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# Newsletter



香港教育研究

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## Research Programmes

### Project on the *Development of Language Across the Curriculum for English-medium Education (DOLACEE)*

*Principal Investigator:*  
*Professor Evelyn Y. F. Man*

The project *Development of Language Across the Curriculum for English-medium Education (DOLACEE)* follows from two previous QEF projects, “Ensuring Excellence in English Language Education in Public Sector Schools in Hong Kong” (2000–2001), and “Enhancement of English Language Across the Curriculum through Professional Teacher Development” (2001–2003). The current two-year project, from September 2004–2006, is supported by the Education and Manpower Bureau (EMB) of the Hong Kong Special Administrative Region Government and aims at providing professional development for both language teachers and content subject teachers as well as conducting research on the skills and strategies needed by such teachers for more effective teaching in English medium-of-instruction (EMI) schools.

Project team members are from the Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong (CUHK). The Principal Investigator is Professor Evelyn Yee-fun Man and co-investigators include Professor David Coniam, Professor Cecilia Ka-wai Chun, and Dr. Barley Shuk-yin Mak.

Based on teaching materials of the *ESL in the Mainstream* course produced by the South Australian Department of Education and Children's Services, two language educators from Australia help conduct workshops with local teachers. There are two teacher education components in the project. The first is a "Training the Trainers" programme which involves 32 EMI schools taking part over two academic years. Each participating EMI school sends at least two teachers, usually a language teacher and a content subject teacher (known as "teacher-tutors") to attend the five-day course conducted by the Australians in cooperation with local staff. Some of the Australian teaching materials have been adapted for local use based on

local teachers' feedback. The second part of the training programme involves the 64 teacher-tutors going back to their own schools to conduct a series of workshops to provide professional development for their own colleagues (known as "teacher-participants") in different subject disciplines.

EMB organizes the presentation and delivery of the five-day workshops while the CUHK Project Team provides research and evaluation with policy implications. The participating schools have to submit to EMB a whole-school action plan on the implementation of a Language across the Curriculum (LAC) approach in their school. Specifically, the CUHK Project Team will make policy recommendations for promoting LAC in school, develop a framework for a structured teacher development programme to enhance teaching and learning effectiveness in EMI classrooms, conduct evaluation and research on the effectiveness of the EMB part of the course, and conduct impact analysis of the project schools on content subject teachers, language teachers, and the culture and ethos of the school.

### ***Schools Participating in DOLACEE Project***

<i>2004–2005 Participating schools</i>	<i>2005–2006 Participating schools</i>
CNEC Christian College	Canossa College
Holy Trinity College	Carmel Pak U Secondary School
Immaculate Heart of Mary College	Chan Sui Ki (La Salle) College
Kwun Tong Government Secondary School	Cheung Chuk Shan College
Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery	Holy Family Canossian College
N. T. Heung Yee Kuk Yuen Long District Secondary School	Kiangsu-Chekiang College (Shatin)
Queen's College	Kwun Tong Maryknoll College
Raimondi College	Munsang College
Shun Tak Fraternal Association Lee Shau Kee College	Sha Tin Government Secondary School
South Tuen Mun Government Secondary School	Shun Tak Fraternal Association Leung Kau Kui College
St. Louis School	Sing Yin Secondary School
St. Mark's School	Tak Nga Secondary School
True Light Middle School of Hong Kong	TWGHs Kap Yan Directors' College
Valtorta College	TWGHs Wong Fut Nam College
Wah Yan College, Kowloon	YWCA Hioe Tjo Yoeng College
Yuen Long Public Secondary School	Yuen Long Merchants Association Secondary School

Through the different components of the DOLACEE project, it also aims to:

1. Enhance the delivery skills of subject teachers using English as a medium of instruction through raising their awareness of the importance of language in their subject, enhancing the understanding of their subject language, and providing them with practical and effective classroom strategies.
2. Explore how language across the curriculum and English language education can be more effectively implemented in EMI classrooms.
3. Encourage a whole school approach towards the teaching and learning in English by suggesting and/or applying a useful framework for intra- and inter-departmental collaboration.
4. Promote an English-speaking ethos in the school by encouraging the frequent use of English as a medium of communication among teachers and students.
5. Promote a cascading effect of spreading good practices among EMI schools.
6. Adapt the Australian *ESL in the Mainstream* course materials for use by local teachers in a local context and to make the materials less “foreign” to local teachers.

The Project Team is now in the process of analyzing data from questionnaires, interviews, workshop reports and classroom observations to evaluate the effectiveness of various project components. It is hoped that preliminary findings will be released in early 2006.

## Research Programme on Teacher Development

*Programme Coordinator:*  
*Professor Shiu Ling-Po*

The purpose of this research programme is to investigate the psychological process of teacher development. In the past few years, we have conducted a number of studies related to teachers' self-concept, career development, and acquisition of expertise in teaching.

In one study, we collaborated with several primary schools in Fujian. We went there to videotape several mathematics teachers giving lessons and interviewed the teachers afterwards. We wanted to find out whether or not expert and beginning teachers differ in content and pedagogical knowledge, and tried to map out the relationship between teacher knowledge and classroom teaching. The results show that expert teachers do have better content and pedagogical content knowledge than beginning teachers. More importantly, the knowledge that expert teachers possess enables them to have high-quality interactions with the students (e.g. asked a greater number of challenging questions). Hence, we have identified an important mediating variable that turns knowledge into effective teaching.

In another study, we used concept map as a tool to examine changes in organization of pedagogical knowledge of pre-service teachers in relation to their field teaching experience and course work. Results showed that the most visible emphasis shift occurred for the category of school climate/culture, teaching process, and teacher's own professional adequacy. What was decreased was those that were related to educational policy and educational system matters. The trend of the change was also evident in the in-service teachers' maps. The attention of the in-service teachers appeared to be more selective and more limited to things that are related to aspects of classroom teaching and are more under a teacher's control.

In a third study, we investigated in-service teachers' use of praise and blame and their effects on student learning. The results show that both praise and blame could be effective, depending on student characteristics and educational goals. The implication is that a mix of them is more appropriate than using either one exclusively.

## Conferences, Seminars and Public Lectures

### 家長親職普及教育講座暨「校本家長教育」經驗分享會： 生活紊亂的子女與感覺迷失的父母

香港中文大學教育學院及香港教育研究所於2005年7月9日（星期六），主辦了一個家長親職普及教育講座暨「校本家長教育」經驗分享會，邀請了嘉諾撒小學（新蒲崗）的梁綺雲校長、陸錦翠老師、學生家長伍時敏先生，及中華基督教會基道中學何儉安副校長、黃綺琪老師、學生家長周陳美玉女士，分享參與「校本家長教育」計劃的體會。負責該家長教育計劃的陳廷三博士則以「生活紊亂的子女與感覺迷失的父母」為題回應家長教育的方向和目的。

講座中，兩位家長不約而同提到這校本家長教育計劃和其他家長教育講座的最大分別是，前者令自己對身為父母的心態有所改變，從以往只追求控制子女行為的外在方法和技巧，變為懂得回顧自己的人生，看到子女對自己的寶貴

意義，更珍惜與子女的相處和分享，家庭生活更加和諧，而且從子女功課和成績的魔咒中釋放出來，學會以平常心去鼓勵和發掘子女學習的興趣。幾位校長和老師都感染到參加計劃的家長們的改變和成長，並同意整個計劃的方向和目標值得在學校推行。

陳博士指出香港的生活環境特色是「亂」和「假」，孩子面對身邊很多不穩定和不長久關係（如移民、父母離異）的衝擊，於是很早便拍拖來表達對親密關係的嚮往，但卻經歷更多親密關係的終結而愈加迷惘。在學校生活方面，孩子要面對繁重的功課、頻密的考試，在教改下教育變為「活動愈多愈好」，專題研習、遊學團、考察等把學生的生活填得滿滿。在經濟轉型和教育的新興標準下，例如要「增值」、向前看而不應回望過去、家長參與學校運作甚至決策等，家長對子女默默作出的貢獻都被否定。假如父母迷失在生活之中，又如何懂得回應子女成長的訴求呢？正如不斷把東西塞進抽屜而不加以整理，到有需要找回時便無從入手。所以，家長教育的第一步必然是協助家長整理自己的人生。大會在討論學校如何推行家長教育聲中結束。



主講者陳廷三博士

講者陳廷三博士與其他嘉賓分享教養子女的經驗



## 已辦或籌辦之研討會及公開講座

日期	題目	合辦單位 / 講者
6/11/2004	「滬港教育改革的探索」研討會	復旦大學高等教育研究所
9/7/2005	家長親職普及教育講座暨「校本家長教育」經驗分享會：「生活紊亂的子女與感覺迷失的父母」	陳廷三博士（香港教育研究所）
24–29/8/2005	「中國教育改革高層論壇：多元視角中的教育問題」會議	香港中文大學教育學院 國家基礎教育實驗中心 香港中文大學教育學院內地同學會 東北師範大學教育科學學院
2–3/12/2005	香港中文大學教育學院四十周年紀念國際研討會：「教改潮下的教師領導和教育協作的發展」	香港中文大學教育學院 香港中文大學校友校長會 香港中文大學教育學院校友會
8–13/12/2005	「我們的使命 多元視角中的教育質量問題」學術研討會暨香港中文大學教育學院同學會第六屆年會	香港中文大學教育學院
17/12/2005	課外活動專業發展研討會	香港課外活動主任協會 香港中文大學教育學院

## Forthcoming Conference

**香港中文大學教育學院四十周年紀念國際研討會：**  
**Developing Teacher Leadership and Education**  
**Partnership in the Face of Education Reform**  
**教改潮下的教師領導和教育協作的發展**

本研討會是香港中文大學教育學院成立四十周年誌慶項目之一。研討會的主題為「教改潮下的教師領導和教育協作的發展」，它正好反映出當代全球教育發展的趨勢。舉辦是次研討會的目的，主要在於邀集各地專家、學者和教育界同工就教師領導和教育群體發展的關鍵議題，作出深入的交流及討論，並期盼藉此提高學校教育的素質，進而為全球教師專業標示其未來的發展路向。

研討會將於本年 12 月 2–3 日在香港中文大學舉行。香港特別行政區教育統籌局局長李國章教授及香港中文大學校長劉遵義教授將出任主禮嘉賓。

除主題演講外，研討會尚有特邀嘉賓研討、論文發表、論壇、座談會及

工作坊等不同環節。預計在研討會發表的論文約有 110 篇之多。

此外，本港六所中、小學已把 12 月 2 日定為教師發展日，屆時將有 350 多名教師參與研討會的活動。主辦單位為此將特設 17 個工作坊及 7 個論壇，由本校教育學院教授、研究員、香港中文大學校友校長會及香港中文大學教育學院校友會籌辦。

研討會參加者及講者來自世界各地，包括英國、美國、澳洲、中國、台灣、馬來西亞、尼日利亞及澳門，預計總參與人數將超過 700 人。

有關研討會的詳情，可瀏覽網頁 <http://www.fed.cuhk.edu.hk/~hkier/40anniv/>，或致電 26096205 與研討會秘書處溫小姐聯絡。



## Programmes for Professional Development

### Master of Arts Programme in Curriculum Development and Teaching of Liberal Studies 通識教育科課程發展與教學文學碩士課程

In October 2004, the Education and Manpower Bureau released a consultation document *Reforming the Academic Structure for Senior Secondary Education and Higher Education*, which proposes Liberal Studies (LS) be the fourth core subject (in addition to Chinese Language, English Language, and Mathematics) in the new senior secondary education. How to help schools change from the current system, with Integrated Humanities and Science & Technology of Forms 4–5, and/or Liberal Studies of Forms 6–7, to the more desirable form of general education, in which LS is a key element, requires practical wisdom informed by a thorough understanding of the foundations of education, including professional-practical knowledge.

The Master of Arts Programme in Curriculum Development and Teaching of Liberal Studies aims to strengthen the leadership of teachers in LS through enhancing their capacity and understanding of general education in the

context of the current educational reforms. The Programme is geared towards nurturing a critical understanding of the nature of LS in new senior secondary curriculum, and its development. Simultaneously it will equip aspiring LS leaders with the necessary knowledge and pedagogic skills in the three constituent areas of studies of LS, and facilitate greater reflective practice in which values and attitudes are embodied.

The objectives of the Programme are to help participants:

1. Nurture a critical understanding of the nature of LS and its development in the context of general education and its realization in school;
2. Foster the necessary attitudes and pedagogical skills, including the “issue enquiry” approach, for teaching LS in order to nurture and liberate the minds of future generations;
3. Enrich the pedagogic and professional knowledge necessary by aspiring LS teachers to exercise leadership in LS and aid its development in their own schools;
4. Acquire the academic groundings and multiple perspectives needed to understand the educational significance of LS and to enhance its educational practice; and
5. Inculcate in school leaders, perceptions of the ideal of general education in the management of LS.

For enquiries, please contact the Hong Kong Institute of Educational Research at 26096960 (tel) or 26036850 (fax).

### 教育工作者專業進修課程： 輔導與個人成長系列

在 2005–2006 年度的「教育工作者專業進修課程：輔導與個人成長系列」中，推出了兩個新的單元，其一是「當代心理治療研討班——故事與人生」(AGC5106)，另一是「家長成長工作坊」(CGC0106D)。

「當代心理治療研討班——故事與人生」是高級學位教師教育文憑中新增的一個選修單元，由資深學者或心理治療師引導學員深入探討一種當代心理治療方法。本年特別邀請陳廷三博士引導學員探討敘事治療法。課程適合有

基礎輔導訓練的老師、社工及家長教育工作者進修，於 2005 年 11 月 8 日開課。

至於「家長成長工作坊」的增設，主要是回應社區中對家長教育的需要。課程沿襲香港教育研究所開辦的家長教育文憑課程的理念，強調家長教育的內容不應只著重教養子女的技巧；在探討教養方法之前，家長必須先了解自己為何要當家長，並意識到照顧子女不是抽離地控制，而是近距離的細心培育。因此，假若父母沒有整理出那個屬於自己的故事，理順當中扭曲、破碎的片段，往日的不幸便可能無意地複製到子女身上。基於此，本所特別為家長設計了這工作坊，讓參加者透過敘事治療法，重拾往日的片段，整理生命的經歷，以達致主導自己的人生故事，知道如何選擇合宜的培育子女方法。工作坊的舉行日期為 2006 年 5 月 6 日、5 月 13 日及 5 月 20 日共三天。詳情可瀏覽 <http://www.fed.cuhk.edu.hk/~hkier>，或電 26096999 與陳小姐聯絡。

## Development Projects

### 優質學校改進計劃

優質學校改進計劃（以下簡稱「計劃」）是一個結合大學的學術理論及研究、前線教育工作者的實踐智慧及政府教育政策及資源支援下的大型學校改進計劃。在認真考慮參與這個「計劃」時，研究所的關注點包括：（1）總結過往八年在本土累積的實踐經驗及開拓的新知識，有效且卓越地協助學校改進；（2）結合國內及海外學校改進的經驗，使香港教育研究所成為研究華南地區學校改進發展工作的重要場所。

計劃獲香港教育統籌局撥款四千六百萬元，進行為期五年（2004–2009）的大學與學校協作的學校改進計劃，合共服務 115 所學校。計劃為學校提供的服務包括：（1）為學校建立自我完善機制，更新（rejuvenate）學校，提升機構效能；（2）探究辦學理念及教學策略；（3）增潤及優化教學效能。計劃是透過大學與學校的夥伴協作，把大學的理論和知識與前線教師的實踐經驗結合，使教師的能量（teachers' capacity）得到提升，在教學上能面對社會不斷改進所帶來的新要求和挑戰，令學生在學習上更有效；同時更希望學校能建構良好的團隊文化，達至上下一心，成為不斷進步的學習型機構，為學生的利益而共同努力。與此同時，計劃更致力網羅優秀教師作重點培訓，成立信心老師及優質圈，為香港教育界培育領導人才。

由於學校情況都是獨特的，計劃的切入點、提供的支援方式和力度都不一樣，而各校的進度又各有不同，這亦是大學過往推行類似計劃的經驗。啟動年（2004–2005）服務的 40 所學校普遍都有著渴望改進的心態，對大學有相當信心，對計劃的專業支援工作有認識、有期望及有要求，更不抗拒大學同事檢視學校整體狀況及提供全面改進的意見。計劃在提升學校效能上已開展的工作包括情勢分析、建構學校文化、檢視目標與行動的配合、增強團隊共力等；提升的學與教工作則包括班級經營、優化教學、課程設計及發展等等。

計劃針對學校不同階層提供不同類型的支援。針對校長及領導群的工作包括：提供研讀文獻，中層管理培訓，「學校自評：理論基礎和實務」工作坊，建立訓導的支援制度和方法，校長、主任個別輔導（mentor）。針對校內全體老師的則有：團結團隊，疏解、緩和人事紛爭，再探學校使命及工作優次。至於在學與教方面，有觀課、集體備課及建立校內信心老師等。計劃按學校發展階段和老師能量進行優化學與教工作，因此在不同學校所處理的範疇，涉獵的教學目標重點、概念、活動及策略、常規處理等不盡相同。如學校加入計劃時已清晰訂定關注項目並預留資源，進展會較順暢，速度亦較快。

截至 2005 年 7 月，訪校次數 640 次，直接受惠人次為 14,000 人。計劃主辦跨校教學活動，如跨校教師工作坊，讓不同學校的老師就共同關注的課題進行交流；截至 2005 年 6 月，參與跨校活動人次為 680 人。計劃將於 2005–2006 年度為成員小學組織數學優質圈，透過交流，讓負責該環節的學校釐清理念，他校亦從中獲益。

全面學校改進工作是長遠而艱巨的。雖然部分行動方案的成果可以即時量度，但我們仍著眼於較長遠的果效，包括提升教師能量、建構學校良好的團隊改進文化。到現階段來說，情勢檢討工作及校本教師工作坊均得到高度評價，計劃能於短時間內掌握學校情勢，提供專業意見。校長及教師認同透過工作坊，讓他們對學校現況及將來的發展方向有深入的反思，亦有助同工分享意見。在個別改善教學效能的行動計劃均見學習果效。核心教師在視野和識見，以及工作上的互動、協作和反思等教學能量上，均有提升。在跨校教師工作坊上，超過 90% 以上的參加者都作出了正面評價，如認為從中取得有用的主意，有衝動去嘗試，亦有付諸實行等。總的來說，教師願意嘗試新課程及新策略。計劃核心部分的成果卻需要時間去見證，如良好的學校團隊文化（establishing school culture）在受到衝擊時能否持續（sustain）及發展，不斷自我完善，邁向一個學習型機構。

2005–2006 年度是計劃接收學校的高峰期，將有 20 所學校加入，合共 60 所學校。計劃一方面擴大專家隊伍人數及專長，回應學校的需求；另一方面把第一期準備度高的學校及老師推到最前線，與第二期學校分享學校改進經驗，藉著展示所學的機會，讓第一期學校及老師總結經驗，提升能量。

由於計劃是一個整全、互動和具動力的學校改進計劃，來年工作重點既按學校需求而定，亦由計劃專家視學校發展情況而提供專業意見。從過往計劃累積的經驗看來，教育政策影響學校行為甚深，如四年前學校對教改推行的「四個關鍵項目」，需求甚多支援，兩年後隨著關鍵項目在大部分學校落實或形式上落實令需求減退。預計來年大部分學校均因學校自評及外評的關係而轉移至教學效能上。計劃會藉此機會進入學校作全面觀課，從而提升學校的學與教效能。

## Research and Development Centres

### The Hong Kong Centre for the Development of Educational Leadership

The past six months have been extremely busy for the Hong Kong Centre for the Development of Educational Leadership (HKCDEL) —not too much time for holidays. HKCDEL has introduced a number of new leadership and school development programmes. These illustrate both our present and mid-term agendas. Centre members have also been successful in winning bids for future programmes (one for Newly Appointed Principals), been awarded two RGC-funded research grants, and continued to publish in local, regional and international venues. We are also pleased to welcome Mrs. Iris Kwong from the Education and Manpower Bureau (EMB) to a three-month attachment at HKCDEL —we look forward to her contribution.

In this newsletter we introduce one recent programme designed to aid leadership learning in Hong Kong. In future issues of this newsletter we will describe our recent research projects, principal training and school development activities. Initial descriptions of all of these can be found at our website (<http://www.fed.cuhk.edu.hk/leaders/>).

#### Blue skies

*Blue skies – A Professional Learning Programme for Beginning Principals* is designed to fit coherently with programmes for Aspiring and Serving Principals and a centralized induction Programme. *Blue skies* was designed on the back of ongoing evaluations, formal review and other studies into the original Newly Appointed Principals Needs Assessment programme. It was also informed by international research and insights. The research outcomes and recommendations are apparent in the shape and content of the programme.

*Blue skies* is a twelve-month learning programme for beginning principals which starts at the end of their first year in post. It was developed by HKCDEL members in close partnership with practising principals. It is hoped that beginning principals will leave *blue skies* with increased confidence in themselves as leaders and be better equipped to both lead and manage their schools. Following their involvement they will be more knowledgeable, resilient and connected to learning networks.

*Blue skies* presents an integrated approach to ongoing professional learning and is designed to help beginning principals start their principalship on a positive note; help them clarify what is important in their principalship; and to engage them in ongoing professional learning —all within a supportive collegial environment.

At the heart of *blue skies* learning are a group of carefully selected *Sponsors* and approximately 17 learning sets called *Learning*



Mrs. Fanny Law welcomes *blue skies* participants



*Blue skies* highlights to date:

1. An exciting Leaders' Forum opened by Mrs. Fanny Law from the EMB
2. A Sponsor Training Day run by Dr. Dick Weindling from Create Consultants, London.
3. An Inspirational Breakfast Meeting featuring Mr. Paul Yip Kwok-wah from Yew Chung Education Foundation and Yew Wah Education Management Ltd.
4. Leaders meeting leaders in their Learning Squares in schools.

*Squares.* A *blue skies Sponsor* is a recognized (outstanding) experienced principal who formally agrees to "Sponsor" beginning principals for the duration of the programme. A *Sponsor* agrees to take shared responsibility for a beginning principals' learning and professional welfare during the first years of their principalship (and hopefully, following the completion of the formal programme). A *Sponsor* has three interrelated roles —peer mentor, principal coach and professional counsel. Each *Sponsor* is carefully matched with three beginning principals to form a *Learning Square*. This configuration was designed so that support, learning and responsibility could be spread, i.e., support provided by the *Sponsor* for each beginning principal and the support that each beginning principal provides each other. Symbolically, the four corners of the square represent the four partners each holding up an equal corner of learning.

The programme works through four major stages —Welcome and Briefing (Beginning principals) or formal mentoring training (for Sponsors), a leadership Stock Take, Leaders' Forum, and the Partnership Programme. The most important stage is the *Partnership Programme* which runs over 12 months. It forms the core of the programme in terms of purpose, intent and time commitment and revolves around individual school, principal and Learning Square needs. It is about ongoing collaborative learning and support, and seeks to build a unique and flexible learning partnership over a period of approximately twelve months. The partnership also draws on other expertise, opinion and research as necessary.

In designing the *Partnership Programme*, the development group recognized that principals are busy people who face severe time

limitations which can restrict formal professional learning. On the other hand, however, there was acknowledgment that if a concerted effort was not made to design or structure professional learning, then it may not happen as effectively as possible and, as a result, beginning principals could find themselves becoming professionally isolated. The *Partnership Programme*, therefore, is based on a balanced mixture of structure and flexibility, or what we labelled "flexibility within structure". There are some components which everyone does together as a cohort, and others which are done in Learning Squares. For Learning Squares, the principals themselves decide the "how," "why" and "when" of their learning. Subsequently, it is hoped that *blue skies* will evolve through individual/contextualized learning agendas and recognize that the key to making the *Partnership Programme* work are the relationships formed within the *Learning Squares*. The required and elective components of the *Partnership Programme* can be found at the *blue skies* website ([http://www3.fed.cuhk.edu.hk/eldevnet/blue\\_skies.asp](http://www3.fed.cuhk.edu.hk/eldevnet/blue_skies.asp)).

The programme, including in its early stages, is being evaluated on an ongoing basis both internally and externally. A rigorous quality assurance (QA) scheme has been planned and an external consultant engaged. During this first year we hope to learn more about what works and why it works, and use this continually to enhance the effectiveness of the programme.

– Allan Walker

## The School Development and Evaluation Team

In line with the prime purposes of the School Development and Evaluation Team (SDET) —fostering a culture of organizational learning in schools and helping them develop continuously for sustainability, three different school improvement projects were launched last year to cater for the various development needs of local schools. These projects were (a) *Self-evaluation, External Review and School Development*; (b) *School Self-evaluation: Reinforcing Organizational Change*; and (c) *Transforming Schools into Learning Organizations* which is a 2-year QEF project.

A total of 105 schools joined these projects in 2004–2005. This was unprecedented since the establishment of SDET. Schools responded that the training and workshops offered by the projects were highly effective in helping them understand the concept and the ways of undergoing school self-evaluation. The workshops in April to June, which was a “diagnosis” of the schools based on their empirical data, were of special importance to them in formulating their school development plans. Two seminars on school self-evaluation and sustainability were organized for schools in March and May.

In response to the recent changes in educational contexts, SDET organizes two other projects for schools in addition to carrying on the QEF project in 2005–2006. The new projects are: (a) *School Self-evaluation, External Review and Sustainability*; and (b) *Self-evaluation and Extended School Development*. The emphasis of these new projects will be put on teaching and learning in order to enhance school effectiveness in this area.



*Training for the School Self-evaluation Committee Members on the Project of School Self-evaluation, External Review and Sustainability*

## 普通話教育研究及發展中心

### 國家語委領導來訪 加強雙方合作聯繫

今年8月27日下午，國家語委普通話培訓測試中心主任姚喜雙教授、副主任韓其洲先生、教育部語言文字應用研究所辦公室主任劉朋建先生到本中心訪問。中心主任何偉傑教授、副主任林建平教授代表中心歡迎三位先生光臨，並出席了座談會。



韓其洲先生（右一）及其他代表  
與中心主任何偉傑教授（中）、  
中心副主任林建平教授（右二）合照

從1997年12月以來，普通話教育研究及發展中心跟國家語委普通話培訓測試中心建立起良好的合作關係，共同研製成電腦錄音測試軟件，為香港中小學普通話科教師合辦普通話培訓課程，合辦港澳地區普通話水平測試學術研討會及測試員培訓課程等。為了加強日後的合作和聯繫，雙方在座談會上坦誠而友好地交換了意見，就科研合作、合辦研討會、培養研究生等方面，進行了深入的探討。預計短期內，中心將邀請教育部語言文字應用研究所的專家學者來港訪問，主持學術講座，進一步推動普通話教育；為提高普通話水平測試的研究水平，雙方將合辦國際學術研討會。

## Hong Kong Centre for International Student Assessment

### The Second HKPISA Report

After many writing and re-writing processes, the *Second HKPISA Report* (i.e., the Hong Kong report of PISA 2003) is now ready for dissemination. It will be distributed to schools and other relevant organizations in mid-November, incorporating into the publicity programme of PISA 2006 Main Study which will be launched during May and June 2006.

### PISA 2006 Field Trial

Stepping into the winter of 2005, colleagues of Hong Kong Centre for International Student Assessment (HKPISA Centre) are gathering speed into the preparation of the Main Study of HKPISA 2006 (Programme for International Student Assessment 2006 in Hong Kong). Though the implementation of PISA has always been challenging given its stringent standard of operation, we are confident that the tasks will be executed with quality; for in the past several months we have been, in the field trial (or pilot study), rehearsing, acquiring knowledge and experience, to prepare ourselves for the coming of this Main Study.

The field trial was completed in September 2005. It can be regarded as a full rehearsal of the Main Study. The three major components of the preparation included instrument production, school sampling, and test administration. Regarding assessment instrument production, this year we have a new experience of collaborating with other Chinese-speaking communities. Hong Kong, Macao and Taiwan worked together to produce the Chinese version of testing instrument and questionnaires. This is a remarkable experience in that the three Chinese communities worked hand in hand in an international project.

With our colleagues' effort throughout these years, PISA is gaining support from the schools. About 70 schools expressed interest in participating. However, we can only invite 39 schools to participate according to PISA's stratified sampling design. Findings in the field trial will bring about improvement in the Main Study.

### The Macao Connection

HKPISA Centre has assisted the Macao SAR Government in implementing PISA 2003 in Macao. Though the project was completed long time ago, the Hong Kong–Macao connection is maintained. The Centre is invited by the Macao Government to conduct a follow-up study of Macao PISA 2003. The report is anticipated to be completed by the end of this year.

## Collegial Exchange

In February, we welcomed the visit by colleagues from the PISA Centre of Macao and the United Kingdom. It was a precious opportunity for collegial exchange with international peers. We shared with the guests our experience in the operations of PISA and in the running of the Centre. Collegial exchange also occurred in another way when Prof. Esther Ho, the Director of HKPISA Centre, introduced PISA to scholars in different parts of Mainland China. For instance, Prof. Ho visited Changchun recently and introduced the implementation and implication of PISA in the Chinese Society in her presentation at a conference at Northeast Normal University. It is hoped that our sharing will encourage peers in the Mainland to participate in important international studies in the future.

Moreover, Prof. Ho also attended an OECD/PISA workshop in France, in which an advanced analysis technology for education was introduced. We will explore the feasibility of organizing similar workshops for scholars in the Asia Pacific region.



*The Main Study of PISA 2006 is coming*

## Centre for the Advancement of Information Technology in Education

### 資訊科技教育促進中心

In April 2005, the Centre for the Advancement of Information Technology in Education, a new centre under the auspices of the Hong Kong Institute of Educational Research, was established. In close cooperation with the Faculty of Education, the Centre facilitates the study and advancement of the theory and practice of information technology (IT) in education, disseminates research findings to the educational community, and promotes the effective use of IT in education in Hong Kong, the Greater China Region, and the profession worldwide.

The objectives of the Centre are to:

1. foster the integration of IT in schools of Hong Kong, the Chinese community and further afield through the professional development of teachers and educators;
2. promote collaboration among the Faculty of Education of The Chinese University of Hong Kong, local and international organizations and institutions to form a knowledge-generating circle, with particular focus on professional development in IT in education;
3. establish and promote IT literacy in schools in Hong Kong and the Chinese community at large; and
4. develop multimedia and Web-based learning environments for students at primary and secondary levels of schooling.

The work of the Centre focuses on four main areas, namely, offering professional development courses, engaging in research and development projects, forging local and international collaboration, and organizing academic conferences and seminars.



## Publications

### Education Policy Studies Series

#### 教育政策研討系列

**No. 57 Can Basic Education System in Hong Kong Be Equal and Excellent: Results from PISA2000+**  
*Esther Sui-chu Ho*

This paper investigates the performance of 15-year-old secondary school students in Hong Kong. The results suggest that Hong Kong's education system has achieved both excellence and equality of opportunity when compared with other countries. However, serious academic and social segregation among schools still exists.

ISBN: 962-8077-89-9 40 pages paperback HK\$20

**No. 58 A Cross-national Perspective on Some Characteristics Shared by the Best-performing Countries in PISA**  
*Andreas Schleicher*

The PISA 2000 assessments of performance by 15-year-olds revealed wide differences among countries, and between schools and students within countries. The results achieved by students in some countries indicate that it is possible to combine high performance standards with an equitable distribution of learning outcomes. Nevertheless, there is a significant minority of students who performed at reading literacy level 1 or below. Important pointers for policy that emerge from the results are highlighted.

ISBN: 962-8077-90-2 84 pages paperback HK\$30

### Journals 學報

**Asian Journal of Counselling**, Vol. 11 Nos. 1 & 2 (2004)

**Educational Research Journal**, Vol. 20 No. 1 (2005)

**Journal of Basic Education**, Vol. 14 No. 1 (2005)



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