Publications of Prof. Wong Lai Ngok Jocelyn

- Wang, X. F. & Wong, J. L. N. (in press). Teacher leaders' brokerage practice in China: Impact on teacher learning in a school-university partnership. *Educational Management Administration and Leadership* (SSCI Journal)
- Zhang, X. L., & Wong, J. L. N. (in press). How do teachers perceive their knowledge development through engaging in school-based learning activities? A case study in China. *Journal of Education for Teaching*. (SSCI Journal)
- Zhang, X. L., Wong, J. L. N. & Wang, X. F. (in press). How do the leadership strategies of middle leaders affect teachers' learning in schools? A case study from China. *Professional Development in Education*. (SSCI Journal)
- Wang, X. F. & Wong J. L. N. (2019). How do university experts perform their boundary broker role to support teachers' learning in the school-university partnership? An exploratory study in China. *Journal of Education for Teaching*, 45(5), 585-604. (SSCI Journal)
- Wong, J. L. N. (2018). Why social capital is important for mentoring capacity building of mentors: a case study in Hong Kong. *Teachers and Teaching: Theory and Practice*, 24(6), 706-718. (SSCI Journal)
- Zhang, X. L. & Wong, J. L. N. (2018). How do teachers learn together? A study of school-based teacher learning in China from the perspective of organizational learning. *Teachers and Teaching: Theory and Practice*. 24(2), 119-134. (SSCI Journal)
- 朱夢華, 黃麗鍔. (2018) <西方三種教師身份建構理論取向初探>. 《教師教育研究》第 30 卷 第 1 期 110-115 頁. (CSSCI Journal)
- Cheung, W. S. & Wong, J. L. N. (2017). Narrating teacher change and reflection in Hong Kong. *International Journal of Educational Management*. 31(7), 1135-1146. (ERA journal)
- Wang, X. F. & Wong, J. L. N. (2016). How do primary school teachers develop knowledge by crossing boundaries in the school-university partnership? A case study in China. Asia Pacific Journal of Teacher Education. 12(1), 1-18. (SSCI journal)
- Wong, J. L. N. (2015). How do teachers learn through engaging in school-based teacher learning activities? Applying a knowledge conversion perspective. *The Asia-Pacific Education Researcher*, 24(1), 45-55. (SSCI Journal)
- Cheung, A. & Wong, J. L. N. (2014). Examining adjustment challenges of mainland Chinese students in Hong Kong. In S. Mukerji & P. Tripathi (Eds). Handbook of Research on Transnational Higher Education Management (pp.97-117). Hershey, PA: IGI Global.
- Wong, J. L. N. (2014). Being facilitator or gatekeeper? The mixed role of mentor teachers in Hong Kong within the context of accountability. *Leadership and Policy Quarterly*, 3(2), 88-102.
- Zhang, X. L. & Wong J. L. N (2014). Three threads of discussions on teacher learning and professional development of teachers. *Global Education*, 3(4), 59-66. (In Chinese) (CSSCI Journal)
- Wong, J. L. N. (2014). Career advancement or teacher development? Teachers' perceptions of writing publications in China. *International Journal of Educational Management*, 28(3), 306-318. (ERA and ERIH Journal)
- Wong, J. L. N. (2014). How does writing publications help professional development of teachers? A case study in China. *Journal of Education for Teaching*, 40(1), 78-93. (SSCI Journal)

- Wong, J. L. N. (2013). How has accountability shaped school-based mentoring scheme in Hong Kong? *Cypriot Journal of Educational Science*, 8(4), 403-414.
- Zhang, X. L. & Wong J. L. N. (2013). Review of teacher learning within the context of Educational reform. (in Chinese) *Teacher Education Research*, 25(1), 91-96. (CSSCI Journal).
- Wong, J. L. N. (2012). How has recent curriculum reform in China influenced school-based teacher learning? An ethnographic study of two subject departments in Shanghai, China. Asia-Pacific Journal of Teacher Education, 40(4), 347-361 (SSCI Journal)
- Wong, J. L. N. (2010). What makes a professional learning community to be possible? A case study of a Mathematics department in a junior secondary school of China. *Asia Pacific Educational Review*, 11(2), 131-139. (SSCI Journal)
- Wong, J. L. N. (2010). Searching for good practices in teaching: A comparison of two subject-based professional learning communities in a secondary schools in Shanghai, China. *Compare*, 40(5), 623-639. (SSCI Journal)
- Tsui, A. B. M. & Wong, J. L. N. (2009). (2009) In search of a Third Space: Teacher Development in Mainland China. In C. Chan & R. Nao (Eds). *Revisiting Chinese learner: Changing contexts, changing education* (pp. 281-311). Hong Kong: Comparative Education Research Centre (CERC) of the University of Hong Kong and Springer.
- Wong, J. L. N. (2008). How does the new emphasis on managerialism in education redefine teacher professionalism? A case study in Guangdong Province of China. *Educational Review*, 60(3), 267-282. (SSCI Journal)
- Wong, J. L. N. & Tsui, A. B. M. (2007). How do teachers view the effects of school-based in-service learning activities? A case study in China. *Journal of Education for Teaching*, 33 (4), 459-473. (SSCI Journal)
- Wong, J. L. N. (2006). Control and professional development: Are teachers being deskilled or reskilled within the context of decentralization? *Educational Studies*, 32 (1), 1-21. (SSCI Journal)
- Wong, J. L. N. (2006). Has teachers' participation in decision making increased in China? Local responses to the implementation of educational decentralization in Guangdong Province. *International Journal of Educational Reform*, 15 (2), 234-254.
- Wong, J. L. N. (2006). The effects of local interpretation of decentralization policy on school autonomy in Guangdong Province of China. In Christopher Bjork (Ed.), *Educational decentralization: Asian experiences and conceptual contributions* (pp. 43-58). Dordrecht: Springer.
- Wong, J. L.N. (2006). Professional learning community: A way for school-based professional development of teachers. (in Chinese). *Shanghai Yaoyu*, 5B, 26-27.
- Wong, J. L. N. (2004). School autonomy in China: A comparison between government and private Schools within the context of decentralization. *International Studies of Educational Administration*, 32(3), 54-73.
- Wong, L. N. (2003). Changing roles and shifting authority of principals in China: A mixed role of manager and clan leader. *Education and Society*, 21(2), 37-54.