



# Newsletter



## Advanced Postgraduate Diploma in Education (Guidance and Counselling) Programme (AGC)

Training Programmes

The programme which leads to the Advanced Postgraduate Diploma in Education (Guidance and Counselling) is offered by the Faculty of Education, The Chinese University of Hong Kong with HKIER administering it. It is designed to provide advanced and focused training to teachers, school administrators and counsellors who wish to acquire both in-depth knowledge and practical skills in guidance and counselling.

The Programme affords a realistic balance between theory and practice. Participants benefit from achieving not only academic development, but also personal growth enhancement. The student-teacher ratio of 30:1 facilitates active group participation and more than adequate individual attention when required. Most importantly, the Programme is taught by a mix of senior university professors and highly experienced professional counsellors and trainers with great enthusiasm for teacher training.

This is the first Advanced Postgraduate Diploma Programme in Guidance and Counselling ever to be offered in Hong Kong. It provides a clear academic path for those wishing to pursue higher degree studies in Guidance and Counselling.

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### Objectives

1. To enable participants to attain a deeper self-understanding and an understanding of the intricacies of guidance and counselling.
2. To provide participants with more fieldwork practice in individual and group guidance and counselling.
3. To provide training to participants in order to ensure delivery of quality guidance and counselling services and programmes in the Hong Kong school context.

### Curriculum

The curriculum consists of three compulsory modules, with each module taking up 42 contact hours, and a mix of elective modules equal to 84 contact hours. The entire Programme thus adds up to a total of 210 contact hours. Various elective options are provided for participants.

## Training Programme for Government School Managers

The Education Commission Report No.7 (ECR7) recommended that all schools in Hong Kong should implement school-based management (SBM) in the spirit of School Management Initiative (SMI) by the Year 2000. SBM allows schools with greater flexibility in the use of resources and enables school administrators and staff members to work towards meeting the educational needs of students as effectively as they can. The ECR7 also recommended that continuous professional education and training for school administrators and staff members should be provided in order to help them cope with the challenges brought by the planned changes.

These training courses for government school managers are provided by The Chinese University of Hong Kong and the operating units are the University's Faculty of Education, the Hong Kong Centre for the Development of Educational Leadership and HKIER. The courses are specially designed for school managers in government schools to support the implementation of SBM.

### Aims & Objectives

The courses aim to provide basic knowledge and skills of SBM to school managers in primary and secondary government schools and to enable them to assist the implementation of SBM in the spirit of SMI by the Year 2000 as recommended by the ECR7. More specifically, school managers after attending these courses will be able to achieve the following objectives:

#### Module 1: Quality Culture and School Self-Evaluation

1. To understand the meanings of quality culture in the school system and to

- acquire the ways to foster quality culture in schools.
2. To learn that school self-evaluation is the crucial means to schools' continuous improvement and to acquire the basic knowledge and skills in school self-evaluation.
3. To learn that schools are learning organizations and that managers as part of members of learning organizations should be able to develop themselves continuously to cope with the multiple changes in schools.

#### Module 2: Policy Making and Group Dynamics

4. To realize the nature, functions and characteristics of school policy making from the viewpoint of the school management board.
5. To explore the requirements, strategies and considerations of school policy development during the board's policy formulation stage.
6. To acquire the methods and necessary skills to maximize group dynamics in team decision making in different stages of a board meeting.

#### Module 3: Legal Issues and Conflict Management

7. To be aware of legal issues in school management and schools' general rights and liabilities in law of torts and criminal laws.
8. To explore from the societal points of view why conflicts are common in schools and to acquire different skills to tackle these conflicts.

#### Module 4: School Community Relationship

9. To understand the nature and impact of home and community support to public school system in Hong Kong and other countries.
10. To acquire the knowledge, skills and attitudes to join forces with parents and community to achieve quality education.

### Teaching Format

In addition to normal lecturing to the whole class, there will be interactive activities designed to facilitate participants to understand the concepts introduced in the course and to reinforce their learning experience.

## 普通話教育研究及發展中心

### 開創師資培訓新紀元

本校教育學院為應付香港社會對普通話教育專才的需求，已先後開辦「教育專業普通話證書課程」及「高級證書課程」。為提高推普人員的專業質素和培養推普領導人才，教育學院將於今年八月開辦「高級教育文憑(普通話教育)課程」，由香港教育研究所、普通話教育研究及發展中心聯合統籌。本課程主要供在職教師進修，同時接受在師資培訓機構或其他工商機構從事普通話教育工作的人員修讀，使他們在推廣普通話教育和培訓師資工作中，發揮良好的示範和領導作用。

面向新世紀的語文教育－標準語(普通話)教育，本校即將開辦的高級教育文憑(普通話教育)課程，具有重要的歷史意義。據了解，本課程的設置，是香港大專院校中首創的，為二十一世紀的師資培訓開拓新領域，注入新元素。

### 普通話暑期沉浸課程

普通話教育研究及發展中心應語文教育及研究常務委員會的邀請提交標書，經審議後，獲語常會接納，將於今年七月中至八月中為語常會開辦普通話暑期沉浸課程(北京)。課程由普通話教育研究及發展中心主辦，國家語委普通話培訓測試中心協辦。課程兼顧語言能力的提高、語言實踐、普通話教學法、普通話水平測試輔導等四方面的訓練，以提高香港中小學普通話科教師的普通話能力及普通話教學能力。



## 基礎教育研討會

### 基礎教育的改革

本年度的基礎教育研討會已於五月一日順利舉行，與會者共二百多人，香港特別行政區教育署署長羅范椒芬女士為主禮嘉賓。是次會議主題是「基礎教育的改革」，論壇主題為「我們在基礎教育改革中的角色」。大會亦邀得台灣花蓮師範學校校長陳伯璋教授，就「課程改革的合理性評析」發表主題演講。



### Forthcoming Conferences

#### International Conference on Values Education and Citizenship Education in the New Century

Date: 9-11 June 2000

Venue: Faculty of Education, CUHK

Co-organizers: Hong Kong Institute of Educational Research, Department of Educational Administration and Policy, CUHK

Tel: (852) 2609 6963

Fax: (852) 2603 6850

Email: pchan@cuhk.edu.hk

Website: <http://www.fed.cuhk.edu.hk/~hkier/seminar/s000609>

### **International Language in Education Conference (ILEC '99)**

From 17 to 19 December 1999, The Chinese University of Hong Kong hosted the International Language in Education Conference (ILEC '99). The theme of the conference was "Language, Curriculum and Assessment: Research, Practice and Management".

The conference was honored by the presence of scholars of world renown. They included: Prof. Charles Alderson of the University of Lancaster, U.K.; Dr. John L. Clark, Director of Educational Services, Utahloy Company; Prof. David Mendelsohn of York University, Canada and Prof. Amy B. M. Tsui of The University of Hong Kong. These scholars were joined by other prominent academics from the Chinese language field, notably Prof. Chow Tse-tsung, formerly of the University of Wisconsin, USA; Prof. Cheung Hung-nin, the Hong Kong University of Science and Technology and Prof. Leong Weng-kee of Nanyang Technological University, Singapore. The

host of the Opening Ceremony was Prof. Arthur K. C. Li, Vice-Chancellor of The Chinese University of Hong Kong. Mr. Anthony Tong, Deputy Director of Education, was the guest-of-honour.

The conference provided an opportunity for interaction and exchange between academics and professional educators from diverse backgrounds. Over 200 papers were presented. There were a total of 524 participants.



A unique feature of the conference programme is the Teacher's Strand which enables local teachers to make presentations and participate in workshops in areas relevant to their classroom situations, thus sharing their experiences with colleagues and researchers.

### **International Language in Education Conference (ILEC) 2000**

*Co-organizers: The University of Hong Kong,  
The Chinese University of Hong Kong,  
The Hong Kong Institute of Education*

The ILEC 2000 will be held during 14-16 December, 2000 in The University of Hong Kong with the theme on Innovation and Language Education. The conference organizers welcome proposals for papers, workshops, colloquia, and poster sessions relevant to the aims and scope of ILEC. Presentations may be in English, Cantonese or Putonghua and written papers in English or Chinese. Deadline for submitting abstracts is 31 May 2000.

For further information, please contact the ILEC 2000 Secretariat via:

Tel: (852) 2859 2781

Fax: (852) 2547 1924

E-mail: [ilec2000@hkucc.hku.hk](mailto:ilec2000@hkucc.hku.hk)

Website: <http://www.hku.hk/ilec2000>

Mail: Secretariat ILEC 2000, c/o Faculty of Education, The University of Hong Kong

## 多讀多寫網上培訓計劃

<http://www.fed.cuhk.edu.hk/readwrite/>

「多讀多寫網上培訓計劃」由香港中文大學教育學院和香港教育研究所主辦，由何萬貫教授策劃。計劃旨在為參加培訓的同學提供「多讀多寫」的機會，增強閱讀能力，發揮寫作潛能；培養閱讀和寫作興趣，養成「樂於閱讀，勇於寫作」的風氣；提高思維能力，熟練運用各種閱讀策略，建立個人的寫作風格；互相切磋、交流，提高語文水平。

培訓計劃著力通過各種各樣的形式，為學生提供各種「多讀多寫」的機會。參與培訓計劃活動的學生，除了學習學校規定的課文和作文外，每年還要透過電腦網絡閱讀指定及自選的課外讀物，和每十至十四天作文一篇。

本計劃的服務對象為中、小學生，其特色如下：

- 1.以學習者為本位－學生可自定學習速度和難易程度
- 2.打破學習環境及時間的界限
- 3.及時給予回饋
- 4.詳細記錄學習過程
- 5.培養自學能力
- 6.在網上與同輩交流寫作及閱讀心得
- 7.以鼓勵為主
- 8.打下讀寫的語文基礎
- 9.減輕中文教師的工作量
- 10.有嚴謹的學習評估(試驗組與控制組)
- 11.根據學習認知心理學來編寫教材

「多讀多寫」的理論與實踐，建基於語文認知心理學，強調學習者的「認知過程」、訊息的貯存和提取的方法和效能，並學習的診斷和評估，不但跟中國傳統教學理論相一致，跟當代西方「全語文」的教學理論亦相符合。



針對香港當前的實際情況，主辦機構於六年前舉辦了「聯校多讀多寫教學計劃」，幫助學生克服中文科學習方面的困難，提高他們的語文水平。計劃實施的效果非常良好，參與的同學的語文成績都顯著進步。這個網上培訓計劃就是在「聯校多讀多寫教學計劃」的基礎上發展出來的，目的是配合實際的需要，利用資訊科技讓同學在讀和寫方面都得到均衡的發展。



國家語委傅永和副主任到本校交流訪問

## 普通話教育研究及發展中心

### 國家語委副主任傅永和教授到訪

本年三月十六日，國家語言文字工作委員會副主任傅永和教授、普通話培訓測試中心副主任韓其洲先生到本校交流訪問，與香港中文大學校長李國章教授、教育學院院長鍾宇平教授、香港教育研究所所長盧乃桂教授、普通話教育研究及發展中心正副主任何偉傑教授、林建平教授等會談，並就今後加強雙方的科研合作機會，作了深入的討論。



### 「週末資優課程'99」結業禮


「週末資優課程'99」於本年四月一日完滿結束，並於四月十五日舉行結業禮。出席結業禮的主禮嘉賓有香港中文大學教育學院院長鍾宇平教授、香港教育研究所所長盧乃桂教授，還有贊助商商業電台總經理黃寶珠小姐、七·十一便利店市場及業務拓展總監甘力惠小姐等。此外，「週末資優課程'99」的課程導師、學員、家長、校長和老師亦有出席。由一九九九年十一月至二零零零年四月期間，「資優計劃」一共舉辦了六個「週末資優課程'99」的課程，包括「探古究今新旅程」、「與心共舞」、「專家系統的開發」、「心理遊蹤」、「逆境奮進領袖訓練」和「視聽製作淺說」，共取錄了來自四十三間學校的九十位中一至中七同學。

在結業禮上，「資優計劃」向出席嘉賓介紹各個課程的概要及上課花絮，學員亦有機會與在場嘉賓分享他們的感受，和在課程中學到的知識。



### Creative Adventure-Based Leadership Training Programme (CALTP)

Programs for the Gifted and Talented (PGT) has always been working towards developing new and creative programmes to help nurture the gifts and talents of local adolescents. In April this year, a newly designed programme – CALTP – was launched in association with Outward Bound® Hong Kong.

CALTP is an attempt to incorporate the adventure elements in the Outward Bound® programme into PGT's Creative Leadership Training Programme. It is designed to help participants discover and develop their creative leadership abilities through a training course well-balanced in theory and practice, and enhanced by adventure-based experiential education. In this 10-day programme, participants first received systematic training from PGT in creative problem-solving strategies, interpersonal communication and leadership skills. These are then put into intensive application when participants undergo adventure pursuits in the Outward Bound® programme. The valuable adventure experience gained in the Outward Bound® programme is then carefully handled back at PGT in order to maximize the transfer of what has been learnt to real life situations. 



## **An Evaluation of the 9-year Compulsory Education of Hong Kong (2nd Phase): Curriculum, Teachers' Knowledge, Learning Process and Their Relationship With Student Learning Difficulties**

*Principal Investigator: Professor Wong Hin-wah*

**T**his is a project under the research programme of *Comparative Studies of Curriculum Design, Development, Implementation, and Evaluation in the Asia-Pacific Region*.

### **Research Findings**


Based on the findings of this study, students' failure during their early stage of schooling may be attributed to the following four dimensions of factors:

1. the nature of curriculum design made in the system, school and subject panel level;
2. teacher education curriculum;
3. teachers' beliefs;
4. students' perceptions of classroom environments and nature of learning.

### **Recommendations**

1. The agenda of the Curriculum Development Council should focus more on comprehensive curriculum change in the context of compulsory universal education and especially with regard to catering for learners' individual differences and enhancing learning motivation.
2. People involved in curriculum decision-making should be enriched with knowledge of curriculum design, decision-making, change and implementation with particular reference to the nature of compulsory and universal education.
3. The principles on which teaching and learning in the Hong Kong primary schools are based should focus on the strategies in addressing students' individual differences and motivation of learning in Hong Kong primary schools.

4. The kind of roles, in terms of curriculum development and instructional leadership, being performed by Hong Kong primary school principals and panel heads should be strengthened.
5. Curriculum development mechanism, school management personnel and teachers' professional development body (e.g., the future General Teaching Council) should work together to address these issues.
6. Teacher education institutions should revise their curriculum and instruction so that teachers can be more capable in dealing with individual differences and enhancing students' intrinsic motivation.
7. The government should provide sufficient support for teachers, especially those who try to cater for individual differences and enhance motivation of student learning in the classroom.
8. Approaches and strategies in reforming curriculum development, teacher education and school administration should be based on the findings of the nature of student learning in order to avoid early failure.

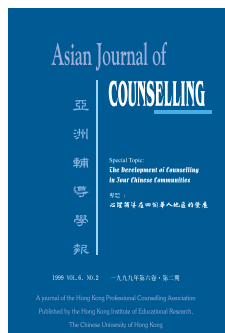
This research is a cross-sectional study. The conclusions and recommendations are based on observations and study made at only one time. Longitudinal study which can provide information describing processes over time is recommended for further study in order to find out the causes of students' failure during their early stage of schooling. 





Publications

New Publications



**Asian Journal of Counselling** 1999 Vol.6 No.2  
*Special Topic on "The Development of Counselling in Four Chinese Communities"*

In this issue, scholars from four Asian regions (the Chinese Mainland, Taiwan, Singapore and Hong Kong) share their views on the development of counselling in their regions and there are two reactions to the papers written by two leading counselling scholars in Hong Kong.



**Canadian and International Education**  
1999 December Vol.28 No.2

This is a collection of essays in *Multiculturalism* which tries to develop some clarifications about multiculturalism and to identify sources of disagreements and differences about it.



**Educational Research Journal**  
Vol.14 No.1 (Summer 1999)  
Vol.14 No.2 (Winter 1999)



**Education Journal**  
Vol.27 No.2 (Winter 1999)

「教育政策研討系列」之二十八至三十一現已出版：

**No.28**《精英主義與均等主義之間：尋找〈教育改革建議〉的理論基礎》

曾榮光 (30頁, HK\$15)

**No.29**《從哪裏來? 往哪裏去? 尋找〈教育改革建議〉的實徵基礎》

曾榮光 (26頁, HK\$15)

**No.30**《教育改革與家長參與》

何瑞珠 (28頁, HK\$15)

**No.31**《香港高中化學科課程改革—由應試教育轉向素質教育》

彭新強 (38頁, HK\$15)

For enquiries and orders, please call (852) 2609 6754.

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© The Chinese University of Hong Kong  
E-mail: hkier@cuhk.edu.hk  
Website: [http:// www.fed.cuhk.edu.hk/~hkier](http://www.fed.cuhk.edu.hk/~hkier)  
Tel: (852) 2609 6754 Fax: (852) 2603 6850  
**Editor:** Chun Ka-wai, Cecilia  
**Executive Editor:** Yeung Hiu-ye, Annie  
**Editorial Assistant:** Ma Lok-ye, Audrey