it has been recognized that the curriculum needs to reach out to the needs of all students who are now contributing to Hong Kong’s development in different ways. Research into the school curriculum, therefore, is an area of social priority for Hong Kong. It has a significant role to play in the opportunities of our young people and their future roles and responsibilities as active and engaged citizens.

Key areas of research into curriculum, policy and leadership, reflect such multi-disciplinary themes such as:

- Globalization and education policy contexts
- Curriculum policy and its implementation
- School leadership and its correlates
- Curriculum issues in the subject areas
- Teachers and the school curriculum

In its short history, the Institute has attracted three CERG projects in this key area of research. The focus of these projects has been on the analysis of the broad policy contexts that influence schools and of the theoretical foundations that influence curriculum policy and its implementation. Additional projects have been funded through Internal Research Grants. These research projects have been supported by a significant amount of external funding that links the Institute to the day-to-day realities of Hong Kong, its teachers and its schools. These include training programmes for school principals and curriculum leaders, in-service courses for teachers requiring re-training to meet new demands in their schools and evaluation projects that focus on the effectiveness of new policy initiatives. There is, therefore, a healthy interaction between theory and practice as a result of a range of research and development projects funded externally and supporting this key research area.

The transformation of the school curriculum is a key policy priority in Hong Kong. At one level research outputs in this area have sought to make this priority more understandable by investigating the driving forces behind the need for change. At another level, direct work with schools, for example in the area of school based curriculum development, has directly sought to influence practice by working with teachers and producing materials that can be taken up by other schools. In terms of enhancing school leadership, work has been undertaken with most school principals and every primary school curriculum leader in Hong Kong. As a result of this work, there is now appearing in the international literature important theoretical work based on local Hong Kong experiences.
Key Area of Research: Language Education and Literature

Issues of Language in Education are a particular focus of research, in view of current educational policies aiming at trilingualism and biliteracy and debates over medium of instruction in Hong Kong schools and the best ways of achieving high levels of proficiency in English and Chinese at various levels of schooling. Research on the use of literature in language teaching is also of particular importance in view of recent emphasis on language arts internationally and in Hong Kong. This research is at the heart of work in the Departments of Chinese and English, where it directly feeds into the practice of teaching and teacher education. Important funded research projects have also been carried in the Departments of Early Childhood Education, Curriculum and Instruction, and Educational Psychology, Counselling and Learning Needs, where they often have strong implications for the Institute’s research in the areas of Learning and Assessment and Curriculum Policy.

Projects in the area of Language Education and Literature cover a range of contexts from Kindergarten to Secondary education. Topics of recently funded projects include:

- Classroom teaching approaches
- Early experiences of language and literacy
- Textbook design and content
- Uses of children’s literature
- Attention to language knowledge and language use in the curriculum
- English in Chinese-medium schools
- The use of Putonghua in the teaching of Chinese
- Language proficiency of student teachers

These include one CERG project and three major QEF projects (funded at HK$900,000 and above) in Chinese, a HK$1.7 million project in English funded by the EMB, and number of internally-funded studies. There has also been a strong tradition of published research based on small-scale or minimal funding. In the recent RAE exercise, more than 100 publications related to Language in Education and Literature were submitted.

Language Education and Literature research projects have also had a strong impact in schools, especially the three funded QEF projects in Chinese, whose outputs included resource books, text books and VCDs sent to all schools in Hong Kong and contributed to the improvement of teaching, learning and curriculum in language.
## Examples of Services to Education Community

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<tr>
<th>Title</th>
<th>Description</th>
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<tr>
<td><strong>Learning Oriented Assessment Project (LOAP)</strong></td>
<td>The project, funded by Teaching Development Grant, focuses on increasing awareness and supporting the improvement in tertiary education of classroom assessment. The main outcomes of the project include a resource pack consists of tried and tested learning-oriented assessment ideas and tools in various disciplines, reports/papers on assessment issues in higher education and on best practices and action research, action research teams with local expertise and overseas consultants, consultation and seminars in various UGC institutions given by overseas consultants, and list of websites and bibliographies related to learning-oriented assessment.</td>
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<tr>
<td><strong>New Education Knowledge Alert Service for All Schools and Teachers in Hong Kong (NEKAS)</strong></td>
<td>NEKAS is designed to support teaching, learning, research, and decision making of education practitioners through providing, in electronic format, the most up-to-date and pertinent research information relevant to their interests. This project is funded by Tin Ka Ping Foundation over four years since 2003. Currently this service extends to over 1200 schools and numerous principals and teachers in Hong Kong such that their teaching and educational practices can be continuously benefited and informed from the new education knowledge and most updated research findings from different parts of the world.</td>
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<tr>
<td><strong>Secondary Teaching Evaluation and Mentoring (STEM) Project</strong></td>
<td>This project, funded by the QEF, seeks to support teacher professional development in secondary school in five key learning areas (KLAs): Science, Technology, Arts, Mathematics and Physical Education. Each project school can nominate a senior teacher in one of the project's five KLAs to attend the project's intensive mentorship training course. As this course has a strong &quot;train-the-trainer&quot; focus, these teachers will also help to support the development of an embedded culture of mentoring in their own schools, to the eventual benefit of the pupils in their schools, and, through dissemination, to other schools.</td>
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<td>Variation for the Improvement of Teaching and Learning (VITAL) Project</td>
<td>The VITAL project represents a major institute initiative to collaborate with EMB to support schools in implementing curriculum reforms through supporting their teachers' professional development and assisting the schools as they become learning communities. The plan, over three years, is to support around 120 schools in conducting Learning Studies, where the focus is directly on the improvement of learning and teaching. Each year some 40 schools will participate in the projects, which will cover all the Key Learning Areas (KLA’s) across both primary and secondary schools.</td>
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<td>Evaluation of the Primary Native English-speaking Teacher Scheme in Hong Kong (2003-2006)</td>
<td>In 2003, the Education and Manpower Bureau commissioned the Assessment Research Centre at the University of Melbourne, in collaboration with the Institute of Education in Hong Kong, to undertake a detailed evaluation of the deployment of native English-speaking teachers (NETs) in primary schools.</td>
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<tr>
<td>Professional Development Programme for the Support of New Senior Secondary Visual Arts Curriculum (2006-2007)</td>
<td>The professional development programme, commissioned by the EMB, is to help in-service Visual Arts teachers meet the changes of curriculum and implement the New Senior Secondary Visual Arts in schools. Specifically, the programme focuses on strengthening visual arts learning and teaching through integrating visual arts appreciation and criticism, and visual arts making. The programme explores various learning and teaching strategies to help students build their own portfolio through searching and researching materials, appraising and creating art work.</td>
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<tr>
<td>Index Project: Review of Special Educational Needs Provision for the English Schools Foundation, Hong Kong, in Preparing ESF Schools for Inclusive Education 2005</td>
<td>This project concerns the identification of issues related to inclusive educational practices in English School Foundation (ESF) schools. It involved the implementation of an adapted version of the Index for Inclusion to staff, parents and students in ESF schools in Hong Kong. A stratified sample students, staff and parents from all ESF schools was asked to complete a survey in their perceptions about their schools cultures policies and practices regarding inclusive education.</td>
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<td>School-based Middle Management Leadership Training</td>
<td>With the participation Department of Educational Policy and Administration of the Hong Kong Institute of Education, the Committee of Supervisors and Principals of Primary Schools of The Hong Kong Methodist Church successfully applied for Quality Education Fund for a project of training middle managers of its primary schools from August 2004 to August 2005. The approved amount was $457,400. About 110 participants from twelve Methodist primary schools were trained. The participants' evaluation of the project was very favourable. Overall means of the effectiveness and appropriateness of the seminars and school visits, etc. ranged from 2.82 to 3.89 in a four-point Likert scale (1=SD, 2=D, 3=A, 4=SA). The aim of the project was to develop the managerial skills and strategic leadership of the school middle managers in order to promote school effectiveness and enhance quality school education.</td>
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<td>Middle-Manager Training Course for the Catholic Diocesan Primary Schools</td>
<td>Primary schools of Catholic Diocese of Hong Kong invited Department of Educational Policy and Administration of the Hong Kong Institute of Education to organize a middle manager training course for their school middle managers. Seminars and workshops were conducted from 14 to 20 July 2004. The budget of the course was $220,000. Eighty-nine middle managers from over 35 primary Catholic schools were trained. The course was very successful. Participants' overall means of the talks and workshops on &quot;Appropriateness&quot;, &quot;Providing insightful ideas&quot; and &quot;Helpful to participants' professional development&quot; ranged from 3.27 to 3.65, 3.36 to 3.86 and 3.34 to 3.73 respectively in a four-point Likert scale (1=SD, 2=D, 3=A, 4=SA). The aim of the course was to increase middle managers' capacity in management and leadership as a result of enhancing quality school education.</td>
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<td>Enhancing School Leadership Capacity for Accelerated School Improvement in Primary Schools</td>
<td>Department of Educational Policy and Administration of The Hong Kong Institute of Education initiated a leadership development project for primary school middle managers in 2005-06. It was approved by Quality Education Fund and the amount of funding was $1,337,900. There were three cohorts and altogether 267 middle managers have participated in this project. For each cohort, there were three stages of development for the participants: 1. Talks and Workshops; 2. Leadership Shadowing and Coaching; 3. Action Learning. Participants' evaluation of the project was very favourable. All mean ratings were above the mid-point 2.5 on a four-point Likert scale, ranging from 2.88 to 3.94. The project is designed to provide a powerful learning experience for senior teachers from a wide range of Hong Kong primary schools to enable them to assume a more effective leadership role in support of their school's improvement effort.</td>
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<tr>
<td>Zippy's Friends Programme in Kindergartens and Primary Schools in Hong Kong - Phase Two</td>
<td>Zippy's Friend is a school-based programme designed to promote young children's emotional and social competence. It teaches children how to cope with everyday difficulties, to identify and talk about their feelings and to explore ways of dealing with them. The programme also includes teacher training as a fundamental component. A total of 640 kindergartens and primary schools, with a minimum of 1,280 teachers and 19,000 students, will participate in the 4-year project from 2005 to 2009. Impact on students' coping and problem solving strategies and other domains of learning will be examined.</td>
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<td>Assessment Project</td>
<td>Hong Kong's proposed education reform seeks to bring about profound changes in conceptions of learning, curriculum design, and content standards, both in terms of the domains of knowledge and the evidence required demonstrating such knowledge. Changes in the assessment of learning must go hand in hand with other education reform initiatives. This project is designed to play a key role in changing the assessment culture in Hong Kong through site-based professional development and action research in learning oriented assessment for 100 partner schools. Further, the project presents open seminars and parent education for all Hong Kong schools and parents.</td>
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<td>Religious and Spirituality Education</td>
<td>The Centre for Religious and Spirituality Education provides a platform on which educators of various religious and spiritual traditions can communicate with each other with the aim of arriving at a common understanding of an educationally sound and culturally relevant religious and spirituality education in Hong Kong, and on which local and overseas religious and spirituality educators can meet and share ideas. In this end, the Centre organizes regularly stress reduction activities for teachers such as “Day of Mindfulness”; seminars for teachers exploring personal and social issues from multiple perspectives.</td>
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Recruitment of Non-local Students

Number of Non-local Applicants

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<th>Year</th>
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<tr>
<td>2005</td>
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<td>2006</td>
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Number of Non-local Students Admitted

<table>
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<th>Year</th>
<th>No. of Students</th>
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<tr>
<td>2005</td>
<td>53</td>
</tr>
<tr>
<td>2006</td>
<td>Not available</td>
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