

New Teacher Education in Hong Kong: *Innovative Implementations in Support of Paradigm Shift*

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Background & Study Purpose

- **Teacher Education has been challenged** by:
 - Paradigm shift in the theories of learning
 - New conceptions of knowledge
 - New developments in ICT
 - Speed at which knowledge is created
 - Allegations that schools fail to educate students
 - Economic downturn in Asia-Pacific region
- **Education reforms & teacher education reform**
- **Purpose of this paper:**
 - In the spirit of sharing, review the innovative implementation strategies in support of teacher education reform in Hong Kong

Theoretical Background: [Triplization \(Cheng, 2001\)](#)

- **Globalization:**
 - transfer of values and knowledge across national/geographical boundaries
 - Global relevance of knowledge
 - Web-based learning, international partnership
- **Localization:**
 - Transfer, adaptation and development of values and knowledge to and from the local context
 - Making knowledge meaningful to the local community
 - School-based management, community-wide reform
- **Individualization:**
 - Transfer, adaptation and development of knowledge to meeting individual needs
 - Self actualization, self learning, self management
 - Human potential, student-centred learning, concern for special needs

Contextual Background: Teacher Education Reform in HK

- **Education Commission (1997). Education Commission Report Number 7. HK: Government Printer**
- **Education & Manpower Bureau (1998, November). Information Technology for Learning in a New Era: Five-Year Strategy 1998/99 to 2002/03.**
- **Education Commission (2000). Learning for life. Learning through life: Reform proposal for the education system in Hong Kong. HK: Education Commission.**
- **Curriculum Development Council (2000). Information technology learning targets: A guideline for schools to organize teaching and learning activities to develop our students' capability in using IT. HK: Education Department.**
- **Curriculum Development Council (2001). Learning to learn – The way forward in curriculum development. HK: CDC**
- **Curriculum Development Council (2002). Basic education curriculum guide: Building on strengths, Primary 1 – Secondary 3. HK: CDC.**

Theme of the series of reforms

- Education is of top priority
- **Principles:**
 - Student-focused
 - “No-loser”
 - Quality
 - Lifelong learning
 - Life-wide learning
 - Society-wide mobilization
- Reforms:
 - **Teacher Education,**
 - **Information Technology,**
 - **Curriculum,**
 - **Assessment**

Innovations to facilitate Globalization

- **Formulate strategic policies to develop visionary international outlook of teachers**
 - IT Competency in Education policy
 - Language policy
- **Establish enabling infrastructure for connectivity**
 - Advanced and sophisticated IT infrastructure
 - Student exchange
 - Language immersion programmes
- **Build staff capacity:**
 - Build rich repertoire of IT knowledge & skills;
<http://elite.ied.edu.hk/itce/information.htm>
 - Develop strong language competency;
 - Engender strong positive commitment in integrating IT with learning, student-centred learning, and lifelong learning



Further Work Needed for Globalization

Need to:

- Enhance Input from other culture
 - Explicit policy direction to maintain a staff with an appropriate balance of local and overseas experience
 - Focused student exchange programmes (e.g. akin to Socrates [\(Socrates EU\)](#) and Erasmus [\(erasmus\)](#) programmes of European Union)
 - Intercultural understanding
 - Share good practices
 - Share common Regional policy issues
 - Provide adequate skills for globalization
- Cultivate in Teachers International Outlook
- Strengthen Regional Links, particularly with China

Innovations for Localization

- Collaborative construction of teacher knowledge-base with local partners
 - Lecturer Attachment Scheme
 - Progressive and Innovative Primary Schools Project ([PIPs](#))
 - Tripartite Interflow
- New models of collaborative teacher education degree programme
 - 4 year F/T Bachelor of Science (Hons) in Mathematics / Information Technology Education. The degree is from HKIEd-HKUST
- Knowledge platform and knowledge network
 - HK School Leadership Development Network ([HKSLDN](#))([APCELSQ](#))
 - ITEN (<http://www.itied.net/>)
 - IT Education Resources Centre
 - BCA ([BCA Chinese](#)) ([BCA](#))



The Hong Kong School Leadership Development Network

<u>Types of school</u>	<u>No. of schools</u>	<u>16 Action Groups</u>
Secondary Schools	233	67
Primary Schools	195	77
Kindergartens	84	38
Special Schools	45	15
Total	557	197

Action Groups, e.g.:

- School administration and management
- Teaching & learning
- Parents education & Home-school collaboration
- Student-based teaching
- IT in education

- Activities, seminars and workshops
- Annual Conference
- Resources
- Communication
- Electronic media
- School Homepage

Further Work Needed for Localization

Difficult to:

- Maintain and sustain knowledge platforms and learning networks
 - Funding from the government (QEF)
 - Interest & motivation of members

Innovations for Individualization

- **Enablement of self-learning**
 - **NEKAS** ([NEKAS](#))
 - **ELITE** ([ELITE](#))
- **Development of social intelligence in teachers**
 - **Personal Tutor System**

Further Work Needed for Individualization

Need to:

- Incorporate flexibility for credit transfer across institutes
- Establish credential framework with multiple entry and exit points for multiple pathways
- Extend teacher education to beyond the school sector
- Involve community elite in teacher education
 - Teacher education focused on school sector only; teacher education for non-school sectors are largely ignored
 - Elite from other sectors are not involved to contribute in teacher education
 - Lack of systematic and strategic provision for lifelong learning

Knowledge Legitimization and Management

- **Pedagogical knowledge**
- **Curriculum knowledge**
 - How can we identify and benchmark core professional competence?
 - How can we construct good assessment to provide effective feedback in support of student learning?
 - How to develop innovative and best practice in the programme?
- **Comparative research**
 - What are the optimal balance of different modes of offering (e.g BEd vs PGDE) for HK?

Knowledge Legitimization and Management

A Knowledge Base for Teacher Education and Development: Bibliographies 1990-2000 (Cheng & Tsui, 2002)

- **Research Issues and Contexts of Teacher Education and Development**
- **Programme and Process of Teacher Education**
- **Quality Assurance, Reform and IT in Teacher Education**
- **Teacher Study and Teaching Competence**
- **Staff Development and Teaching Development in Subject Areas and Higher Education**



Discussion

- **Need to enhance articulation with China**
- **Language policy in teacher education**
- **International exchange and as sense of Regional unity through Teacher Education credential structure**
- **Teacher Education research that has Regional significance**

Thank you very much!