



Students' Empowered Journey after Graduation

Ms. CHOY Yee Lan Elaine

Graduate (2017/18)

Bachelor of Education (Honours) (Special Needs) (Three-year Part-time)
[BEd(SN)(PT)]
Faculty of Education and Human Development

Dr. HE Wu Jing Mavis

Assistant Professor

Department of Special Education and Counselling
Programme Coordinator [BEd(SN)(PT)]
Faculty of Education and Human Development



Feeling content from the successful completion of the programme.

Keep Learning, Keep Developing and Keep Continuously Improving for the Profession of Special Education

Through lectures and assessments, the three-year study equipped me with knowledge and understanding of different special needs and relevant strategies. Furthermore, it provided opportunities to students from diversified backgrounds and different expertise to exchange their experiences and build a network, which enhanced students' professional development by providing them different perspectives in the field. Emphasising the reflection on practices throughout the programme aids in the establishment of positive attitudes in seeking improvement, which helps promote our professions.

The most valuable learning was the research project in the second and final year. Although it was a challenging task, students were able to review their studies and design an intervention programme, which strengthened the theories and strategies we learnt by applying learning into practice. This is beneficial to us as educators in designing evidence-based programmes to cater students of different special needs.



The question cards and word cards Ms. Choy made for the children.

I am currently working for a German family, and their two young children (two and four years old, respectively) need support for their different developmental delays/concerns. In the meantime, I work one day per week in a kindergarten in Tin Shui Wai as a teaching assistant. In my work, I have a chance to train the children by applying the intervention programme, which helps them to construct sentences when recounting their past experiences (e.g. 'On Sunday afternoon, Mummy and I went to Tsuen Wan McDonald's to attend Peter's birthday party'). This involved the use of scaffolding technique through the use of visual aids such as pictures, question cards (with question words *when*, *who*, *where*, and *what*) and word cards. For the younger children who can recognise only limited words, I developed another simplified version of the intervention programme, where I guide them to observe the environment. Moreover, I encourage them to produce related vocabulary by asking questions to assist them in making sentences with the application of scaffolding strategies.

From the perspective of Dr. He, the BEd(SN)(PT) Programme Leader, in line with the Government's policy on integration, aims to provide teacher education for serving teachers or relevant professionals to work effectively with students with special needs in mainstream or special settings. It is the programme's honour to walk through the learning journey with its students hand in hand and share the joy of seeing its students developing into professional educators who support the learning of SEN students. Elaine's reflection on her learning experience in the programme and her devotion to support the children with developmental delay illustrate the positive learning outcomes of the programme. 'Keep Learning, Keep Developing and Keep Continuously Improving for the Profession of Special Education'—this is the programme's genuine expectation of its students, and Elaine makes it true! Fantastic, Elaine, we feel proud of you!

Mr. LEUNG Yee Chung Boris

Graduate (2010/11)

Bachelor of Education (Honours) (Professional and Vocational Education) (Three-year Part-time)

[BEd(PVE)(PT)]

Faculty of Education and Human Development

Mr. LI Chin Wa

Senior Lecturer I

Department of International Education

PVE Convenor

Faculty of Education and Human Development

Becoming a Better Teacher in My Profession

My name is Boris Leung, a graduate of BEd(PVE)(PT) of the 2008/09 – 2010/11 cohort. My students call me 'Chef Boris'.

I am the Chief Instructor in the International Culinary Institute, teaching mainly in the area of Western cuisine. I have 20 years of working experience in the culinary industry.

I joined the Vocation Training Council (VTC) in 2007. After my first year of teaching, I found that being a professional teacher in this field was a great challenge. I enrolled in BEd(PVE)(PT) in 2008. I strengthened my competence in designing proper teaching strategies for different groups of students and the ways to develop appropriate assessment tasks to facilitate their learning. I taught in different programmes, including the applied learning subject. Chef students love my effective teaching. I am thankful for the chance to upgrade my professionalism in this BEd(PVE)(PT). I was promoted to teach the higher diploma programme related to hotel management under VTC. I could make good use of what I learnt in curriculum development, assessment design, problem-based learning, career counselling and lifelong learning from BEd(PVE)(PT) and fully apply these in the higher diploma programme.



Introducing my programme to the interested applicants.

Now, as one of the core members in our Western Cuisine Department, I am an appointed programme leader of the Culinary Diploma programme in International Culinary Institute, VTC.

I am so happy that I can contribute to Vocational and Professional Education and Training (VPET), and I thank HKIED/EdUHK for giving me this precious opportunity to upgrade my professional knowledge at the critical moment of my career!

Mr. Li sees Mr. Leung as a fast learner who aspires to apply what he has learnt in this programme into his career, to which he is so devoted. He is a good example of how this programme has helped VPET practitioners to earn a qualified teacher status (QTS) to be an effective teacher in the field.



Happy graduation gathering in November 2011.



Group photo with my VTC students who always called me 'Chef Boris'.

Ms. TSANG Ngan Sim Phyby

Graduate (2014/15)

Master of Arts in Educational Counselling (Two-year Part-Time)
[MA(EC)(PT)]

Guest Lecturer

Department of Special Education and Counselling
Faculty of Education and Human Development

Dr. FUNG Suk Chun Pat

Assistant Professor

Department of Special Education and Counselling

Programme Leader [MA(EC)]

Faculty of Education and Human Development

Passing on the Torch in Counsellor Education

Ms. Phyby Tsang, currently a Guest Lecturer in the Department of Special Education and Counselling (SEC), is a first-batch graduate of MA(EC)(PT). In her part-time study as a Counsellor-in-training (CIT), Phyby benefited from the instructions and support of Dr. Pat Fung. In the course *Group Work*, Dr. Fung taught theories and practices of group counselling. Dr. Fung was the group leader and Phyby was a group member. They developed a close and strong relationship. Dr. Fung firmly believes that including an experiential personal growth group in the programme is of prime importance to promote the professional excellence of CITs. As a group member, Phyby gained valuable first-hand experiences in the growth group. Under Dr. Fung's coordination, she was provided various counselling opportunities in her practicum period, such as leading groups for pre-service teachers and in-service kindergarten teachers.



Dr. Fung and Phyby visiting Advance Children Charity Play Therapy Center, one of the counselling practicum sites in the MA(EC)(PT) programme.



After graduation, Phyby became a Certified Counsellor of the Hong Kong Professional Counselling Association (HKPCA) and a freelance counsellor. With Dr. Fung's recommendation, Phyby also contributed by being a sub-committee member of the HKPCA. In the recent two years, under Dr. Fung's support, Phyby has been teaching in a group counselling course for our undergraduate students and has assumed the role of group leader in the experiential training group for our MA(EC)(PT)'s current CITs. Phyby is now ready to teach the *Group Work* course and is becoming a Counsellor educator.

Drawing from her learning experience, Phyby said, 'Apart from the resourceful library and lecturers, I was able to learn from other sources, such as my peers who came from diverse backgrounds as teaching staff in kindergartens, primary schools, secondary schools and even special education institutes, as well as social workers and several commercial professionals. Apart from our lecturers, I could also learn from this mixed group of peers with different expertise. In addition, guest speakers were invited to share their work experiences that related what we learnt from books to reality. This has kept us away from working in an ivory tower. Even now, these peers are still my largest supporting asset'.

To add to her sharing on teaching EdUHK students, she remarked, 'I have a habit of doing reflection every day before sleep even if I'm engaged. If I do have cases or group work in hand, I reflect deeply by asking a couple of questions:

- 1) Which part did I do well?
- 2) Which part could I have done better?
- 3) Are there any similar cases that I can associate with to resolve the case?

For any doubts, I seek advice from my supervisor or lecturers. Dr. Fung and Dr. Man Yuk Ching are very resourceful. I also ask for second opinions from peers who are experienced in handling similar cases. Confidentiality is well observed under all criteria'.



Dr. Fung, Phyby and colleagues discussing the content and learning activities of the *Group Work* course.

Ms. VAN DERMIJNSBRUGGE Elke Maria F

Graduate (2017/18)

Executive Master of Arts in International Educational Leadership and Change (Two-year Part-time)
[EMA(IELC)(PT)]

Lecturer I

Department of International Education
Faculty of Education and Human Development

Bridging the Gap between the Bush and the City: How the IELC Programme Brings Voices across Continents Together

In late 2016, when I was working in an International Baccalaureate (IB) school in Tanzania, East Africa, I sent my application for enrolment in the EMA(IELC)(PT) programme. A few months later, I logged on to the learning platform for the first time and started a learning journey that would turn out to be one of the most interesting career opportunities in my professional life.

I started exploring the programme thanks to a couple of fellow IB educators who graduated from the EMA(IELC)(PT). After working in various IB schools in Asia and Africa in different roles, I felt that an additional degree would strengthen my expertise. Moving into a more senior leadership role was one of the pathways I considered, but I also had an interest in a research-oriented direction. According to its graduates, the EMA(IELC)(PT) is at the intersection of leadership practice and research, and therefore a perfect fit for me.

From the start of my EMA(IELC)(PT) journey, I connected with IB educators from different countries whilst residing in a very remote part of the world myself. Amongst the students, we all had a great sense of sharing through the online course forum and various assignments. We shared bits and pieces of our professional lives, exchanged ideas and opinions and connected our practice to the theory and research offered



Visit with EdUHK Minor in Teaching and Learning in International Schools students to Hong Kong International School in November 2018.



Tanzania, May 2017, Outdoor Pursuits Camp.

through the video lectures and readings. In addition, the opportunity to apply the course content to my teaching and leadership practices through reflective essays and research-based assignments made the course very relevant. These I consider to be the most powerful aspects of the EMA(IELC)(PT) programme.

As Professors Bryant and Walker, Dr. Lu and other course lecturers and mentors entered my East African living room through video lectures, I felt like I knew them personally, and they became a great source of inspiration. After more than six months of distance learning, I attended the School Improvement Institute (SII), a residential module in Hong Kong. All the names I had been connecting with online finally had a face. We shook hands, discussed, conducted simulations, attended seminars and strengthened the connections we had already built through the online course work. I decided to repeat the SII the year after, as this residential module made a remarkable difference to me.

In December 2017, I joined our University as a Lecturer I in the Department of International Education (IE). I did not accidentally end up here. Although the EMA(IELC)(PT) is mostly a distance learning programme, the interactive set up and the opportunity to take residential modules allow you to really connect with the university if you wish to do so. I took those opportunities and it resulted in a job offer.

The EMA(IELC)(PT) enabled me to make the switch from practitioner to lecturer and programme coordinator of the Minor in Teaching and Learning in International Schools (TLIS) at our University. Today, I am not only sharing my experiences with students and guiding them to become responsible educators but also connecting with the local and international school network in Hong Kong and far beyond. These connections, my first research endeavour and the growing diversity of students in our programme make my job very rewarding and enriching. The EMA(IELC)(PT) really did change my life.

Mr. CHEUNG Wai Lok Jacky

Graduate (2018/19)

Master of Social Sciences in Psychology (Schools and Community Settings) (Two-year Part-time)
[MSocScP(SCS)(PT)]
Faculty of Education and Human Development

Dr. CHUNG Yiu Bun

Lecturer I

Department of Psychology
Programme Leader [MSocScP(SCS)(PT)]
Faculty of Education and Human Development



Mr. Cheung with his classmates and Dr. Chung.



Mr. Cheung and his daughter, Cynthia. This photo was taken on a ferry to a public golf course in Sai Kung. He believes that the study provides in-depth insight into psychological knowledge that improves his parenting skills.

Learning Psychology: Opening Up New Career Possibilities

I am currently a corporate finance manager and I completed our programme in 2019. Learning psychology is my choice to polish my communication skills with my colleagues and family members. Knowledge in psychology broadens my understanding of the developmental challenges of my daughter and nephew. In addition, I feel more comfortable in communicating with different people who may have behavioural symptoms of disorders. To further sharpen my professional helping skills, I am planning to pursue professional qualifications to become a counselling psychologist in the future.

From the perspective of Dr. Chung, Jacky is an active learner. Not only was he attentive in class, but he was also keen on asking questions during the site visits (schools and community centres). These visits were organised by the Department of Psychology to equip students with more up-to-date knowledge in the field. This programme provided Jacky with the fundamental knowledge of psychology so that he could further pursue studies in counselling psychology.

Mr. WAN Chi Lun

Graduate (2011/12)

Bachelor of Education (Honours) (Early Childhood Education) (Three-year Part-time)
[BEd(ECE)(PT)]

Graduate (2018/19)

Certificate in Professional Development Programme on Complaint Management for Kindergartens:
Communication and Mediation
[PDP-CMK]

Faculty of Education and Human Development

Embarking on the Road to Professionalism

I am now the principal in a kindergarten. In 2012, I graduated from the BEd(ECE)(PT) programme, which perfectly combines theory and practice. This programme not only equips students with comprehensive knowledge on early childhood education but also provides them with active opportunities to consolidate their knowledge by exposing them to actual kindergarten students through field experience. Students can observe, discuss and participate in classroom activities, implement their teaching plans and demonstrate their teaching skills under supervision. This prepares students to be analytical and critical by increasing their knowledge, skills and practical experience and foster their passion in this profession. The programme really helped me enhance my quality of teaching and paved my way to becoming a highly professional educator. Through professional training, I obtained valuable knowledge in teaching, such as how to design interactive and fun learning activities for students, nurture our children's whole person development and cultivate their interest in learning. In 2018, I studied in EdUHK again in the PDP-CMK programme. As a principal, I am required to upgrade my skills to provide professional services to all stakeholders, that is, to develop better communications with children, parents, teachers, council members and the public and inform them of our vision and strategies. I am thrilled to take this opportunity to express my heartfelt gratitude towards EdUHK. Without EdUHK, I cannot accomplish what I do today!



Mr. Wan attended the painting exhibition of his students.



Mr. Wan is so proud of his student who won a competition.

Ms. CHAN Ying Lam Zoe

Graduate (2015/16)

Certificate in Professional Development Programme (PDP) for Teachers of English (One week)
Faculty of Humanities

Dr. TAYLOR Timothy William

Associate Head

Department of English Language Education
Faculty of Humanities



Department of ELE colleague conducting an e-resources workshop in Tsung Tsin Primary School and Kindergarten.



Ms. Zoe Chan (middle), from the Hong Kong Baptist Convention Primary School, speaking at the Department of ELE e-Resources Roundtable.

Integrating E-learning in English Teaching Pedagogy and Practice in PDPs and Local Schools

The Department of English Language Education (ELE) has undertaken a series of efforts to consolidate e-Learning as a core area of expertise and extend that expertise to local schools. The PDP course *The Effective Use of e-Resources in the English Classroom* offers planning and demonstration of how in-service teachers can use a variety of freely available or teacher-made e-resources to improve the content and activities of English teaching.

In response to the numerous requests of enthusiastic graduates to have additional training in IT and e-resources for the English teachers of their own schools, we launched the project called *Unleashing the Power of Language Learning: An Integrated Process and e-Platform to Train English Teachers to Use e-Resources Effectively*. For over two years, the project has worked with teachers in the English panels of four local primary schools and one local secondary school, helping them integrate e-resources into their school-based English curriculum and teaching practice.



1st ELE e-Resources Roundtable group photo.

Front row (from left to right) : Mr. Sterling Wu (Senior Lecturer of ELE and e-Resources project member), e-Resources project members from primary schools: Ms. Koci Xu, Ms. Teresa Chow, Ms. Zoe Chan and Ms. Fiona Yung, Ms. Sylvia Chan (Principal of e-Resources project school and Roundtable keynote speaker), Dr. Timothy Taylor (Associate Head of ELE and e-Resources project supervisor)

In early June 2018 and 2019, ELE invited teachers from the PDP courses and the project schools to share their experiences as e-Teachers at Roundtable events offered on campus. ELE will also launch an e-resources website called e-Teachers Online for local primary school and secondary school teachers in August 2019 to share teaching tips from the PDP courses and the experiences of teachers from the e-resources project.

Sharing by a graduate of PDP who attended the course Effective Use of e-Resources in the English Classroom

Ms Zoe Chan is a primary school teacher at Hong Kong Baptist Convention Primary School. She shared, 'I had the opportunity to learn how to integrate e-resources more intensively after taking the one-week training course at EdUHK. I integrated e-resources like blogs, Edpuzzle, Nearpod and Google apps into my daily teaching after taking the training'.

With her enthusiasm, Zoe has become one of the lead teachers for one of the primary schools in the ELE e-resources project.

'Our principal has sent some of our teachers to attend the training course at EdUHK for many years now. Therefore, several of our teachers across different grades have attended the ELE course. In school, we continue training, usually during staff meetings, by inviting trainers, including those from EdUHK, to provide workshops on various platforms. We also have voluntary sharing among colleagues at year-end meetings each year. Of course we can't merely rely on e-resources for everything. We have to choose them wisely according to our language learning objectives'.



Ms. AU Hoi Lun

Graduate (2018/19)

Postgraduate Diploma in Education (Primary) (Two-year Part-time)
[PGDE(P)(PT)]
Faculty of Liberal Arts and Social Sciences

PGDE in EdUHK— Well Equipped for Careers in Education

The PGDE(P)(PT) programme is a platform where I learnt pedagogical theories and various means to use them in practice. The programme not only prepares us to be professional teachers but also fosters our ethics as educators who genuinely care about individual students and truly value the diversity of the educated. The programme also provides opportunities for student-teachers to communicate with people from different ethnic-cultural backgrounds. We, as locals, always exchange ideas with the native English teachers (NETs) about different school cultures in HK and the education systems in the different places the NETs hail from. The views of local English teachers (LETs) and NETs can be so different, but this difference makes the exchange work because we can always learn from each other. We also share our knowledge and experiences and explore education in different cultural contexts. This approach is especially beneficial to cultivating our global perspective, based on which we are always open to interaction and cooperation with different people from around the world. Specifically, the exchange between us as teachers helps develop our insights into the education curriculum in different areas and our roles as contributors to education. Most importantly, the programme allows me to meet friends who share a common goal—to be a good teacher. By collaborating and sharing experiences with them, I always notice where I can make



We were happily celebrating the success of our micro-teaching. It was honestly challenging, but we all know that the harder the process of learning is, the happier we become with what we can achieve.

improvements, and I regain my confidence and power in teaching whenever I feel frustrated with busy schoolwork.

For the past four years, I have worked as a teacher assistant in a primary school, where I provide assistance to the non-Chinese-speaking (NCS) students. However, I decided that it is time to start a new chapter after I finished the PGDE. I searched so hard for a place that would allow me to experience 'real teaching'. Last month, I received an offer from a primary school in Chai Wan for a contract-based teaching post, most likely responsible for English, General Studies and Visual Arts. At present, I am still waiting for the school to assign work and duties. I can see that the new job will be highly challenging, but I am certain that it will be worth the work to practice and acquire new learning.

Throughout my two years of studies, I am thankful to have many professional, knowledgeable professors and teaching staff to guide us through the hardships of learning and teaching, but more so to have friends who give me their warmest support whenever I need. I would say the experience in EdUHK equipped me with the qualifications of being a teacher, especially in terms of helping me become a responsible and caring teacher.

Faculty of Liberal Arts and Social Sciences

As a current English teacher, I always think that the most difficult part is to transform theoretical knowledge into instructional practice. While theories are taught and are supposedly learnt, putting them into practice remains the most difficult part. However, the programme prepared me to be fully equipped with professional knowledge and skills before I could teach competently. My very first programme course was *The Teaching of Language Skills and Pedagogical Grammar* taught by Dr. Timothy Taylor. This course was very crucial to my later field experience (FE) practice. I enjoyed Dr. Taylor's lectures immensely because he provided numerous teaching ideas. What I appreciate most is that we were encouraged to apply the theories critically. In the course, I learnt that teaching is not a mechanical practice or simply putting theory into practice. We are taught to employ teaching strategies with an inquiring mind. During the FE, I was able to apply my competence in English language teaching by using relevant and effective strategies that I learnt in the course.



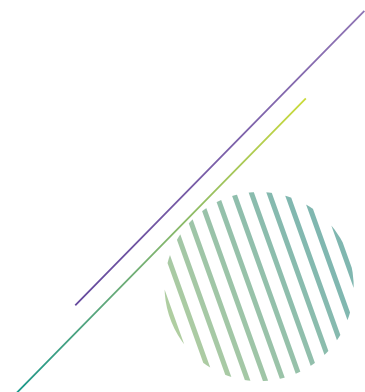


Poster Conference with Dr. Taylor and all the PGDE(S)(PT) students.

Moreover, the programme is holistic and has prepared us to be competent and confident teachers. The courses are all very interactive. I remember having a poster conference with all my classmates and sharing our teaching ideas and strategies. The conference was an opportunity for me to explore alternative views and teaching implications. Sharing and interaction are the main focuses of the programme. Through the process of collaborative learning and peer review, I am more mindful of the strengths and weaknesses of my lesson plans.

During my first FE visit, I was not aware of the learners' diversity in my class. I regarded 'teaching and learning' as separate elements. After the visit, the FE supervisor gave me highly practical and useful suggestions for my teaching. Becoming more reflective, I am more aware of the context in which teaching and learning take place. During the FE period, I integrated my teaching ideas with different approaches. The FE supervisors helped me relate the theoretical work to real-life practice. Eventually, I learnt to conceptualise a suitable teaching strategy for my class.

As a part-time PGDE(S) student, I am very fortunate to have great teachers during these two years of learning journey. They understand our struggles of how to carefully establish a balance between work and studies. The care and support our teachers and FE supervisors have given to us are no less than those for full-time students. The journey of becoming a teacher would not have been so fruitful and rewarding without the guidance and support given by the professors, lecturers and FE supervisors at EdUHK.



Dr. NG Tze Kin David

Graduate (2017/18)

Doctor of Education (Four-year Part-time)

[EdD(PT)]

Graduate School



A photo of the visit to Sheng Kung Hui All Saints' Middle School by the Deputy Director General with members of the School Management Committee on 7 March 2019.

Life and Values Education in Academia and in Practice

Approximately 12 years ago, I was appointed a member of the Management Committee of a school sponsoring body running four kindergartens. Since then, I have developed care and concern about the health and quality development of young children in and outside of the classroom. At the end of 2009, I finally decided to join the EdD(PT) (specialising in Life and Values Education) programme.

The EdD(PT) programme provided me with considerable opportunities to foster systematic reflection on professional education practices through various seminars and courses, such as *Conceptualizing Research*, *Development of Research Proposal and Thesis Preparation*, *Research Methods*, *Research Measurement I & II*, *Life and Values Education in the Holistic Curriculum* and *Critical Literature Review in Early Childhood Education*. My meetings and discussions with classmates, principals, teachers and parents of kindergartens were learning occasions as well.

The programme also provided excellent networking opportunities for the sharing and exchange of ideas and life experiences with professors, academics and classmates who are at different levels of experiences in the teaching and/or education field. Valuable academic and/or conceptual inputs were obtained through networking, which considerably helped at different stages in the writing and final completion of my thesis.



With my wife Anita at EdUHK campus on Graduation Day.

EdUHK also offered invaluable care and in-service support to my study through library support, updated programme news, seminars and conferences, general and academic support and advice in preparing my research proposal, thesis writing and quantitative research methods, particularly via the Graduate School. It was only through such support that the completion of my study became possible.

Furthermore, after studying the EdD(PT) programme, I gained considerable encouragement to share the knowledge obtained from my Life Education studies with other members of the two School Management Committees (SMCs) I belonged to. One SMC runs four kindergartens with 1400 students, and the other runs a secondary school with 500 students.

The majority of other SMC members agreed to set up working groups to study the scope and possible areas in implementing and improving Life Education in both the kindergarten and the secondary school levels. In the last two years, discussion groups and trainings were provided to the teachers of the four kindergartens for revising the curriculum to include or improve teaching methods and materials for elements of holistic education, namely relationship with God (or Heaven), other people, nature or other creatures and with one's self.

In the secondary school, the teachers in Religious Studies reviewed the curriculum to modify or improve similar elements of holistic education. Both kindergartens and secondary school adopted various ways of expressions of Life Education in the last two years, such as through plays, songs, music, drawings, composition and even speeches. A comprehensive review will be conducted in 2020 to assess the impact of Life Education on the lives and academics of students in both settings.

Ms. LI Hiu Laam Helena

Graduate (2017/18)

Bachelor of Health Education (Honours) (Three-year Part-time)

[BHE(PT)]

Faculty of Liberal Arts and Social Sciences

My Friend, My Teacher and My Life Coach

As a Registered Nurse and a part-time student, I gained much more than I expected on the first day of school. With my career background, the teachers of the BHE programme always allowed me to play different roles that made my school life more meaningful. For example, I was always given opportunities to share my experiences and knowledge on health issues during lessons. Moreover, the teachers became my close friends outside the classroom, and they gave me suggestions on my future career path. During practicum sessions, they focused on teaching me education and communication skills apart from health knowledge. These beautiful and warm memories gave me a wonderful and fruitful learning journey as a part-time student at EdUHK.



Ms. Helena Li graduated from BHE(PT) in 2018.



Ms. Helena Li continues her nursing career after graduation from BHE(PT).

Dr. YU Kam Ming Ken

Graduate (2014/15)

Master of Social Science Education in Greater China Studies (Two-year Part-time)
[MSocScEd(GCS)]
Faculty of Liberal Arts and Social Sciences

Alumnus Making a Contribution to EdUHK by Facilitating the Career Development of Students

A Chief Executive Officer and Director of schools and education businesses in Hong Kong, China and Australia, our alumnus Dr. Ken Yu earned an MSocScEd(GCS) in EdUHK in 2014. Dr. Yu saw that EdUHK was the only local university that offered the programme Greater China Studies in English. The programme facilitated his sharing of course materials with colleagues in Australia. With the aim of extending his education project to mainland China, Dr. Yu regarded his study to be very rewarding. Not only did he gain insights about the current policies, economic and educational development of China, but the network he

built with fellow classmates also provided his work with more precious opportunities. Giving back to his alma mater, Dr. Yu has been offering internship opportunities in Australia to EdUHK students since the summer of 2015, thus supporting students' career development in a most practical manner. Dr. Yu also volunteers as a career mentor for EdUHK and has coached 16 students since then. Students are inspired by his professional experiences and exposure. Looking forward, we hope that this mutually edifying relationship may continue for years to come!



Dr. Yu (left) and his colleague (right) enjoyed lunch with our students who interned in his organisation.



Thanks to Dr. Yu, our students (front row) had internship opportunities to work at the University Preparation College in Australia during their summer holiday.

Dr. HO Chun Sing Maxwell

Graduate (2008/09)

Bachelor of Education (Honours) (Secondary) in Business Studies
(BEd - Business Studies)

Will graduate in 2019

Doctor of Education in Educational Leadership and Management (Four-year Part-time)
[EdD in Educational Leadership and Management (PT)]

Lecturer I

Department of Education Policy and Leadership
Faculty of Education and Human Development

My Journey of Learning

'I set out on a journey of love, seeking truth, peace and understanding.
I am still learning.' - Muhammad Ali

Wisdom in Action

Education is about passing down knowledge and wisdom. EdUHK, BEd - Business Studies, was my first choice in JUPAS in 2004. I learnt and served in this university for over four years with guidance from Professor Christina Yu and Dr. Thomas Man. They inspired and guided me to go through the journey of becoming a professional business education teacher. Upon graduation from EdUHK, I served as a Business, Accounting and Financial Studies (BAFS) course coordinator in an English-as-a-medium of instruction (EMI) secondary school. I met the wise and humble principal, Mr. Henry Poon (former principal of St. Paul Co-educational College). He encouraged me to pursue excellence in teaching and promoted me as a middle leader. These mentors instilled in me their beliefs in education, which has a positive impact on my educational vision.

Pursue Excellence

Since I had a newborn baby in 2015, I realised that it was time to start a new journey to pursue excellence. Therefore, I decided to pursue the EdD in Educational Leadership and Management in EdUHK. My supervisor Dr. Darren Bryant and co-supervisor Dr. Lu Jiafang shared their wisdom in seeking truth with me. Their generosity, motivation and immense knowledge motivated me



Maxwell was a speaker at the Teacher and School Leadership in Educational Change Forum with over 200 principals and teacher leaders from primary, secondary and special schools, as well as officials from the EDB. He is now serving as a school consultant for five schools.



This was the first time that Maxwell mentored his students to participate in a financial literacy competition. They were among the Top 10 teams in the HSBC Young Financial Planner Competition. In this photo, the wise and humble principal, Henry Poon, showed his support to the team.



As a former business teacher, Maxwell actively promotes business education in Hong Kong. He joined a financial literacy co-creation session as a consultant for the Hong Kong Monetary Authority and Hong Kong Association for Business Education representatives.

to achieve the next level of becoming an excellent leader at school. With their inspiration, I developed a school-based finance and entrepreneurial curriculum for schools with team members. This curriculum not only fosters the financial literacy of students but also encourages them to dare to dream and act. We help students decide their career paths by using their entrepreneurial mindsets and plan ahead for their financial needs. I want to ensure that they can pursue their dreams with a feasible plan. With this innovative curriculum, I was awarded the Teacher award for Business and Financial Education by the Hong Kong Association for Business Education, Hong Kong Education City, Education Bureau and Investor and Financial Education Council.

Serving at My Alma Mater

Teaching at EdUHK allows me to contribute in a different role. I am glad to have the chance to share my experiences and thoughts with our students, preparing them to become future teachers. In addition, I have been invited to be a consultant for the VISA financial literacy co-creation session, a judge for an entrepreneurship competition and an executive committee member of the Hong Kong Association for Business Education. I also regularly conduct training workshops for local primary and secondary school teachers to help them integrate theories into practice. It is really my pleasure to be involved in nurturing new blood for schools to benefit Hong Kong's future generations.

I Am Still Learning

I have made the most important discovery of my love, truth, peace and understanding from my alma mater. I know that it is not the end of the journey. It is merely another path for me to learn from colleagues and students to become a professional teacher and scholar.

Constructing Teacher Identity through Field Experience

The number of students with special educational needs was increasing in the school where I served as a social worker. The help I could extend to students to cope with their studies or life issues was mostly at the remedial level. To be more proactive, I needed to look at the issues from a broader educational perspective. Therefore, I decided to obtain a degree in Education at EdUHK, specialising in Special Needs.

Enhancing Self-Reflection and Practice for Student Learning

The programme objectives echo with my previous role as a social worker; specifically, they both emphasise self-reflection. Students with special educational needs often face numerous failures in school. Now that I have become a teacher, I constantly adjust my lesson plans according to the learning progress of the class to ensure that students can follow. I believe that a teacher's role, especially for a class with special educational needs, is to find a balance between what is required by the syllabus and what the students can achieve.

Moving from a Social Worker to a Teacher through Field Experience

Field experience has played a major role in my transition from a social worker to a professional teacher in terms of pedagogical skills. The programme builds my capacity to understand how educational underpinnings affect actions in the inclusive settings. My supervisor's



Mr. Wong and his students at school.

advice, which comprehensively covered a range of pedagogical aspects, is valuable to me. He motivated me to respond to different learners through a reflective process that is anchored in outcomes.

Boosting the Confidence and Self-Esteem of Students

According to Piaget's Theory of Cognitive Development, students learn in different phases. During field experience, I employed his concept of 'Concrete Operational Stage of Development' in teaching a small group of low achievers to conceptualise Chinese characters. By breaking down the Chinese characters into different parts, students can easily grasp and understand their formation. The result was satisfying, and the sense of achievement, self-confidence and happiness was evident in the class.

I also used different colours to represent the top-middle-bottom and left-middle-right of Chinese characters. The colours stimulated students' visual senses so that they were able to grasp and remember the characters easily. I learnt this technique from the course about Attention Deficit Hyperactivity Disorder (ADHD) at EdUHK.

Teaching and Personal Belief

Teachers and social workers assist students in promoting their well-being. Whichever occupation we choose, we need to adhere to our beliefs. My belief is to nurture my students to be responsible, ethical and compassionate citizens and equip them with strategies to manage their lives and contribute to the community.



Mr. Wong revisited EdUHK and proudly talked to us about his students.

Teacher Empowerment: From Passion to Professionalism

Han Yu mentioned in Discourse on Teacher that a teacher propagates the doctrine, imparts professional knowledge and resolves doubts. I was fortunate to have met many caring teachers who allowed me to learn and grow in a loving environment. Therefore, I would like to provide the same opportunity for my future students. With this passion, I decided to empower myself for a teaching career by taking the Postgraduate Diploma in Education in Chinese.

Pedagogical Professionalism

The programme, particularly the field experience (FE), has fully exposed me to the matrix of teaching and learning from the perspective of students. In my classical Chinese class, many students messed up the sequence of nouns in a sentence. Regarding this problem, I tried to further emphasise the topic about parts of speech in my teaching so that students could clearly understand the meaning and structure of each sentence. This strategy has been proven effective. The FE highlighted the importance of understanding students' weaknesses and applying appropriate pedagogical skills and strategies.

Continuation of Good Practice

One of my greatest takeaways from FE came from my supervisor's feedback. During a class observation where I was teaching function words, my supervisor reminded me that references and examples should be cited from previous articles studied by the students so that their learning will become a solid foundation for new knowledge.

I also adopted my supervisor's tip about setting up a reward system to motivate students. I used scorecards as an incentive to encourage students to participate in classroom activities and complete worksheets. This approach created a feeling of pride and achievement among students and thus motivated them to be more productive in learning.

Emotional Preparation

Practical pedagogical skills are certainly crucial for a teacher, and psychological preparedness is important, particularly for a new teacher. One of my course teachers reminded us that while helping students to solve their problems, we should avoid being emotionally attached or absorbing negative emotions that come with their problems. Emotional attachment and negative emotions may be harmful to a healthy student-teacher relationship and may bring a negative impact on the learning of other students. I am grateful for the great advice and tips provided by the teachers at EdUHK. These tips are extremely useful in preparing myself to become a good teacher.

As I went through the FE and study journey, I am extremely aware of my present mission to make an impact through education and walk with my students through critical moments in life. As a teacher, I am not just a knowledge transmitter but also a companion, a caregiver and an inspirer for my students.



Ms. Wong with Dr. Kwong Yiu Keung, Assistant Professor at the Department of Chinese Language Studies.