

# IER Newsletter



香港教育研究所

Hong Kong Institute of Educational Research

The Chinese University of Hong Kong

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## Research Notes and Innovations

### Evaluation Research on the Implementation of the Medium of Instruction Guidance for Secondary Schools

*Principal Investigator: Professor Wing-kwong Tsang*

Since September 1999, faculty members<sup>1</sup> of the Departments of Curriculum and Instruction (C&I) and Educational Administration and Policy (EAP), The Chinese University of Hong Kong, have carried out a longitudinal study to evaluate the implementation of the *Medium of Instruction Guidance for Secondary Schools (Guidance)*. The study is made up of three phases. The first two phases were commissioned by the then Education Department, the HKSAR government,<sup>2</sup> while the third phase is funded by the Public Policy Research (4009-PPR-2), the Research Grants Council of the University Grants Committee. The longitudinal study is by design an *ex post facto* policy-evaluation research, which aims to assess the effects of the policy measure stipulated in the *Guidance* on secondary school students' academic and psychosocial developments. The policy measure in point is the directive to mandate all secondary schools to "adopt Chinese for teaching all academic subjects, starting from their 1998/99 Secondary 1 intake" (Education Department, 1997, p. 4) unless they could prove another language (English) was as efficacious. The specific conditions for secondary schools to apply to use English as the medium

of instruction include student intake's English proficiency levels, teachers' capacities, and availability of supportive programs. As a result, 124 secondary schools filed an application for the status of adopting English as the medium of instruction (EMI), and after two rounds of assessment by the Vetting Committee and the Appeals Committee respectively, 114 of the applicants were granted EMI status. Commencing from September 1999, this study has traced the developments of two cohorts of secondary-school students, who started their secondary-school studies in 1998/99 and 1999/2000, that is, the subjects of the study are secondary school students, who entered the secondary-schooling system in the first two years after the *Guidance* became effective.

### The Sample

Stratified sampling method has been used to select the subjects. Since students are nested within schools, the sampling units of the Study are Hong Kong secondary schools in operation in the school year 1999/2000, which comprised about 400 schools. These schools were stratified according to two criteria, which bear direct relevance to the study. One was MOI, which was categorized as EMI (English as Medium of Instruction) and CMI (Chinese as Medium of Instruction). The ratio of EMI to CMI schools is about 1:3. The other stratifying criterion is the achievement levels of student intake. This is differentiated into three levels, namely high, medium and low. The achievement level of student intake is measured by students' achievement scores in Secondary School Place Allocation (SSPA), which are

territory-wide standardized achievement scores composed by the Education Department of HKSAR for all primary-school leavers. Since the intakes of EMI schools are mainly high achievement level students and constitute a homogeneous ability group, they are not further differentiated by achievement level. In other words, achievement level as a stratifying criterion is only applied to CMI schools. As a result, secondary schools are stratified into four strata in this Study, which are (1) EMI schools, (2) CHIG schools (CMI schools with student intakes of high achievement levels), (3) CMID schools (CMI schools with student intakes of medium achievement levels), and (4) CLOW schools (CMI schools with student intakes of low achievement levels). Each of these strata constitutes about a quarter of the Hong Kong secondary school population, so equal portion of sampled schools would be selected from each stratum. The sampling ratio of the study was fixed at 25%. Hence, 25 schools were randomly selected within each stratum making a total of 100 schools. All students who were studying at Form 1 and 2 in these sampled schools in 1999/2000 became subjects of the study. Accordingly, there were about 18,000 students in each of the cohorts. That made up a total of about 36,000 students at the commencing stage of the longitudinal study. As these two cohorts of students advanced to Form 5 and sat for the first of the exit examinations in their secondary education studies (i.e., HKCEE) in 2003 and 2004, the numbers of subjects in the study dropped to about 30,000. Structurally, the Hong Kong schooling system allows only about one-third of the Form-5 graduates to advance to Form-6 study. It is a two-year program preparing students to sit for the HKALE, which is a matriculation examination for degree-program studies in local universities. Accordingly, the subjects in this study, who sat for the HKALE in 2005 and 2006, dropped to about 5,000 in each cohort.

### The Data

Data relating to sampled students' learning were collected in three directions. First is the input data to the learning at secondary-school levels. They are indicators relating to sampled students' characteristics prior to their entry into secondary education. More specifically, they are students' academic achievements at primary level, family socioeconomic status, and gender. The second set of data consists of measures of students' learning outcomes. They include scores of five achievement tests (i.e., Chinese, English,

mathematics, integrated science, and social studies) designed and administered by the research team on sampled students each year from Form 1 to Form 3; sampled students' results in Hong Kong Certificate of Education Examination (HKCEE); sampled students' results in Hong Kong Advanced Level Examination (HKALE); and sampled students' psychological attributes collected in questionnaire surveys administered by the research team in each school year from 1999/2000 to 2003/04. The third set of data includes measures relating to the learning environment. They include students' learning habitus, classroom learning environment, school learning environment, socio-cultural learning environment of family, and lastly the institutional-policy environment elicited by the *Guidance*, namely being in EMI or CMI schools.

These data sets are collected from students, teachers, school administrators and parents throughout the years by means of achievement tests, questionnaire surveys, focus group discussions, in-depth interviews and classroom observations. As for public examination results of the sampled students, they are made available with the kind assistance of the Hong Kong Examinations and Assessment Authority.

## The Findings

In view of the scope and scale of this policy evaluation research, it is impossible to report all the findings in this limited space.

Therefore, the following explications will be confined to developments of sampled students' academic achievements. These developments will be chronologically categorized into three aspects. They are (1) academic achievements in junior forms, (2) academic achievements in senior forms, and (3) academic attainments in HKCEE and HKALE.

### **1. Academic Achievement in Junior Forms**

To evaluate the differences in academic achievements between CMI and EMI students, two sets of analyses have been conducted, namely, the value-added and the growth-model analysis. Only results of the value-added analysis will be presented. The academic achievements to be accounted for in the value-added models are aggregated scores of individual students in the five achievement tests in junior forms (only results of Form-3 achievement tests will

be reported). They are Chinese and English languages, mathematics, integrated science, and social studies. Two sets of variables have been incorporated in the models as independent variables. The first set of independent variables is of course the variables measuring the effects of MOI-streaming policy. They are made up of dummy variables indicating overall CMI stream stipulated in junior forms, which takes "EMI stream" as its reference point. The second set of independent variables to be incorporated in the hierarchical regression models are sampled students' background variables, which are prior attributes that students bring along as they commence their secondary studies. These include

- i. Students' Academic Achievement Index (AAI): It is a composite achievement score designated to each primary-school leaver by the Education Bureau (EDB) in the Secondary School Places Allocation system. It indicates students' achievement levels prior to the secondary education.
- ii. Students' Socio-economic Backgrounds (SES): It is a composite variable measuring four aspects of students' socioeconomic backgrounds. They are father's and mother's educational attainments, father's occupational status, and monthly household income.
- iii. Students' gender: The variable is a dummy variable indicating sampled students of being female.
- iv. School-mean AAI: It is a variable indicating the academic context of a school. It is the average of students' AAI of a school in a respective cohort.

v. School-mean SES: It is a variable indicating the socioeconomic context of a school, to which the sampled students are exposed.

Given these variables, hierarchical regression model is employed in the value-added models. More specifically, the analyses to be reported are conducted with the statistical program of Hierarchical Linear Model 6.05 (HLM 6.05) (Bryk & Raudenbush, 2002; Raudenbush, Bryk, Cheong, & Congdon, 2004).

As revealed in Table 1 column 3, CMI schools have produced significant positive value-added effects on students' achievements in integrated science and social studies. It is worth reporting, more specifically, that CMI schools are able to yield positive value-added effects on science achievement by thirty percentiles of the distributions of the achievement scores, while the positive value-added effect on social studies by twenty percentiles.

On the contrary, there are significant negative value-added effects on English language achievements found among CMI students. More specifically, these negative value-added effects on English are about twenty percentiles of the distributions of the achievement scores. Finally, there are no significant value-added effects on Chinese language and mathematics found between CMI and EMI students.

**Table 1: Value-added Measures of CMI Students in Comparison with EMI Students of Equivalent Background in Various School Subjects throughout Secondary Studies**

	Form 3 Achievement	HKCEE	HKALE
English	-	-	-(CMIA & B)
Chinese		+	+
Maths	Maths / Maths & Stat. A. Maths / P. Maths		
Integrated Science	Physics		+(CLOWC)
	Chemistry	+	+(CLOWC)
	Biology		+(CMIC)
Social Studies	Economics		+(CMIDC & CLOWC)
	Geography	+	+(CMIC)    +(CMICC)
	History		+(CMIC)    Not applicable

+ = statistically significant positive value-added effects  
 - = statistically significant negative value-added effects

**2. Academic Achievement in Senior Forms**

As the 98 and 99 cohorts of students progressed to senior forms and subsequently sat for HKCEE in 2003 and 2004 respectively, their academic achievements can then be assessed in terms of their examination results in individual subjects in HKCEE. Results of the examination subjects reported in Table 1 include English (Syllabus B) and Chinese Languages, Mathematics, Additional Mathematics, Physics, Chemistry, Biology, Economics, Geography, and History. Accordingly, a series of Hierarchical Linear Models (HLM) are constructed, each using sampled students' scores in one of the above examination subjects as dependent variables. As for the independent variables in these HLMs, they are basically identical to those in the HLMs reported in the previous section except for the dummy variables indicating the effects of MOI streaming policy. In the HLMs accounting for achievement in HKCEE, the dummy variable of CMI schools has been further differentiated into CMIC and CMIE. CMIE is "being in CMI schools and in English-concentrated stream" (CMIE). It indicates those students who used CMI in their junior-form studies but switched to EMI in Form 4 and 5 and subsequently sat for English-version papers in most of the content-subjects in HKCEE and also sat for Syllabus B in English language (a more demanding examination syllabus in HKCEE relative to Syllabus A). The second dummy variable is "being in CMI schools and in Chinese-concentrated stream"

(CMIC). It indicates CMI students who sat for Chinese-version papers in most of the content subjects and Syllabus A in English Language in HKCEE. Furthermore, in more specific analyses, the dummy variable of CMIC has been broken down into CHIGC, CMIDC and CLOWC to investigate the differentiating value-added effects among the three ability-strata (high, medium and low) built in the sampling design of the study.

The results of these HLMs, as summarized in Table 1, column 4, revealed that, the significant positive value-added effects in content subjects, which CMI students enjoyed in Form 3 have completely vanished among CMIE students. As for the CMIC students, their overall positive value-added effects enjoyed in Form 3 could only be maintained in three of the content subjects in HKCEE. They are Biology, Geography, and History. As for the results in Physics and Chemistry, only CLOWC students could have significant positive value-added effects over EMI students of equivalent backgrounds. Finally for the results in economics, only CMIDC and CLOWC students have produced significant positive value-added effects over EMI students. On the other hand, results in English Language (Syllabus B) between CMI and EMI students have yielded significant negative value-added effects. They indicated that the selected faction of CMI students, who sat for the more demanding Syllabus B in English Language in HKCEE, have suffered significant negative value-added effects in comparison with EMI students of equivalent backgrounds. As for the HKCEE results in Chinese Language, CMI students have enjoyed significant positive value-effects over EMI students. Finally as for HKCEE results in the two mathematics subjects, it is revealed that there is no significant difference between CMI and EMI students.

As one-third of the sampled students in 98 and 99 cohorts had been selected and advanced into six form studies for two years and subsequently sat for the HKALE in 2005 and 2006, the research team constructed another set of HLMs to investigate the differential effects between CMI and EMI schools on students' achievements at HKALE. As indicated in Table 1 column 5, nine HKALE subjects were accounted for with similar HLMs used in analyzing HKCEE results. It is revealed that CMICC students, i.e., who sat for Chinese-version papers in both HKCEE and HKALE, could only produce significant positive value-added effects in one content subject, namely Geography. As for the achievements in the two language subjects, CMI students as a whole have continued to

suffer significant negative value-added effects in English language throughout their junior and senior form studies in comparison with EMI students of equivalent backgrounds, while they have also been able to maintain their significant positive value-added advantages in Chinese language in both the HKCEE and HKALE results. As for the other six HKALE subjects, none of them have produced any significant value-added effects between CMI and EMI streams.

Taking together the value-added effects revealed in the analyses of academic achievements in both junior and senior forms, it is revealed that the substantial and significant positive value-added effects that CMI students enjoyed relative to EMI students of equivalent backgrounds in science subjects in junior forms have decreased substantially if not evaporated totally as they advanced to HKCEE and then HKALE. The deterioration of positive value-added effects among CMI students can also be found but to a lesser extent among social subjects. On the contrary, the significant negative value-added effects among CMI students in English language have persisted throughout the seven years of secondary studies. As for the achievement in Chinese language, CMI students have produced significant positive value-added effects in senior forms, i.e., in both HKCEE and HKALE.

### ***3. Academic Attainments from Secondary to University Education***

Another way to assess the effects of the MOI-streaming policy on sampled students' academic developments is to analyze the differences between CMI and EMI students'

educational attainments in two public examinations at the exits of Form 5 and Form 7, namely HKCEE and HKALE respectively. The former is the exit examination, in which the majority of secondary-school leavers will sit for. The top thirty percent of the HKCEE examinees are then selected to continue to two years of six-form studies, after which they will sit for the HKALE. The HKALE results will then determine who will be matriculated into the 14,500 places (about 18 per cent of the age cohort) in the first-degree programs in the eight local public tertiary institutes.

In both the HKCEE and HKALE, the achievements of examinees in each examination subject are assessed by grades ranging from A to F. For calculation of overall attainments of examinees, grade points ranging from 5 to 0 are assigned to grades A to F respectively. Accordingly, examinees are conventionally classified into the following categories.

- i. Obtaining 5 grade-points in best-5 HKCEE subjects including Grade E (passing grade) in both Chinese and English languages;
- ii. Obtaining 8 grade-points in best-5 HKCEE subjects including Grade E in both Chinese and English Languages or obtaining Grade E in 6 subjects including Chinese and English Languages;
- iii. Obtaining 14 grade-points or more in best-6 subjects including Grade E in both Chinese and English Languages in HKCEE;
- iv. Minimum entry requirement of seven of the eight local universities participating in Joint University Programmes Admissions System (JUPAS): It refers

to the following attainments in HKALE:

- a. Grade E or above in either 2 Advanced-Level (AL) subjects or 1 AL subject plus 2 Advanced-Supplementary (AS) subjects;
  - b. Grade E or above in Advanced-Supplementary Level (ASL) of Chinese Language & Culture (CLC); and
  - c. Grade E or above in ASL of Use of English (UE).
- v. The minimum entry requirement of the University of Hong Kong specified in JUPAS: It refers to attainment same as those in (iv) except Grade D or above in AS UE.

Given these five thresholds embedded in the advancement path from secondary to university education, this study can evaluate the MOI streaming policy by investigating whether there are significant differences between CMI and EMI students in their chances of success in passing each of these hurdles. Accordingly each of these measures of educational attainments and/or advancements will be operationalized into categorical variables with 1 equal to success and 0 equal to failure in meeting the respective qualifications. Each of these five categorical variables is then taken as dependent variables in constructing a set of logistic regression models. As for the independent variables incorporated, they are once again similar to those in HLMs used in academic achievements in junior and senior forms.

Given these variables, hierarchical logistic regression model is used in the analyses. More specifically, the analyses to be reported are conducted with the statistical program of Hierarchical Generalized Linear Model (HGLM) in Hierarchical Linear Model 6.05 (HLM 6.05) (Bryk & Raudenbush, 2002; Raudenbush et al., 2004).

In Table 2, the odds ratios of the dummy variables indicating MOI-streaming policy in each model are recorded. The findings signify that there are significant disparities in the chances of success in the various thresholds embedded in the advancement path from secondary to university education among the three MOI streams. For example, in obtaining the attainment of eight grade points including passes in Chinese and English, i.e., minimum requirements of admission into six-form study, CMI students' chances of passing this threshold are significantly lower than students in EMI. More specifically, CMIC students' chances of success are less than a quarter of those of EMI students. As for CMIE students,

Table 2: Summary of Odds Ratio of MOI Streams in HGLMs

	Stream Model 1		Stream Model 2			
	CMI		CMIE		CMIC	
	98 cohort	99 cohort	98 cohort	99 cohort	98 cohort	99 cohort
<b><u>HKALE</u></b>						
2AL+Chi(E)+UE(D)	.424	.560	.494	.697	.218	.304
2AL+Chi(E)+UE(E)	.774	.774	.863	.845	.500	.502
<b><u>HKCEE</u></b>						
14-pts+Chi+Eng	.647	.779	.645	.806	.516	.574
8-pts+Chi+Eng	.331	.488	.374	.602	.237	.328
5-pts+Chi+Eng	.298	.439	.353	.564	.213	.280

Note: All odds ratios are statistically significant except those in italics.

their respective chances are less than half of those of EMI students. As for the last hurdle in the pathway to gain admission into university education, i.e., minimum entry requirement of the University of Hong Kong in the JUPAS, CMIC students' chances of overcoming this hurdle are about a quarter of those of EMI students. As for CMIE students, their respective chances are about 60% of the EMI students'. Taking together these findings, they signify that EMI students' advancement chances are consistently higher than those of CMIC and CMIE students. Furthermore, CMIE students' advancement chances relative to EMI students are consistently higher than those of the CMIC students. This signifies that those CMI students, who switch to the English concentrated stream, are more likely to survive in the competition for access to university education in the Hong Kong education system than those in CMIC stream. Hence, there is a decreasing order at work among students from EMI, CMIE to CMIC streams in their chances of advancement from secondary to university education in Hong Kong.

## Implication

One of the dilemmas confronting schooling systems of a post-colonial society is to choose or assign priorities between indigenous languages and the languages of the colonizers in regard to curricula or medium of instruction. In the case of post-1997 Hong Kong society, the *Guidance* is supposed to resolve this MOI dilemma by stipulating all secondary schools adopt CMI as MOI. The rationale behind this policy as underlined by the Working Group on Review of MOI Policy for Secondary Schools is that "since mother-tongue

teaching best realizes the objectives of education, continuing to uphold mother-tongue teaching should be the orientation of the MOI arrangement for secondary schools" (Education Commission, 2005, i). However, as implied in the findings of this study, if gaining access to university education is one of the primary objectives of secondary education, then mother-tongue teaching has proved not to be serving the best interests of its clients.

## Notes

1. Members of the research team include Sin-pui D. Cheung, Wai-kit Ho, Fan-sing Hung, Chi-kin J. Lee, Nai-kwai L. Lo, Ka-wai C. Shek-Chun, Wing-kwong Tsang (principal investigator), Hin-wah Wong, & Din-yun Yip.
2. The executive summaries of the reports of the two researches can be found in the Website of the Education Bureau:

[http://www.edb.gov.hk/FileManager/EN/Content\\_1914/es10\\_evaluation%20on%20the%20imp%20of%20the%20moi%20\(1999-2002\).pdf](http://www.edb.gov.hk/FileManager/EN/Content_1914/es10_evaluation%20on%20the%20imp%20of%20the%20moi%20(1999-2002).pdf); and

[http://www.edb.gov.hk/FileManager/EN/Content\\_1914/es14\\_further%20eval%20on%20the%20imp%20of%20the%20moi%20\(2002-2004\).pdf](http://www.edb.gov.hk/FileManager/EN/Content_1914/es14_further%20eval%20on%20the%20imp%20of%20the%20moi%20(2002-2004).pdf)

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## Programmes for Professional Development

這一期通訊走訪了兩項文學碩士課程的負責人兼開拓者，重溫了他們對開辦課程的構想和信念，也藉此機會回顧課程至今的發展。在現今社會的教育環境的適切性、課程本身可貴之處，還有是修讀同學的回應。有理想、有魄力，加上對時代需要的洞悉，相信是每位先行者必備的條件。

### 資訊科技教育應用文學碩士課程

「讓技術與人文互相結合，資訊科技教育正朝著一個以人為本的取向」



從2003年開辦，至今已屆三屆畢業生的「資訊科技教育應用文學碩士課程」（簡稱MIT），課程總監是李芳樂教授。回想當年籌辦MIT，

是同名的學位教師高級教育文憑的一個延展，除了強調資訊科技在教育上的應用，更引入較廣闊、深入的研究範疇，如連繫到社會學、經濟學的角度去探討資訊科技教育的問題。

發展至今，MIT的課程有兩個重要的方向。其一是結合中小學課程發展，把資訊科技融入各個科目的課程設計、課堂教學中，讓技術與人文互相結合，不是純粹技術的灌輸，而是朝著以人為本的取向。第二個方向是對網絡的重視（Web-based）。邁進資訊科技的新年代，如何掌握資訊以配合終身學習，已成了求生所必須。與此相應，MIT課程的設計，亦從不同角度檢視資訊科技對學習文化、態度的影響，而並不止於為中小學的資訊科技統籌員和有關的教學技術支援隊伍培訓技術。由於新時代學習觀念的轉變，教育模式的轉移至「以學生為中心」，教育工作者也要有相應的裝備和態度上的更新，以網誌推動語文學習就是一個例子。

MIT課程的設計傳遞了對資訊科技教育應用的理念。以其中一個選修單元「資訊素養」（Information Literacy）為例，目的在於協助學員在資訊年代獲取有關資訊的知識，讓學員除了擁有處理資訊的能力，更培養他們對資訊處

理的態度及責任。另一個核心選修單元「課程軟件設計及多媒體的認識」則較為偏重於技術的學習，探討課程軟件設計和多媒體於教與學上的應用，申請報讀此單元的學員還可獲持續進修基金發還部分學費。

被問及籌辦這個課程的滿足感，李芳樂教授表示，能和一群有志於推動資訊科技教育工作的朋友——包括來自美國、本地的大學教師，中小學校長、教師——同心努力工作，是十分令人鼓舞的。



李芳樂教授（右）與 MIT 首屆畢業生胡偉德先生合照。

## Research Programmes

### Evaluation of the Effectiveness of Services Provided to Schools by the Task Force on Language Support

*Principal Investigator: Professor Hin-wah Wong*

This study was sponsored by the Education Bureau, HKSAR and conducted by a research team from the HKIER and the Department of Curriculum and Instruction, CUHK. The study lasted for 18 months, starting from February 2006 to October 2007. The main purpose of this study was to evaluate the effectiveness of services provided to schools by the Task Force on Language Support (TFLS). Specifically, it was to assess and track participating schools' improvements in: knowledge about the key learning areas (KLA) and language-related curriculum initiatives, the repertoire of learning and teaching strategies, curriculum planning, the use of assessment to inform teaching and learning, the culture of reflection and collaboration among language panels, and, curriculum leadership development.

In Stage One of the study, quantitative data of 1,126 teachers and 198 panel heads from 198 schools receiving support services from



## 學生活動教育文學碩士課程

「多元經歷、全人發展是教育的理想」



「學生活動教育文學碩士課程」（簡稱 MSA）是全港首創的，但課程主任曾永康博士說並不等如這是從零開始的探索。因為MSA背後匯聚了香港課外活動主任協會多位顧問及核心成員的豐富資歷，有深厚的實踐基礎和前線經驗，其中有歷奇教育專家、生態考察人員等，再結合大學內理論研究的學者，組成一支學理與實踐並重的教學團隊，為推動學生全面發展提供教師培訓工作。

有關「學生（教育）活動」的定義，已經超越狹義的「課外」活動，而是泛指一切有意為促進學生學習和發展而進行之體驗式課程或活動。這種全方位體驗式學習，給「學生活動」和學習本身帶來新的視野。前線教育工作者開始領略到，在學科知識以外的多元能力對學生全人發展的重要，同時也覺察到有進修的需要，以滿足社會對他們的期望和要求。

報讀MSA課程的同學，可謂來自五湖四海，有來自中小學的中層管理者及勞工團體老師、有大專院校負責學生事務的講師、有田徑及游泳項目的教練、有舞蹈教師，也有香港田徑運動紀錄保持者等等。畢業同學的回應是：課程實用，對增進學理知識和技巧均有幫助。像其中的一個選修單元

TFLS were collected through questionnaires. In Stage Two, 70 teachers from 24 schools were interviewed for further details on TFLS's contributions and deficiencies in facilitating schools' improvements. In the final stage, six schools were chosen for case-studies to identify practices and conceptualize the multiple factors that contributed to schools' performances.

The study found that participating teachers were in general satisfied with the services provided by both the TFLS Chinese and English sections. Responses revealed the effectiveness of TFLS's services in enhancing schools' knowledge of KLA, curriculum development and the repertoire of learning and teaching strategies. At teacher's level, improvements were observed in teaching materials and design of activities, teacher's self-reflection and their understanding of curriculum reform. Students gained higher learning motivation and better academic achievement, while panels enjoyed a higher level of collaboration. The study found that apart from providing high-standard professional services, TFLS officers thoroughly understood the situation of schools and carefully managed their role of "facilitator" when collaborating with teachers, which led to positive changes of schools. Also, with institutional support and administrative coordination from school's leadership, the TFLS programme was more likely to obtain success.

「境外專業交流暨研討會」，學員可到香港以外的學校汲取學生活動的實際經驗，從而反思本地學校學生活動的現行理念和做法。去年的上海之旅，除了參觀訪問不同種類的學校，考察學生學習活動的各種推行方式，學員也從實際的組織團隊經驗中有所學習。這個實習單元又可結合「學生活動比較」的必修單元，透過比較教育從多個角度了解學生活動。

另一點很重要的，是同學表示課程有助他們對個人信心的提升。實際經驗和紮實的專業知識，加上學歷的提高，不少同學對能修讀這個課程確是懷有感激之情的。這也推動著身為中學校長，且身兼繁重公務的曾永康博士付出心力籌辦課程，都是為了能提升學生活動教育工作者的專業知識、學歷和素質。為MSA課程進行用心的班級經營，親自設計課程徽號、創作課程歌曲，配以金屬課程襟章、圍巾及風衣，還計劃以舞蹈動作配合歌曲，可見曾博士對課程的熱情投入。

MSA課程的學員各有不同的本科知識，各有專長，凝聚了一個互相觀摩、一起學習的專業群體，切合了MSA歌詞的內容：「多元經歷、全人發展是教育的理想，願我們努力，為學生未來，在一起發熱發光」。



曾永康博士（最左者）與MSA同學一同踏上「上海學習之旅」



由曾永康博士設計的MSA課程徽號

## Conferences, Seminars and Public Lectures

價值教育講座系列：

「2008 價值教育國際研討會」序曲

鄭漢文與伍美蓮對話：價值之再追：  
「食古不化」與「世風日下」之間  
(2008年3月15日)

2008 價值教育國際研討會的主題“After Values: Practising Values Education in Changing Societies”，靈感源自 A. MacIntyre 在 80 年代的著作 *After Virtue: A Study in Moral Theory*。作者指出，現代社會中的道德爭議似乎已無法倚仗傳統道德資源來達致合理共識，他於是發問：我們能否從傳統道德理論中探尋賴以重建道德理性的資源？2008 價值教育國際研討會所希望探問的則是：在現代急速轉變的社會中實踐價值教育，如何可能？我們怎樣從傳統文化以及其他地方的教育實踐和研究經驗汲取資源，以利發展？

我們面對的似乎是一個價值失落的時代，對此境況感到不滿的人自會踏上追尋價值的路。在尋索的路上，常會發現一種難以排解的價值對峙局面：年紀較輕的視年長的為「食古不化」，而反過來年長的又說年輕一代「世風日下」。講者指出這是一種絕對化的價值思維，誤以時代為分歧點，把是非對錯截然對立。持平點去看，「食古」的價值觀點未必都是「不化」（僵化）的，「世風」也未必都是每況愈下。這兩者之間其實有著很多的可能性，兩種觀點其實存在著很大的對話空間。

拒絕溝通只會造成惡性循環。要破除對立的局面，必須抱持開放的心懷，檢視傳統、展望將來。那時候，我們或會發現傳統原來也有值得借鑒的地方，像在中國典籍裏不難找到豐富的解難資源，如《論語》。只要能與時並進，知所變通，便不會「不化」了。事實上，只要細細審視傳統和當今的價值系統，便不難發現彼此各有長處，也有其局限所在。我們必須學會欣賞傳統和當今文化的得（德），同時檢討傳統和當今文化的失，才能找出一條較為穩當的出路。此中沒有絕對權威，只有持續對話。追尋合情合理的對話正是人類文明發展的重要指標。

鄭漢文與關俊棠對話：

靈修與教育的結合——價值教育實踐的經驗分享  
(2008年4月26日)

面對目前的德育工作，不少教育工作者仍未能清晰掌握其內容及方法，更有部分教師視教授倫理課為苦差。關俊棠神父根據他長期的觀察和實踐，深信如果把靈修轉化成一種教育模式，能為本港未來的品德及倫理教育提供一條可靠的出路。

探究靈修與教育結合的可行性，目的是要提升學生的心靈素質，協助學生發展其「靈力」(spiritual literacy)，即個人懂得自處、能夠在世界中覺察到宇宙的浩瀚、大自然的變幻、人間有情、生命的奧妙等等，並能讓這些與自己的生命產生連繫，使之更具深層意義。達至上述的修為和境界的操練過程，亦可稱之為靈性教育或心靈教育 (spiritual education)。這可藉某些靈修傳統的鍛鍊方法，設計跨宗派甚至非宗教形式的靈修實踐內涵。心靈教育比宗教教育更廣闊，因不規限於某一宗教；也更深刻，因觸碰到人性核心的部分。

讓靈修和教育結合，正是把靈修傳統內所蘊含豐厚的智慧和重要的倫理價值，藉有效的教育進程，在知性與感性方面伴同孩子及青少年的成長，潛移默化；為學生日後投身社會國家以至世界，及建立自己的人生時，擁有一個身、心、靈健康穩固的平台。本港教育政策注重全人發展與精英培訓的結合，借助靈修傳統所秉持的價值觀和實踐經驗，必能為廿一世紀的香港教育提供值得參考和應用的地方。

5月30、31日一連兩天的「2008 價值教育國際研討會——價值的追尋：變遷社會中價值教育的實踐」，將有更多有關價值教育議題的對話，詳情請瀏覽網頁 <http://www.fed.cuhk.edu.hk/~hkier/ve2008>。



在鄭漢文與伍美蓮的對話中，講者以石頭人（背景圖像）點題，對價值溝通的可能提出疑問。

## Forthcoming Conference

### 第十屆兩岸三地課程理論研討會：課程決定

近年來，內地、台灣和香港都積極地進行教育改革，課程發展不約而同成為三地改革的核心課題。兩岸三地的大專院校和學術機構自1999年開始，每年輪替在三地進行課程理論的研討，課題計有課程理論、課程改革、校本課程發展、課程統整／綜合、課程領導與評鑑、課程改革再概念化、課程發展、教師專業發展和學校更新、課程實施與評價、課程理論與課程改革。

今年的第十屆研討會由香港中文大學教育學院、香港教育研究所和課程與教學學系、人民教育出版社教育部課程教材研究所及臺北教育大學主辦，將於7月12日（星期六）上午9時至下午5時在香港中文大學舉行。研討會主題是「課程決定」。大會邀得內地、台灣、澳門、香港五十位學者和專家，從制度、學校，以及課室和教師三個層面探討大會的主題。

有關詳情可向研討會秘書處查詢：

網址：<http://www.fed.cuhk.edu.hk/~hkier/ct2008>

電話：2609 6205 ; 3163 4357 傳真：2603 6850

電郵：kayling@cuhk.edu.hk ; katechoy@cuhk.edu.hk

### 已辦之研討會及公開講座

日期	題目	合辦單位／講者
	個人成長及生命教育講座系列——主導人生	
12/1/2008	第一講：重整生命	陳廷三博士（香港教育研究所）
19/1/2008	第二講：自我實現	陳廷三博士
26/1/2008	第三講：鑑賞生命	陳廷三博士
	價值教育講座系列：	
23/2/2008	通識教育（科）可以體現怎樣的價值教育？	鄭漢文博士（香港中文大學教育行政與政策學系）
	鄭漢文與伍美蓮對話：價值之再追——「食古不化」與「世風日下」之間（「2008 價值教育國際研討會」序曲）	伍美蓮博士（香港教育研究所） 鄭漢文博士
	個人成長／家長教育普及講座系列（七）	陳廷三博士
	情的重見與重建——親職入門	陶兆銘博士（香港教育研究所） 張韻儀女士（特邀嘉賓）
	學生活動教育講座系列（一）	萬大偉先生（生態旅遊顧問）
	野外教室：自然、文化、生態環保考察的三重意義	曾永康博士（潮州會館中學）
	鄭漢文與關俊棠對話：靈修與教育的結合——價值教育實踐的經驗分享	關俊棠神父（香港中文大學天主教研究中心） 鄭漢文博士
	以網誌促進中國語文學習及網誌之設置	潘世榮先生（香港教育研究所資訊科技教育促進中心） 陳淳泉先生（佛教茂峰法師紀念中學）
	應用 CUPIDE 系統建立公平及合理的學習環境	李浩文教授（香港中文大學計算機科學與工程學系）

## Development Projects

### 優質學校改進計劃 再獲政府 三千多萬撥款延續專業支援

優質學校改進計劃（QSIP）是一項大學與學校夥伴協作的全面性學校改進計劃，獲教育局資助，為期五年（2004–2009），合共有115所中小學參與。自1998年引進韓立文（Henry M. Levin）的躍進學校計劃（ASP）至今，已累積十年本地實踐經驗，計劃堅持與學校有共同目標，建立三信關係（信任、信心、信念），重點放在學校文化和教師能量的整體改變。

#### 點線面介入支援學校大小齒輪

本計劃的專家顧問由學校發展主任和借調老師組成，藉著校本支援服務介入學校，過程中擔當「變革能動者」的角色，檢視學校在「大齒輪」的整體運作，亦帶動教師在「小齒輪」的課堂教學，讓學校選擇優化改進的協作模式，幫助教師展開學科的課程改革，以及經營學生訓輔培育的行動方案。QSIP著重提供具質素的專業支援，以不觸動學校原來結構為原則介入，包括師生訪談、協作教學、同儕觀課、設計課堂活動、專題教案和課程實踐等。經過不斷嘗試、創新和傳承，本計劃有策略地啟動學校的信念轉變和文化改進、為有心的中層教師賦權增能和建構團隊共力、發展有利培育學生多元智能的全方位學習，強調從個人、科組和學校三個層面同步介入，特色是點、線、面的多元支援。

#### 跨校觀摩分享迎接新時代挑戰

為增進跨校的觀摩和互相學習，計劃除建立跨校品質圈及學習社群作為教師分享交流平台外，更在2007年11月23日和12月4日，為35所成員中小學近1700名教師舉辦大型的聯校教師專業發展日，透過研討活動和工作坊，反思迎接新時代的教育挑戰，介紹以學生為本和有效學習的海外和他校經驗，及分享優化中英文教學、數學解難、薈藝教學、遊戲學習、科學探究、合作學習等概念和實踐方法，九成受訪參加者的回饋意見均給予好評，反映計劃深受學校的歡迎和得到教育界的重視。

#### 海內外交流學校改進協作模式

本地的學校改進模式和經驗，對外地同類計劃亦起重要的參考作用。2007年10月16–20日，本計劃全體成員前往內地考察和交流，參觀杭州市安吉路實驗學校、上海市新基礎教育實驗學校，及出席在上海華東師範大學舉行的兩岸四地「學校改進與夥伴協作」第二屆學術研討會。盧乃桂教授、黃顯華教授、趙志成博士等在會議上發表論文，分享優質學校改進的協作模式、不同進路，以及探討校長領導、中層培訓、課堂教學等相關理念和實踐。研討會的資料已上載新設立的網站（<http://www.fed.cuhk.edu.hk/~cthk/>），歡迎兩岸四地的學者和專家交流心得和匯聚成果。

#### 教育局資助計劃再開展新一頁

QSIP已進入最後階段，作為大學機構掌握的第一手本地學校教育變革的研究成果，加上教學實踐行動的嘗試與發現，是極富意義和價值的。為擴散成功的優質學校改進模式和總結前線寶貴的教學實踐經驗，很榮幸獲得教育局再度撥款三千多萬元資助，與120所中小學結成夥伴協作學校，延續未來三年專業支援的發展。新一期（2008–2011）的支援工作重點將協助小學以小班教學作為平台提升課堂教與學的效能，支援中學的新高中通識教育科、中層領導培訓和優化學生訓輔培育系統等，歡迎學校向教育局報名申請加入本計劃。

中學聯校教師專業發展日：教育局局長孫明揚擔任主禮嘉賓，盧乃桂教授致歡迎辭，聖嘉勒女書院學生負責接待和擔任司儀，見證了「教育局—大學—學校」三者相互依存的共隸關係。



優質學校改進計劃的專家顧問，由學校發展主任和借調老師組成。

## Research and Development Centres

### Hong Kong Centre for the Development of Educational Leadership (HKCDEL)

The HKCDEL has continued to engage in theoretical and applied research. Current programmes are funded by RGC Earmarked Grants, the Quality Education Fund, Education Bureau (EDB), English Schools Foundation (ESF), clusters of local and international schools and private sponsors. Recently, the Centre was invited by the EDB and ESF to develop and implement six innovative leader learning programmes.

The Centre continues to run the *Preparation for Principalship Course* as well as the *Needs Analysis for Aspiring Principals* as part of the EDB's Principal Certification requirement. Both programmes are now well established and would not be successful without the incredible support of a large number of principals and other professionals who selflessly share their knowledge and experience with the next generation of leaders.

As well as sustaining existing programmes HKCDEL is constantly looking for new and better ways to support leader learning both across and within schools. One such programme has recently been launched in partnership with South Island School. The new programme, named *Leading@SIS* is designed to further develop the quality of middle leaders in order to improve student learning and lives. It aims to help about 25 leaders make sense of their place in the school, clarify the expectations the school community holds for them, and encourage them to work together to achieve their goals. As such, it aims to provide a structure through which the middle leaders can work together "in the school" to enhance each other's professional learning and to give each other practical support to improve the school. *Leading@SIS* is explicitly designed for and with to match the schools context; it is an action-focused programme.

Over a nine-month period leaders work to develop their personal leadership knowledge, skills and practices within a team environment and work together on a self-identified challenge project. The project aims to improve a specific aspect of their work and forms part of a more general quest to actively look for ways to accept and exercise leadership in order to improve what happens in the school as a whole. The purpose of the Challenge Project is to ensure that leadership learning is not artificial but embedded in actual practice; this means "learning-on-the-job".

*Leading@SIS* is unique in that it is a school-specific programme designed to develop the leadership capacity of the mid-level leaders specifically at SIS. It is not just a general or theoretical programme, but a real and practical exercise in building leadership. The different programme components are introduced below.



**Workshops** focused on real leadership and learning issues relevant to the school. These are organized around a coherent framework.



**Challenge Project** where Leaders take on the challenge of improving some aspects of SIS operation or student outcomes.



**Conversations** where teams discuss purpose-written booklets in areas such as team-building, wellbeing and values scanning.



**Check-ins** where Team members meet separately with programme facilitators to discuss progress and any issues they are experiencing.



**Shadowing** where Participants arrange to shadow a fellow middle leader in another school or organisation.



**Mini-tasks.** Participants complete a range of tasks based on shared and experiential learning. These are used to guide learning at workshops.



**Modelling** involves each participant in sharing some of what they are "good at" with their colleagues— "here's how I do it".



**Learning Journals** record learning and reflections on participants' learning journals. These are shared with their line manager.

## 普通話教育研究及發展中心 舉辦與內地學校語文交流活動

香港中文大學普通話教育研究及發展中心在復活節期間，組織了內地中小學交流及教學觀摩活動，「中文教學（普通話為授課語言）專業文憑課程」的60名學員分別前往上海及深圳進行相關的活動。

2008年3月23日至27日，20名學員到上海市建平實驗學校作駐校學習，5天的活動中，聽了10節以上的示範課、3場專題講座及與當地教師進行座談交流。學員更有機會與學生深入接觸、體驗校園生活（如參與全校升旗禮和課間廣播操），同時，進入教室作課堂實踐，跟學生交談互動，離開當天上午，還與當地教師攜手進行了一場普通話誦讀經典的朗誦比賽。

40名學員參加了3月24、25日的深圳交流活動，前往深圳市天健小學和深圳實驗學校進行教學觀摩，聽了讀文、寫作、閱讀指導等中學、小學不同的課，課後並與教師進行座談。

3月29日，全體學員舉行了總結報告會，學員表示這次學習活動收穫很大，特別是內地老師在課堂上貫徹了新的教學理念以及表現的教學技巧和語文素養，帶來極大的啟示，同時促進學員思考如何在教學中借鑒內地的經驗。



PMI 課程學員在深圳天健小學聽課



與上海建平實驗學校學生在教室裡合影

## 學校發展及評估組—2007-2008 年度活動簡介

學校發展及評估組是香港教育研究所香港教育領導中心轄下的一個組別，成立於2000年，至今已舉辦了16項為期一至二年的學校發展及自評計劃，合共服務了356所學校，包括幼稚園、小學、中學及特殊學校。本組的成立使命是協助學校持續發展，建立學校成為「學習型組織」；推動學校變革，促進學校信賴自評機制並提升學校的自評意識，以面對教育改革帶來的挑戰。本組亦緊貼香港教育改革的最新發展，了解學校和教師在改革浪潮中所面對的困難和契機，提供最適切的支援。

隨著「學前教育學券計劃」於2007年9月正式推行，幼稚園校長、行政人員和老師需要共同檢視學校目前的發展、自我完善和持續發展，藉此提升教育質素。本組因應幼稚園業界的需求，積極籌劃協助各幼稚園建立學校自評機制的計劃，希望藉著本組在中小學和幼稚園累積的豐富經驗，創設適合幼稚園的評估模式，提升其全面優質管理和校本評估的效能，遂於本年度開展了為期兩年的「幼稚園校本評估：優化學校管理」計劃。

計劃的目標是：(1)透過校本培訓，協助幼稚園校長、主任和教師共同建立全面優質管理；(2)透過建立校本評估的機制，以提升教師個人、小組及整體學校管理及教與學的效能；及(3)藉著發展校本的表現指標，建立學校自我評估的平台，進行系統化、具持續性的學校改善工程，達至優質學前教育的願景。計劃內容包括：(1)為參與計劃的幼稚園自評小組組員提供24小時的培訓課程，(2)為學校全體教師舉辦四次半天的培訓工作坊，(3)為學校進行學校表現評估和分析，(4)指導學校釐定校本表現指標和製作相關的調查工具，及(5)到校舉行共同觀課與同儕評課。

計劃展開至今已差不多一個學年，共有48所幼稚園／幼兒中心參加，順利完成了首三個單元的培訓課程、兩次校本培訓工作坊、成功製作校本調查工具及進行學校表現評估的分析工作。參與的校長和教師已能從中掌握自評的理念和相關的工作重點，了解建立學校自評的價值。在未來的一年，本組將會繼續與學校攜手，帶動學校建立組織變革、持續學習的文化，促進學校不斷改進、追求卓越，成為學習型組織，以面對及應付教育改革帶來的挑戰，為本港的幼兒提供優質的教育服務，達到各持分者對學校教育的期望。

有關本組的詳情及活動，請瀏覽網址：<http://www.fed.cuhk.edu.hk/sdet>



## Centre for the Advancement of Information Technology in Education (CAITE)

### “Learning Villages”

To help students develop a good online habit, a project entitled “Project-based Learning for Hong Kong-Taiwan School Pairs on a Game-based Collaborative Learning Platform” is implemented by CAITE and the Information Office of the Bureau of Education of the Taipei City Government between February and July, 2008. The project aims at fostering primary 5 students’ interest in project-based learning, and thus enhancing their high-order generic skills, with the use of “Learning Villages” ([www.learningvillages.com.hk](http://www.learningvillages.com.hk)) which is a web-based learning system integrating computer-supported collaborative learning with elements of online games developed at CAITE. Furthermore, the project enhances cultural exchange between students in Hong Kong and Taipei. Sixteen Hong Kong primary schools and ten Taipei primary schools have been invited to participate in the project. In early March, the opening ceremony was held in Taipei, and teachers from both Hong Kong’s and Taipei’s participating schools assembled to discuss the collaboration details. The experience enabled teachers to exchange views on the facilitation of students’ learning with IT. Apart from this project, in collaboration with the School of Educational Technology of South China Normal University, CAITE is going to conduct a project which encourages students from Hong Kong and the Mainland to better understand each other’s culture through online discussion on different topics in “Learning Villages”.



*Participating teachers from Hong Kong and Taipei in the Collaborative Project*

### WebQuest

CAITE is commissioned to conduct a two-year project, “WebQuest Training Centre & Resources Platform: Deepen the Development of Enquiry Learning & Project-based Learning Supported by Network Environment”, which involves the collaboration with Buddhist Mau Fung Memorial College and is supported by the Information Technology in Education Partnership Incentive Scheme of the Education Bureau. The project commenced in January 2007 and will be completed in December 2008. The aim is to develop a WebQuest training centre and resources platform, which help deepen the development of inquiry-based learning and project-based learning supported by network environment. CAITE serves as a professional consultant providing teacher training and conducting research. The project is implemented with cQuestGarden ([www.cQuestGarden.com](http://www.cQuestGarden.com)), a platform developed at CAITE which aids teachers in generating their own WebQuests. Final findings will be disseminated in the 4th Guangdong-Hong Kong-Macau Conference on IT in Education. In the hope of promoting WebQuest, CAITE and the Centre of Excellence (資訊科技教育卓越中心) have co-organized the “2008 Chinese WebQuest Competition” (華人網絡探究大賽). The award presentation will be held in early May; please visit [http://caite.fed.cuhk.edu.hk/wq\\_competition/](http://caite.fed.cuhk.edu.hk/wq_competition/) for details. For enquiries, please contact Miss Carol Tjan at 2603 5931 or via email ([caroltjan@cuhk.edu.hk](mailto:caroltjan@cuhk.edu.hk)).

## Publications

### Education Policy Studies Series

#### 教育政策研討系列

#### No. 67 A Plan of School-based Curriculum Development (Design, Enactment and Evaluation) on New Senior Secondary Liberal Studies

*Philomena Ng, Candice Ng, & Hin-wah Wong*

This is a case study of the preparation made by a local secondary school for the New Senior Secondary Liberal Studies curriculum. The problems faced by the school and the trajectory adopted to tackle them are illustrated. In doing so, the leadership styles exhibited by different key players would be elucidated.

(84 pages paperback \$30)

### School Education Reform Series

#### 學校教育改革系列

#### No. 45 香港幼稚園的組織學習能力

*彭新強、潘淑儀*

在教育領域上，實踐「學習型組織」這概念，意義實在深遠。本文目的是探討香港學前教育如何在不同的變革中全面發展優質教育，並了解現今學前教育機構的組織學習能力及「學習型組織」在業界的發展現況。此外，亦探討在香港學前教育機構推行「學習型組織」時會遇到的困難，以及香港的學前教育機構是否已具備有利建立學習型組織的重要因素和條件、這些因素的互動情況等。

(32頁 平裝 20元)

### Journals 學報

#### Asian Journal of Counselling

Vol. 13 No. 1 & No. 2 (2007)

#### Educational Research Journal

Vol. 22 No. 2 (2007)

#### Journal of Basic Education

Vol. 16 No. 2 (2007)

## Hong Kong Centre for International Student Assessment

### PISA 2006 Main Study Results Released

The international report of PISA 2006 was publicly released on 4 December 2007. We held a press conference on 5 December 2007 to announce the results of Hong Kong. A seminar mainly for school teachers was also organized to disseminate the findings on 10 December 2007. A total of 269 participants attended the seminar, in which our Subject Experts elaborated on the findings and the implications on curriculum and instruction.

Although Science was the major assessment domain of PISA 2006, much attention was drawn to the Reading performance. Hong Kong showed much improvement in Reading Literacy, moving from the 10th position in 2003 to the 3rd position in 2006 in the international comparison. The results of Scientific Literacy and Mathematical Literacy of Hong Kong remained in the top tiers in the international ranking.

### PISA 2009

We would like to thank all the schools that have expressed support to PISA 2009, in particular the 23 sampled schools in the coming field trial launched during April and May 2008. A new and innovative component of the PISA assessment: The Electronic Reading Assessment (ERA) is developed acknowledging the rapid expansion of the Internet. This computer-based test supplements the former reading assessment by including reading of hypertext in the context of the Internet.

In the preparation for the assessment, we are pleased to collaborate with fellow Chinese communities. All four Chinese participants, namely, Shanghai, Taiwan, Macao and Hong Kong work together in translating the test instruments.

In the implementation, we will, as we have been doing before, recruit students of the Faculty of Education, CUHK to be Test Administrators and Test Coders. This is

regarded as an opportunity for professional development for our students apart from being a temporary job.

### New Development

As an initiative to facilitate participating schools in making informed decision, the School Data Enquiry System is developed. It is an online database containing local data of all PISA cycles. Each of the schools participated in PISA may logon the system anytime and access its own data in all PISA cycles. It is hoped that this facility will help schools in formulating data-driven policy.

### Visit by International Peers

PISA Governing Board member of Chinese Taipei, Dr. Lin Chen Yung visited our Centre in December 2007. In the meeting, we discussed the Reading curriculum of both places. The Director General of National Institute for Educational Policy Research (NIER) of Japan, Mr. Shinji Kondo and his colleagues visited the Centre in February 2008. NIER is the PISA National Centre of Japan. In the meeting, we exchanged information about the education system in the two societies.



*Presenters of the HKPISA 2006 School Seminar*



*Release of the HKPISA 2006 results attracts a full house of attendants: principals, teachers, scholars and government officials*

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