

## **TUF Special Speakers Series – Summary Note**

**Date: 12<sup>th</sup> – 15<sup>th</sup> July 2011**

**Speaker: Mr. Lo Wing Sun**

**Topic: An Overview of the Hong Kong Education System**

### **About the Speaker**

Mr. Lo Wing Sun is a very experienced education professional and administrator with particular emphasis on student-support and project works. He is now an educational *consultant* for the community. Mr. Lo is also a very active volunteer in the relief operations of the Hong Kong Red Cross, and is active in the geoconservation works in Hong Kong and is a Recommended Geopark Guide of the Hong Kong National Geopark.

### **The Education System**

Any quality education should start from young. Currently resources are heavily allocated to the tertiary sector and also too little for the pre-school sector.

Different types of schoolings in Hong Kong:

Pre-school education: playgroups, Child-Care Centers, Kindergarten;

Primary and Secondary education: Government; Aided; Direct-subsidy; Private; Through-train (一條龍);

International school: Private; Aided (e.g. 英基)

Special education needs (SEN): 11 categories, including ADHD, physically handicapped, mentally handicapped, dyslexia etc.

### **The New Secondary School Curriculum**

In the recent years, one of the major education philosophies advocated by the educational professionals is Howard Gardner's Theory of Multiple Intelligences for education development in Hong Kong. The new Secondary School curriculum comprises of eight Key Learning Areas (KLAs). By the year of 2014, the eight KLA curricula will all have a weighting from the School-based Assessment (SBA).

### **Tertiary Education**

Ten tertiary institutions, offer degree programs in Hong Kong. There are also other players include: APA; and the going to be Caritas; Chu Hai College of Higher Education; SPEED; SPACE and so forth. The supply of degree places will increase in the coming years. Career and study paths for secondary school graduates are broader than in the past.

## **Useful Information on Training and Development**

Hong Kong Examinations and Assessment Authority (HKEAA) and Curriculum Development Committee (CDC) – responsible for school curriculums and examinations in Hong Kong

Education Bureau (EDB) - requires 50 hours of professional training for all practicing teachers in Hong Kong each year.

Qualitative Education Fund (QEF) – Special funding for schools to initiate their project applications

Education Resource Centre – resource library is available.

Hong Kong Teachers Centre – share resources, workshops

Others: Hong Kong EdCity, Home Co-op, E-class

NGOs: Committee on Home-School Cooperation, LEAPS, Caritas, Hong Kong Council of Social Service

## **Teaching as a profession**

One should not treat teaching as a job because it demands great efforts and determination. Being a teacher could guarantee stable income but monetary reward is not lucrative. If one desires to make a difference in the lives of young people and love to share with others, teaching is a meaningful and practical way to bring about changes to the society.

Teachers are either Permitted Teacher or Registered Teacher. To be qualified as a permitted teacher, one should possess the Certificate of Education or equivalent from the Hong Kong Institution of Education or one of the five tertiary institutes.

Example of professional groups which focus on evaluating education policies: Education Convergence (教育評議會) and (教育行動組).

There are two major teacher unions: Hong Kong Professional Teachers' Union (香港教育專業人員協會) and Hong Kong Federation on Education Workers (教育人員工作者聯會).

Teachers are advised to establish network with subject-based educational groups or academic groups so as to get updated information and professional developments on the subject areas (e.g. the Hong Kong Geography Association)

## **Professional Development**

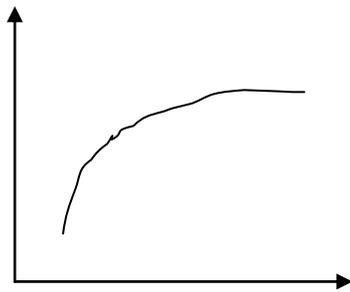
There are various fields for a young teacher to develop in the teaching profession. For example, student counselor, administrative professional, educational psychologist, career guidance, activity specialist and so forth. Intending teachers are advised to check very regularly the training circular from the EDB intranet for information on professional development e.g. the Training Desk

## Learning

Teachers should know the objective of teaching and inspire students to learn the key message/s. There are different types of learning models, e.g. experiential learning, reflection model, collaborative model, social interaction model etc.

From a psychological perspective, the process of learning is through behaviourism. The learning process involves positive reinforcement to change students' behaviours. Social interaction model advocates that one will change their way of thinking because of the changes in surrounding environment. As a result, creating a good learning environment is vital for students.

## Learning curve



The learning curve will reach plateau unless there is new stimulus. Teachers might need to change the way of teaching in such case.

Learning involves the five senses and each has different effectiveness: Sight (75%); Hearing (13%); Feel (6%); Taste (3%); Smell (3%).

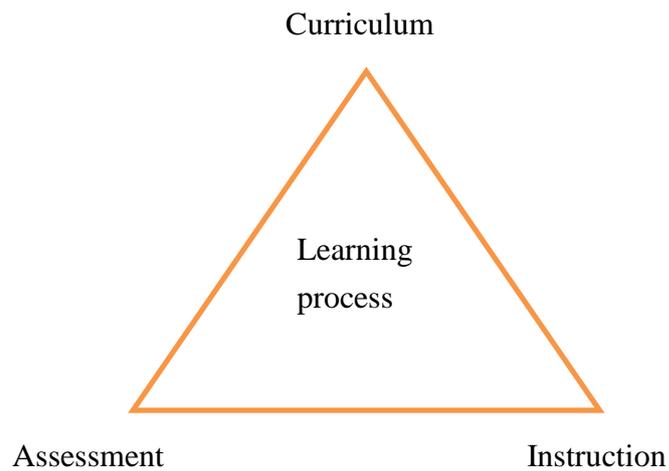
As such, using visual aids and providing opportunities for students to talk are important in teaching. Teachers should acknowledge that each student will have his/her own and preferred way to learn.

Repetition and consolidation is the key to retain what have been learnt. Teachers can apply meaningful repetition methods to enhance effectiveness in learning. For example, presentation, discussion, quiz, test, summary etc.

## Bloom's Taxonomy

One of the famous learning theories is Bloom's Taxonomy. Cognitive, Affective, and Psychomotor are the three domains.

In learning, three steps are involved. Teachers *must take the following in their students'* learning process when teaching, as well as designing curriculum and assessment.



### **Lesson Plan**

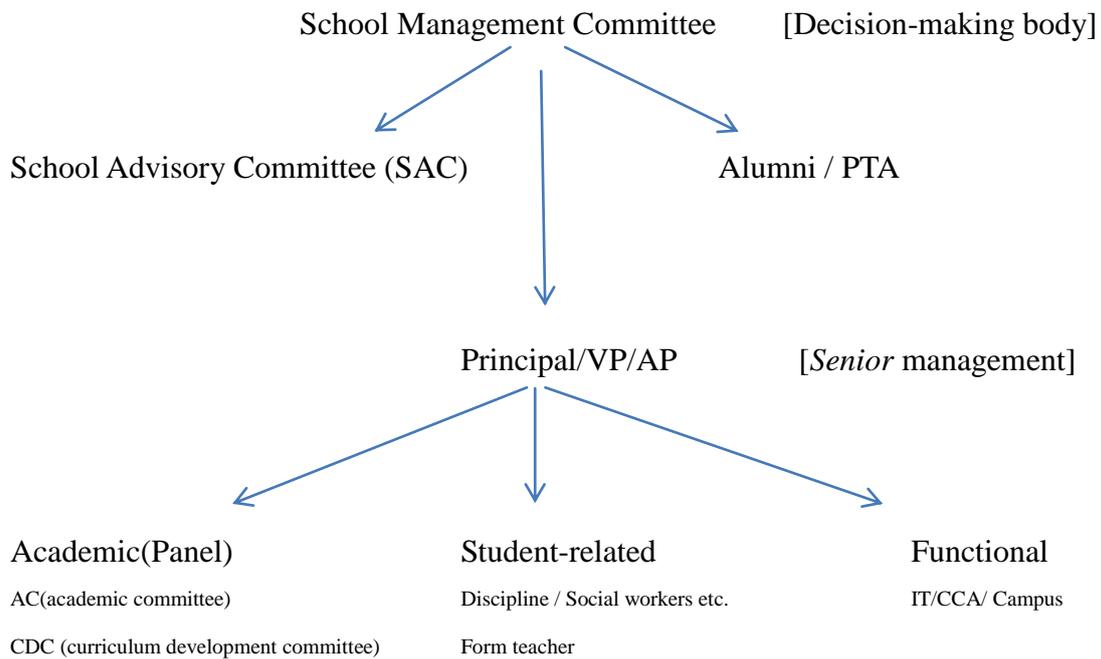
Lesson planning is vital for teachers to know what to do meaningfully and effectively in a class. A lesson plan should comprise of:

1. lesson objective;
2. steps to implement; and
3. consolidation.

### **Identify Students' Strengths**

A teacher's core responsibility is to identify students' strengths even if his or her performance is average. One way to help recognizing potential talents of a student is to take the perspective of multiple intelligences. Teachers should be able to appreciate students' strengths and to maximize their potential.

## School Organizational Chart



### ***Fitting into the school environment***

TUF Program Mentors are advised to have full understanding of the school in order to help themselves to fit-in the environment. Try to identify someone who can offer help in school. For example, IT technician, class teachers, panel head, and subject advisers. Likewise, each Program mentors should identify their own strengths and thus be able to offer support in relevant activities or functions of the school, such as leading interest groups, counseling, and career development etc.

*\*Remark: The seminar was conducted in Chinese. The synopsis is summarised by TUF who is responsible for the accuracy of the content.*