

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**FACULTY OF EDUCATION AND HUMAN DEVELOPMENT**  
**Department of Curriculum and Instruction**

Master of Teaching Programme  
 (One-year Full-time / Two-year Part-time)

**Notes of the 1<sup>st</sup> Staff-Participant Consultative Meeting in 2017/18**  
**held on 8 November 2017 at 5:30 pm in D2-G/F-05G, Taipo Campus of EdUHK**

**Present**      **Staff Representatives**

<b>Chairperson:</b>	Dr. HUI King Fai Sammy	Programme Leader
	Dr. KEH Claudia Lynne	Course Lecturer of The Grammar of English in Academic Contexts [ENG6409]
	Dr. LAM Bick Har	Course Lecturer of Teaching Strategies for Enhancing Student Learning [TLS6036]
	Dr. NG Tsui San Teresa	Course Lecturer of Teaching for Creativity and Critical Thinking [CUI6080]
	Dr. YUNG Wai Ho Kevin	Course Lecturer of Teacher Leadership and School Improvement [EDA6056]

**Participant**  
**Representatives**

Ms WEI Zhenhua	One-year full-time participants
Ms YUAN Fangfang	Curriculum Development
Ms CHEN Yuanyuan	Curriculum Development
Ms LI Mengyuan	English Language Education
Ms LIN Jingnan	English Language Education
Ms LU Yajing	English Language Education
Ms ZHANG Qian	English Language Education
Mr ZHENG Jianlin	English Language Education
Ms YANG Xiaohan	Learning and Teaching of Chinese Language and Literature
Ms YI Rucheng	Learning and Teaching of Chinese Language and Literature
Ms MA Yizhen	Early Childhood Education and Family Studies
Ms KOSTIANOS Laena	Two-year part-time participant
Elpida Kostandina	English Language Education

**Secretary:**    Ms YIU Kit Ling Polly      PO, C&I

## 1. Welcome and Introduction

- 1.1 The Programme Leader (PL) welcomed colleagues and student representatives/participants, and invited them to make comments on any matters related to the programme.
- 1.2 Prior to the meeting, participants have made comments and suggestions on the programme through an online survey.

## 2. Participants' Comments and Feedback

### 2.1 Student Learning Experience

- 2.1.1 Participants expressed that the learning experiences in the Master of Teaching Programme (MTeach) were pleasant and the teachers were very responsible and professional.
- 2.1.2 Part-time participant expressed difficulty in blending into the class for being the only foreigner among the majority of students coming from the Mainland China. For example, the announcement made during the class in Putonghua hindered her from engaging in the class. PL responded that the medium of instruction of MTeach was mainly English, and Cantonese and Putonghua were adopted as the language of instruction only for some courses, as appropriate. PL reminded the course lecturers that Putonghua should not be used in English class. PL added that he would try to push up the number of part-time local participants for the coming years so that there could be more sharing of teaching strategies in local context to enhance their learning experiences. PL
- 2.1.3 Participants suggested the programme to provide opportunities for school visits. PL replied that in the course Practitioner-based Research Project [PRJ6003] in Semester Two, full-time Year One participants would have the chance to visit schools and classes in Hong Kong and to apply the knowledge and strategies learnt from the programme so as to improve the learning and teaching of partnership schools. While for part-time Year Two participants, Project Supervisors would be assigned to participants to facilitate their undertaking of action research project in their own schools through the cycle of planning, action, observation and reflection.
- 2.1.4 Participants asked if there was any course in the programme offered for teaching children with specific needs and diverse differences. PL responded that the course Learning in the Inclusive Classroom [SED6043] in Semester Two would equip participants with the inclusive education theories and strategies that cater for learner diversity.

## 2.2 Programme Structure

### **Programme Team**

- 2.2.1 Participants commented that there was limited choice of courses for some of the specialisations. PL replied that the Programme Team have been making continuous efforts to liaise with relevant faculties and departments for more course offerings in different specialisations throughout the years. PL added that in 2017/18, The Grammar of English in Academic Contexts [ENG6409] was newly offered by the Department of English Language Education under the specialisation of English Language Education. Another new course, 經典作品選讀 (Selected Readings in Chinese Classics) [LIT6033] will be offered in Semester 2 by the Department of Chinese Language Studies under the specialisation of Learning and Teaching of Chinese Language and Literature, which would meet the needs of learning Chinese Literature and in and through Teaching Chinese as an International Language (L1).

## 2.3 Learning and Teaching

### **PL & Course Lecturers**

- 2.3.1 Participants appreciated that the core courses Teaching Strategies for Enhancing Student Learning [TLS6036] and Teacher Leadership and School Improvement [EDA6056] provided them with valuable and new learning experiences in the areas of creativity, teacher leadership, team building and development, and conflict management. Participants were grateful for the videos shown about real teaching scenes and classroom settings in Hong Kong. Participants suggested that more examples and case studies be provided to integrate teaching and learning theories into practices. The course lecturer of TLS6036 Dr. LAM responded that more examples and some small scale trial teaching and demonstration activities were arranged to analyze the learning processes in the context of learning and teaching in schools in response to participants' comments in the Staff-Participant Consultative Meeting last year. PL added that the courses aimed to provide an overview of teaching strategies for enhancing student learning in schools, participants were encouraged to explore more and further teaching strategies in their own subject areas and teaching context underpinned by the theories and knowledge learnt in the courses. PL would forward participants' comments to other course lecturers for consideration.
- 2.3.2 Participants expressed difficulty in grasping the idea of teacher leadership in the course Teacher Leadership and School Improvement [EDA6056] because of the bureaucratic structure in the Mainland China. The course lecturer of EDA6056 Dr. YUNG replied that participants were involved in authentic learning through sharing and reflecting of experiences to the theories that learnt in class. PL further explained that leadership is important across all levels of schools and that teachers as leaders play a vital role in school change and improvement and the Mainland China is undergoing reform and opened to the outside world and that the experience of Hong Kong in nurturing successful education reform would be useful to participants in promoting positive changes of student learning at both school and classroom levels. Through the course, participants were expected to develop a capacity to exercise a range of teacher leadership initiatives within the context of their own organization in the future.

2.3.3 Participants raised concern about their limited knowledge on the curriculum and education system and reform of Hong Kong. PL replied that a briefing regarding education and curriculum reform in Hong Kong was given during the programme orientation in August 2017 to facilitate their learning in a Hong Kong classroom context. PL encouraged participants to review the information which was posted on the programme website and to talk to him whenever necessary. PL also suggested that participants could signed up for the workshops, seminars and activities organized by different units of the University and the Chinese Students and Scholars Association (CSSA) etc. to widen their learning experiences in Hong Kong and its education system. The course lecturer of TLS6036 Dr. LAM shared the difficulty of participants in understanding the culture of Hong Kong in a short period of time. She added that the programme aimed to provide a general conceptual and theoretical framework for participants to apply appropriate teaching strategies in their teaching profession in the Mainland China.

Post-meeting notes:

1. CSSA is a non-political and non-profit making organization aiming at serving non-local students at The Education University of Hong Kong. Participants may visit <https://www.eduhkcssa.net> for details. They have the WeChat group: hkied-cssa.
2. To know more about the support provided by the Student Affairs Office of EdUHK to non-local students, participants can visit <https://www.eduhk.hk/sao/?p=130> for details.

2.4 Other Feedbacks/Comments

Participants expressed interest in purchasing training programmes in the University. PL thanked participants for the interesting idea and would take this into consideration.

**PL**

There being no other business, the meeting was adjourned at 6:25 pm.

24 November 2017