In This Issue

Research Notes and Innovations

Selecting Models of English and Setting Standards for Teachers of English in Hong Kong

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With reference to the setting of language benchmarks for English language teachers in Hong Kong, this paper presents some background as to why the "model" was defined not from the perspective of a native speaker, but from that of an "educated" Hong Kong speaker of English.

The development of the language benchmarks in Hong Kong began in early 1996 when a consultancy study was commissioned (as a follow-up to the recommendations in *Education Commission Report No. 6*) to investigate the feasibility of establishing language benchmarks, initially for lower secondary (i.e., Grades 7–9) teachers of English. After the consultancy report (Coniam & Falvey, 1996) was accepted by the Advisory Committee on Teacher Education and Qualifications (ACTEQ), steps were taken to develop the recommendations of the investigative consultancy report into government policy. The first, and most important, step in developing policy involved the creation, in late 1997, of a widely representative English Language Benchmark Subject Committee (ELBSC), which was composed of the main stakeholders involved in English language education in Hong Kong.

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The ELBSC worked together or in sub-committees over the period 1997–2000 agreeing assessment constructs, establishing specifications, designing exemplar tasks, creating scales and descriptors for criterion-referenced task assessment, and monitoring the piloting and moderation of the assessment instruments. Towards the end of this process, it was recommended by the ELBSC, and subsequently accepted by ACTEQ, that the assessment should consist of a battery of tests.

Following the work of the ELBSC, the Hong Kong Special Administrative Region (SAR) government publicized the introduction of language benchmarks in mid-2000. The policy document stated that pre-service teachers would, from September 2001, have to be benchmarked before they join the teaching profession. In-service teachers (i.e., established serving teachers) would have until 2005 to meet the prescribed benchmarks.

The *Model* of English to Be Taken as the Standard for Language Teacher Benchmarks in Hong Kong

In early discussions of models (or "varieties") of English that should be considered by the consultancy group in investigating English language teacher benchmarks, and later, in discussions within the ELBSC, it soon became clear that any proposed model of English should be fully acceptable to Hong Kong teachers of English and the Hong Kong public. It was also agreed that the model to be proposed must be wholly intelligible in an international context

It was also clear from the outset that no one native-speaking L1 model such as British Received Pronunciation (RP), Standard American or an Australian educated usage should be adopted. There were two reasons for this decision:

1.   Concerns about neo-colonialism or the influence of economics and American English

The benchmark initiative extended from April 1996 until 2001. This meant that it covered the period of transition from the British government to an SAR of the People's Republic of China (P.R.C.). Since the P.R.C. wanted to foster nationalism and love of the mother country, it is possible that the idea of another nation's phonological system being imposed on Hong Kong teachers would have been found to be unacceptable. It would also have been considered inappropriate in terms of expediency and political correctness. This sense of a desire for national respect is mentioned in Jenkins (1998) when she discusses the "social and psychological need to respect the norms of the largest group of users of English, i.e., non-natives" (p. 120). However, another, and equally plausible explanation for language models could be the increasing influence of the American economy in Hong Kong and the growth of American firms, personnel and the return of people educated on the North American continent.

2.   Access to a model that most educated Hong Kong L2 speakers of English would find comprehensible, accessible, and attainable

In addition to not desiring a "foreign" model of English, both the consultancy group and the ELBSC agreed that a potentially attainable model, which would have worldwide acceptability in terms of its phonological system and accessibility in terms of acquisition, would be most acceptable to Hong Kong teachers of English. It was considered unreasonable to expect teachers to acquire an RP, Australian or American accent. It was considered reasonable and feasible to consider a model to which teachers of English could aspire. It would need to be one that they could accept as potentially accessible to them no matter how far away from the prescribed model they were initially (either before taking the benchmark assessment or beginning a language benchmark course which would help them develop their English language skills towards the selected "model").

It was thus agreed, no later than 1997, that the language benchmark model to be expected from teachers would be phonologically recognizable, to an interlocutor, as belonging to a speaker whose L1 was Cantonese. As a model of spoken language, it would not, however, be so different from other acceptable varieties of English (e.g., Singaporean English) either phonologically, or, in terms of discourse patterns and organization, as to be markedly "deviant." We will call this model an "educated" model of English.

An educated model of English for a Hong Kong speaker would be one which distinguishes it phonologically from an educated Singaporean, educated P.R.C., or educated Filipino speaker of English. For example, clause final rising intonation and sentence final particle "lah" in Singaporean English is not a feature of educated Hong Kong speech. The English of an educated Hong Kong speaker of English would, for the majority of teachers of English, be that of someone who speaks fluent, intelligible English, who has received secondary and tertiary education in Hong Kong, not in an overseas context where external influences would be likely to affect the discourse intonation of the speaker. (In addition, it was agreed that Hong Kong teachers should be able to understand varieties of English from other regions of the world). The educated Hong Kong speaker of English should be understood anywhere in the world because the speaker's English does not display too many phonological, syntactic, or discourse organizational features that are likely to impede communication with L1 and L2 speakers of English. Jenkins (1998) proposes that such "bilingual speakers of English" should be referred to as "fluent bilinguals" rather than "non-native speakers" (p. 121).

In terms of written English (its discourse and text patterns), the written discourse produced by an educated Hong Kong speaker/ writer would show no appreciable difference between the writing of an educated L1 speaker or an educated L2 speaker from South East Asia. It should be wholly acceptable internationally.

Jenkins (1998, p. 124) makes a useful distinction between language norms and models of English. She cites RP and Standard American Usage as language norms. She cites, as models, those varieties which have emerged throughout the world where language is spoken by a large number of the inhabitants. In this context, it should be noted that Jenkins defines varieties in two distinct ways. The first, which we shall call "average," will be that variety, spoken by the majority of speakers of an L2. That means that they will be understood and be able to communicate within their own region and farther afield. However, many speakers of other varieties would have problems understanding them (e.g., speakers of English from the Asian sub-continent, who are unintelligible to many people who live outside that region). The second, which we shall call the "educated" model, is described by Jenkins below:

> The demands of "the specific situation" of classroom teaching are such that non-native teachers will, themselves, still be required to develop the ability to approximate more closely than their students to a standard native norm. (pp. 124–125)

The teacher must be a model who is able to provide her students with pronunciation levels of intelligibility which will enable the students to cope with English in an international context when conversing with other nationalities through the medium of English.

The level of language that is set must, inevitably, be linked to the model of language that the ELBSC benchmark creators chose. For further details, with a discussion of the level of language ability that should be the *standard* for teachers of English in Hong Kong to attain, the reader is referred to Falvey and Coniam (2002).

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Research Programmes

中國及華人社會的教育與發展研究計劃

中國內地大學學者工作生活的轉變

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本研究旨在探討近年在中國內地高等教育改革下，大學學者的工作生活面對甚麼轉變，以及他們如何作出回應。自 20 世紀 90 年代以來，世界各地的高等教育均面對重大的改革，政府對於教育資源的重新調配、新管理主義的取向等，均令大學學者的工作生活產生很大變化。西方國家有關大學學者工作生活的研究甚豐，部分研究認為學者的工作滿足感因而下降，部分則發現學者在新的工作文化下仍能保持工作的自主性。亦有研究認為這與學者的職級及工作經驗有關：年資較長及職級較高的教授傾向認為即使在新的管治文化下，仍能保持其自主性；年輕而以合約制聘任的教師，則較傾向認為自己的工作穩定性不足，工作滿足感較低。本研究的目的，是把學術界有關學者工作生活的討論，置於中國內地的特定情境下，以增加對內地大學學者工作生活的理解，藉此對上述學術討論作出回應，並就有關高等教育改革的政策提出建議。

本研究於 2004–2006 年間，在中國內地兩所大學進行了田野工作。其中，A 大學為教育部直屬大學，國家對於該大學亦投入了大量資源，以期把它發展成世界一流大學。B 大學為地方性大學，該校來自國家的資源較少，而地方政府的投入則較多，相對於 A 大學而言，其資源及地位有明顯距離。研究員分別訪問了兩所大學的計算機系、哲學系、教育學系及社會學系，以期了解擁有不同資源的學系對學者工作生活的不同影響。每系訪問了 5 位教師，共 40 人。訪問對象包括系主任、副系主任、教授、副教授及講師，藉以了解不同職稱及年資的學者對他們工作生活轉變的看法。

研究顯示，內地近年的高等教育改革，如本科教學水平評估及聘任制的改革，均對學者的工作生活產生不少影響。其中尤以聘任制改革強調量化產出的評核，以此與工資及職級掛鈎，更牽引着學者的工作方向。在新的管治取向下，部分學者為保持研究成果的質素，寧願放棄升遷的機會及豐厚的工資獎金，堅持以合理的步伐發表文章，專注教學工作。然而，大部分學者（尤其是以合約制聘任的副教授及講師）認為，他們的工作只能朝着評核的量化標準進發，甚或把半成品推出，以期滿足工作評核的量化要求；此外，亦努力爭取國家認可的研究項目以維持其學術地位。再者，中國高等院校普遍存在資源不足的問題，學系均須自籌資金以補貼各項開支。對於市場價值較大的學系（如計算機系），較易找到與企業合作的項目開發豐厚的資源。對於市場價值較弱的學系（如哲學系），在尋找社會資源方面須花不少心思。教育學系與社會學系則較傾向於替政府進行政策研究以獲取額外資源。回應西方有關學者工作生活的討論，本研究所見，近年內地大學學者的工作生活備受國家與市場牽制，在與國家及市場的周旋過程中，在中國內地的特定情境下，「關係」在當中仍扮演着重要的角色。

當大學遇到市場：中國四所大學新增本科專業的研究

研究員：陳霜葉博士

大學市場化與市場原則已成為當今世界各國大學在財政緊縮之下必須面對的嚴峻議題。在高等教育市場化理論下，大學被建構為知識產品與教育產品的提供者，所設置的新本科專業可視為其產品供應，在競爭市場上與需求方（學生及其家長）進行交換，以獲得相關利益。

本研究在中國高等教育的脈絡下，以中國大學本科教育中的新專業設置為切入點，分析了在1999年大學擴大招生以後影響中國四所大學新本科專業設置中的相關因素，從大學的角度，深入理解大學如何看待及回應市場。四所案例大學分布於中國北方、中部以及東部和南方沿海地區，兩所為國家重點大學，一所為省重點大學，另一所則為剛從專科升格為本科資格的院校；又其中一所是具有專業設置自主權的大學，另三所則尚未獲得專業設置自主權，而申報的新專業需要得政府核准。

研究者基於近六十位學校各層人員（包括大學領導層、學校教務管理部門、三個學系的教授與一般教師）的訪談以及相關文件資料，發現四所案例大學在設置新專業時，對市場需求和大學之間的市場競爭有着不同程度的考慮與關切，或多或少通過新增本科專業從市場獲得各種資源與收益。但是大學設置新專業的目的不僅為獲得經濟資源，亦為了滿足有關學科、教育理念、聲譽及大學身分的其他非物質利益的要求。儘管大學新專業的實質內容與質量存在不同程度的「空殼化」，但這並不影響學生在招生市場上的選擇。

就新專業設置過程而言，這是一個院系、學校、國家教育行政部門三方的決策互動與實現過程。在常見的微觀政治影響之外，這三方對於同一專業的市場需求的判斷以及對新專業的利益要求是存在歧見的。雖然四所案例大學的人員都認為在新專業設置的考慮中不能對市場需求視而不見，但是四所大學對市場需求的具體理解、對市場的取態與回應卻明顯不同——重點大學與市場保持着相對的距離，而普通大學則更強調以市場為導向。

借助 Bourdieu（1985，1986）所提出的「象徵產品的市場」以及「文化資本」的概念，研究者進一步提出由於大學處於不同的文化生產領域，所擁有的文化資本不同，所以在專業設置的文化生產過程中會以不同的取向來獲取經濟價值或文化價值，而大學面對市場時亦會根據其不同的定位和資本轉換策略來考慮新的專業設置。

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Conferences, Seminars and Public Lectures

兩岸四地地理教育研討會：「地理課程改革與有效教學」

2006年11月4日，香港教育研究所聯同香港中文大學教育學院、香港中文大學課程與教學學系、全國地理教學研究會，合辦了「兩岸四地地理教育研討會」。這是自香港回歸祖國以來，首次貫穿內地、台灣、香港、澳門四地而專門探討地理教育的研討會。當日除邀得澳洲昆士蘭科技大學的John Lidstone教授、首都師範大學的林培英教授、台灣師範大學的陳國川教授、本校教育學院院長李子建教授出任主題演講嘉賓外，蒞臨發表論文的尚有來自四地的近30位學者、專家，而與會人數亦超過140人。

John Lidstone 教授從「平衡本地與全球不同的課程需要」和「以哪些理論協助青少年理解不同文化之間的緊張關係」這兩個角度，探討發展地理課程所面對的壓力和挑戰。林培英教授探討內地自地理課程改革以來，新課程對舊有課程的繼承和發展、理想課程與實際課程的平衡，以及課堂教學中課程理論與教學實踐的相互轉化。陳國川教授首先簡介台灣於日治時期和1950–1980年代間中學地理教育的特質，繼而討論現時台灣地理教育改革的內容，最後檢討改革的成效和面對的問題。李子建教授從香港和兩岸地理課程的發展，探討香港地理教育的機遇和挑戰。

此外，論文講者亦就地理課程的開發、地理課程的改革方向、地理教學的策略和效益、地理課堂教學的評價研究、地理課程的創新、地理實察、合作學習等議題交流經驗。

籌委會主席與各主題演講嘉賓及講者合照

主題演講嘉賓 John Lidstone 教授

已辦之研討會及公開講座

日期	題目	合辦單位／講者
4/11/2006	兩岸四地地理教育研討會二零零六年年會：「地理課程改革與有效教學」	全國地理教學研究會 香港中文大學教育學院 香港中文大學課程與教學學系
7–9/12/2006	「中國教育研究方法與實踐」學術研討會暨香港中文大學教育學院同學會第七屆年會	香港中文大學教育學院
16/12/2006	課外活動專業發展研討會暨協會 2006 年度會員大會：「學習經歷：『服務學習』的理論與實踐」	香港課外活動主任協會有限公司 香港中文大學教育學院

Programmes for Professional Development

我看家長教育

香港中文大學　香港教育研究所
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雖然現在常常聽說新一代的夫婦不打算生兒育女，但弔詭的是，仍有不少家長非常用心擔當親職角色，經常參加講座和閱讀有關書籍，千方百計要取得相關的技巧和方法。但這些技巧和方法是否真正管用呢？甚麼才是爲人父母必須具備的基本知識呢？

許多有關家長教育的課程或講座都傾向教父母怎樣處理子女的問題，教父母很多「招數」──應該做的，或不可做的。表面看來，父母的責任是管教子女，學習各種「教子方程式」自有道理。但是，我們必須了解，如果忘記親情的個別性，而認爲爲人父母可機械化地依從一套普遍法則，那是相當偏頗而後果可能是相當嚴重的。其實，家長教育應該是一種幫助父母反思生命的教育，不應簡單地以管教子女爲中心，相反，應以父母爲中心，幫助父母整理自己的人生、領略親職的意義，以增加養兒育女的動力，並親身體會能夠爲人父母是活着的一種福氣，要設法避免把自己過去的不幸經歷複製到子女身上。

其實，爲人父母若能稱職，不但子女受用，父母本身亦可得到持續成長的機會。可惜，一般的家長教育課程很少幫助學員關注父母在養育兒女過程中可有的得着。

父母究竟在養育兒女的過程中怎樣看自己的得着和影響？我們在辦家長教育課程時，除了「管教」元素外，還應放上些甚麼元素，以喚起爲人父母者的醒悟？是否要不斷強調甚麼「三分鐘父親」、「五分鐘父親」？父母應怎樣看自己的職份？

就以父親爲例，他是否稱職，不能只着重他貢獻的時間，或能爲家人提供些甚麼物質或設備，更應看重他作爲父親與子女的關連感──骨肉情。假若父親深深感受到與子女生命的緊密連繫，他對子女的感覺就很不一樣，那種感覺就像自己雙手的感覺那樣真切。

父母會渴望清楚知道兒女的情況和需要，一如他們對待雙手時的感覺和反應。這種關連感亦使父母的喜樂隨兒女的喜樂而來，不會只按父母的主觀意願而忽視子女的喜悅；他們的痛苦亦同樣隨兒女的痛苦而來，絕不會輕藐子女內心的掙扎和痛苦。看見子女做功課辛苦，父母亦同樣辛苦；他們很容易就能認同子女的情感起伏，產生既真實又自然的同感（empathy）。他們亦會因着兒女心甘情願作種種適切的生活安排。一如我們不會把手放進火裏，因爲手的感覺就是我們的感覺：手痛，我們就痛。

爲人父母者若明白了在親職裏「培育子女就是照顧自己生命」這核心意義，他們就會千方百計做稱職的父母，以愛護、管理自己的標準去愛護和照顧子女。缺少這樣的理解與體會，縱使教授他們千百度板斧，都難有相應的動力行使出來。

父母生涯的困擾確實不少，對大多數人始終是一項未經實習便要「擔正」的職份。然而當中亦潛藏着提升生命的機遇，這是在家長教育課程中必須設法讓學員了解的範疇。父母往往被子女再次引發失去已久的童真及好奇心，亦在有意或無意間從子女的行爲聯想起自己的童年往事，從而對自己的過去有新的整合和理解。成功的整合可使背負着不同經歷的人生重現活着的動力。

家長教育應該着重教育（education）的層面，而非只是技能的訓練；不可只着眼於子女的行爲，而應該關注父母的心路歷程與親職情懷。子女的幸福非取決於父母的管教技巧。最不幸的子女是生命中有兩個不願爲人父母的父母。

Development Projects

優質學校改進計劃

優質學校改進計劃着重校本的教學實踐及建立校本的自我完善機制，成績優異，連續兩年獲教育統籌局提供額外資源，安排借調教師給本計劃。計劃利用這個有利條件，積極發展支援網絡及學習型社群，建立個人層面（優質圈相同科組不同學校教師之間的交流及支援）、學校層面的互相學習及支援網絡，成效顯著。

計劃總結了學校支援網絡的成功因素，特別是本計劃在相互參訪安排當中扮演的角色：（1）參訪學校管理層認同本計劃的理念，相互溝通及協作無間。（2）全體教師對計劃有認識（曾參加本計劃或現爲計劃成員學校），計劃已和教師建立三信關係（信心、信任、信念），教師有安全感。（3）借調安排讓借調教師有空間領導科組進行先導計劃。在過程中計劃亦會支援該校的學與教工作，讓教師及管理層都有裨益。學校既有付出亦有得着，教師樂意分享成果，回饋社會。（4）借調教師和本計劃學校發展主任彼此互動，透過親身參與本計劃的工作，接觸不同學校，擴闊了視野及增強了能量。學校參訪時，借調教師能帶領科組同事提供對點及聚焦的解說，而參訪後亦有跟進支援。（5）本計劃學校發展主任到訪學校的需要及參訪學校的強項都有深入了解，能在學校配對及參訪程序上作出校本的安排。

在學習型社群方面，本計劃小學中文組於2006年7月創立「雙乘計劃」。「雙乘計劃」除了希望提升參與教師個人的中文教學能力外，亦希望他們能回到學校裏與其他教師分享個人經歷，把個人從計劃中所獲得的知識、能力擴散至科組內的其他同事，實踐「小乘自渡」、「大乘渡人」的雙重目的。「雙乘計劃」並非只爲提升個別教師的中文教學能力，而是從「個人成長」、「小組協作」、「科組發展」、「學校改進」等一層比一層大的改進意義上來考慮計劃的內容和步伐。截至2007年3月31日，本優質圈合共舉辦了九次「雙乘活動」，第一至第六次集中在提升個人的教學能量（小乘），如學與教的策略與技巧，期間計劃整理及發放雙乘文章共27篇。由第七次開始，活動引入科組效能的提升及科組的人事管理等理念、策略與技巧（大乘）。

借調教師及優質圈提供了一個平台，讓學校發展主任深入了解教師如何學習，以及教師優化學與教的心路歷程（process of teacher learning and teacher change）。這項研究（field study）的結果對教師教育將有深遠的影響。

此外，計劃亦應學校邀請，提供校本支援服務給聖保羅男女中學及附屬小學：支援範圍包括認識及理解新高中課程，以及它與初中課程的配合和小學課程的銜接，在課程設計上體驗「一條龍」辦學的優點。爲使堅尼地道附屬小學及麥當勞道附屬小學合併更爲順利，並增進兩校師生的了解及交流，計劃應學校要求，於2006–2007年度安排一連串活動：在教師方面，計劃發展主任主持以「團隊共力」爲主題的專業發展工作坊，爲日後的合併奠下基礎，同時亦爲小學新課程作好準備；在同學方面，在開學前計劃爲初小及高小同學安排溝通和協作的「齊聚、齊玩、齊齊學」活動，讓同學在歡笑聲中交友結誼，體驗群體之樂。計劃亦安排家長參與同學的學習過程，促進家長了解學校在常識科實施的「單元探究學習」，使成爲學校良好的夥伴，配合學校的教學理念——鼓勵同學「多發問、多研究和多參與」的自主學習精神。

香港教育研究所自1996年從事學校改進工作，由兩所小學及一所中學開始，至今已有超過二百所學校參加。優質學校改進計劃期望持續完善本土學校的改進經驗，爲華人地區的學校改進工作提供交流平台。

趙志成博士為聖保羅男女中學附屬小學主持「團隊共力」工作坊

小學中文科優質圈「雙乘計劃」促導員及學員合照

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

The Centre has continued to engage in theoretical and applied research as well as professional learning and development programmes for aspiring principals, beginning principals, serving principals, and mid-level leaders in international schools. Current programmes are funded by RGC Earmarked Grants, the Quality Education Fund, Education and Manpower Bureau, English Schools Foundation, clusters of local and international schools and private donors. In this newsletter, we introduce one recent programme which is sponsored by an anonymous donor from the private sector.

(leading above the) *Blue Line*: A Professional Learning Body for Serving Principals

Programme Director: Prof. Allan Walker

The *Blue Line* is a leadership learning programme which has been specifically designed for experienced principals. While it continues to build on the professional learning of the *blue skies* programme (a learning programme for principals in the first years of their principalship), it is also suitable for other experienced principals.

The programme aims to enrich and reinforce the purposeful construction of collaborative and shared leadership learning, and stresses the need for principals to take professional control of and responsibility for their own learning.

The essence of the *Blue Line* is ethical leadership, mutual personal and learning support, the centrality of student learning, and a strong belief that principals must see their professional learning as an integral part of their work, not as an add-on or something distinct from their work.

Principals participating in the programme are asked to consider a set of affirmations about what they stand for. They are asked to consider these within the context of their schools and to add to the list as they see appropriate. The affirmations are:

Blue Line principals:

1. Focus on improving student lives and learning.
2. Articulate and enact their values and vision.
3. Build the capacity of other leaders in their schools.
4. See and create space for innovative practice.
5. Are resilient and reliable.
6. Make good learners, networkers and colleagues.
7. Base their actions on clear ethical principles.
8. Are socially aware and active.

By participating in the *Blue Line*, participants will:

- Be encouraged and helped to take control of their own ongoing professional learning.
- Be exposed to innovative ideas from local and international contexts.
- Work closely in Learning Clusters and as a cohort to maximize the sharing of knowledge, skills, innovations, or "what works in schools."
- Recognize their accountability as professionals for maintaining high standards of ongoing learning for themselves, their staff, and their colleagues.
- Work within a guiding structure for monitoring and tracking their own and their colleagues' professional learning.
- Gear the outcomes of their learning towards the betterment of their schools and student learning.
- Be committed to ethical and educative leadership.

To know more about the *Blue Line*, please contact Prof. Allan Walker (Email: adwalker@cuhk.edu.hk) or visit: http://www3.fed.cuhk.edu.hk/ELDevNET/BlueLine.asp

The School Development and Evaluation Team

In catering for the increasing needs of schools to enhance their students' ability to learn, the School Development and Evaluation Team (SDET) emphasizes the improvement of the effectiveness of teaching and learning when designing its projects during the year 2006–2007. The project on "Metacognition in Learning and Teaching — Supporting Students' Learning Needs," sponsored by the Quality Education Fund, is moving in high gear as the school year begins. Three training programmes were provided to the members of the participating schools' Facilitating Committees. Whole-school workshops for teacher development are in progress. In addition, SDET has also finished the first-round class visit and the quantitative evaluation in various areas of teaching and learning of the participating schools. The response from most of the participating schools is encouraging. Principals and teachers think that the project can help their schools nurture a quality culture of teaching and learning.

The projects of SDET aim at helping schools strive for sustainability by adopting the "walking with two legs" approach. It means that SDET projects stress not only the importance of school evaluation, but also that of school-based development. They enable schools to gain in-depth understanding about their performance in areas from management and organization to school culture, teaching and learning, and students' and parents' perception of their schools. Schools can make appropriate measures for development in accordance with their strengths and weaknesses as revealed in the evaluation. There are currently 38 schools (including aided, direct subsidy scheme, and private primary and secondary schools) joining various SDET projects according to their own needs in this year. For details about the projects run by SDET, please visit the website: http://www.fed.cuhk.edu.hk/sdet/

Training for the Facilitating Committee Members
of the Participating Schools

普通話教育研究及發展中心

2006年12月14日，教育部語言文字應用管理司王登峰司長在「國家普通話水平測試工作論壇」上作大會發言。論壇由香港中文大學普通話教育研究及發展中心、國家語言文字工作委員會普通話培訓測試中心、嶺南大學中國語文教學與測試中心合辦。教育部語用司彭興頎處長、國家語委普通話培訓測試中心姚喜雙主任、韓其周副主任、張文同處長、劉朋建副處長、王暉副處長、孫海娜女士等出席論壇，而內地各省市語委辦主任、測試中心主任近30名代表以及香港地區30多名測試員亦有出席；各地區代表分別在論壇上報告工作情況，增加香港與內地測試員的互相了解，促進香港與內地測試工作的發展。

王登峰司長在發言時表示，香港地區舉辦普通話水平測試剛好十年，成績美滿，希望在新世紀全國普及普通話的願景能夠實現。展望未來，王司長希望普通話水平測試與漢字應用能力測試能夠盡快健全和完善，盡早建立和構築立體的語言文字測試體系。

王登峰司長在論壇上發言

Hong Kong Centre for International Student Assessment

HKPISA 2006 Main Study

When data collection was completed in June 2006, the project on PISA 2006 entered its final stages. Much effort would then be put on data analysis and write-up of the PISA 2006 Regional Report. In the past few months, preliminary yet meaningful findings from the 2006 dataset were generated in the hope of providing earlier feedback to schools and teachers.

Meanwhile, a newsletter would be published twice a year in 2007 to maintain a good relation with schools and provide earlier feedback to teachers regarding the findings in HKPISA 2006. The newsletter would mainly highlight significant findings revealed from HKPISA 2006 Student Questionnaires, with emphasis on students' views towards science learning.

Research Project in Macao

The 2-stage project, "Macao parents' view on education reform, school education and children's development" commissioned by the Macao Special Administrative Region Government, was completed successfully and the reports were submitted to the Education and Youth Affairs Bureau of Macao in February 2007. The first stage centred on a focus group interview of parents representing an array of diversified background. The second stage was a large-scale survey based on the findings of the earlier stage as well as other references. It is hoped that the findings will shed some light on Macao's on-going education reform.

The Chinese Community Is Growing Bigger in PISA

In the first cycle of PISA 2000, Hong Kong was the only participating Chinese community. HKPISA Centre also acted as the Regional Centre of our good neighbour, Macao, when Macao participated in the second cycle in 2003. Ever since, more and more Chinese communities participated in PISA: Taiwan (in the title of Chinese Taipei) joined PISA 2006, and Shanghai is now in the participant list of PISA 2009. Moreover, last winter, the National Education Examinations Authority under the Ministry of Education conducted the pilot programme, "PISA 2006 China Trial" and invited HKPISA Centre to provide the relevant training. This suggested China's interest in PISA at the national level. All in all, we are happy to see that the Chinese-speaking community in PISA is expanding.

Members of PISA 2009 meeting from the U.S., Australia, Shanghai, Macao, Singapore and Hong Kong

資訊科技教育促進中心

《農場狂想曲》教育網絡遊戲大賽完滿閉幕

由香港中文大學資訊科技教育促進中心及全球華人計算機教育應用學會香港分會主辦之《信興科技全港中學生VISOLE大賽2006～農場狂想曲》總決賽暨頒獎典禮，已於2006年12月16日假座中文大學何添樓B6演講室順利舉行。進入最後16強的同學親臨中文大學參與《農場狂想曲》教育網絡遊戲，接受集遊戲、學習及管理於一身的挑戰。寧波第二中學最終勇奪全場總冠軍。

《農場狂想曲》為資訊科技教育促進中心研發的教育網絡遊戲，旨在讓同學在互動虛擬的環境中自主建構知識。這個以學生為本的學習模式稱為Virtual Interactive Student-Oriented Learning Environment，簡稱VISOLE。在為期兩個月的比賽中，256名來自16所中學的同學在老師的引導下，先利用VISOLE網上平台所提供的數碼學習資源、圖書館及網絡資料，學習地理、經濟、環保、科技及化學等跨學科知識，然後在《農場狂想曲》中自行經營一個模擬現實的網上農場。通過選擇合時的農作物及肥料，以及應付突如其來的天災人禍及資金短缺等難題，培養同學運用資訊、解決問題及批判性思考等高階思維能力。在比賽過程中，同學們還要撰寫遊戲日誌及學習總結報告，而教師亦需利用系統內的遊戲片段回放功能，與同學一起反思及總結，將所學知識與實際生活聯繫起來。

此外，資訊科技教育促進中心亦為這次比賽進行教育研究工作，初步結果顯示， VISOLE 學習模式成功激發同學的學習動機。在比賽中勇奪「四大天王」獎的聖保祿中學劉俏慧同學在談及得獎感受時表示：「參與《農場狂想曲》不單是『打機』那麼簡單，因為我們要在遊戲進行時同時搜尋相關的各科知識、融會貫通後再應用出來，因此對我們的應變、理財、策劃及解決問題等多個範疇的能力都有極大的考驗。」

資訊科技教育促進中心主任李芳樂教授在賽後表示：「是次比賽在本地學界完滿展開，有賴16所先導中學的鼎力支持。本中心希望在未來數年可以把《農場狂想曲》遊戲及 VISOLE 學習模式推廣至全港、中國內地以及台灣等地，並計劃透過網絡舉辦更大規模的比賽，進一步推動資訊科技在跨地教育中的深層應用。」

《農場狂想曲》網址：http://www.farmtasia.com/

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Publications

School Education Reform Series
學校教育改革系列

No. 39　從課程設計角度剖析中學中文科教師對新修訂中學中國語文課程的意見
吳茂源、黃顯華

本文由課程設計角度出發，結合中學中國語文科教師對2002年實施的新修訂中學中國語文課程的意見，指出教師對新修訂課程的目標、學習經驗的組織都有相當認知，至於學習經驗的安排（尤其在自選教材），以及對評估（尤其在評估方式）方面，則仍希望有進一步的理解。

ISBN: 978–962–8908–01–1　　68頁　　平裝

No. 40　在改革的路上不斷跨越挑戰：新修訂中學中國語文課程實施個案研究
黃顯華、李玉蓉

本文通過個案研究，描述一所中學中文科組在新修訂中學中國語文課程下四年的改進歷程，探討科組得以扭轉工作文化和改進教學的原因。這個案的改進經驗很值得關心教學改進的教育工作者參考。

ISBN: 978–962–8908–06–6　　60頁　　平裝

No. 41　在協作文化中釋放學生潛能：新修訂中學中國語文課程實施個案研究
黃顯華、李玉蓉

本文通過個案研究，描述一所中學的中文科組如何實施新修訂課程，探討學校促使學生熱愛學習中文和有效提升中文能力的原因。這個案的經驗很值得關心教學改進的教育工作者參考。

ISBN: 978–962–8908–07–3　　58頁　　平裝

〔本系列第39–41號文章屬香港教育統籌局委託大專院校進行的獨立評鑑研究。〕

Education Policy Studies Series
教育政策研討系列

No. 61　Mastering Change in a Globalizing World: New Directions in Leadership
John Pisapia

This paper described the environment created by globalization as the postmodern condition, a stage which differs from the modern paradigm in that it signals a shift towards a new era which will replace the previous one. A new conceptualization of strategic leadership to serve as a bridge to the era of globalization was offered. The paper described strategic leadership and its five components, with the focus placed on the fifth strategy (applying the artist's paintbrush). Its essence is that the strategic leader works in a multifaceted reality and must therefore apply a multifaceted set of leadership actions. Finally the pyramids of change were presented to guide leaders in mastering change.

ISBN: 978–962–8077–00–1
52 pages　　paperback　　HK$20

No. 62　道德教育須情智雙彰──從美國當代道德教育反思
劉國強

本文開首指出，作為中國主流教育思想的儒家，是一種成德之教，自孔孟始，便兼重情智，然而經實際歷史發展的參雜，使傳統儒家道德教育整體而言偏情歉智。當前中國道德教育的發展，不宜唯美國馬首是瞻，正宜了解美國當代道德教育的發展是由尚智主義的模式開始轉回重視美德與道德情感的模式。本文扼要說明美國由20世紀60年代以來道德教育的四種主要模式。由此，本文進一步指出中國德育的發展不宜片面學習西方的尚智取向，而應情智兼顧，學習西方之餘仍須保存傳統，以建構達至仁智雙彰、情智兼備的德育模式。

ISBN: 978–962–8908–12–7
44頁　　平裝　　20元

No. 63　中華美德教育的理論意義與當前時代意義
劉國強

本文試圖論析中華美德教育或儒家倫理教育在理論上有其深度、涵蓋性和圓融一致性，且符合人的常識經驗。中華美德教育在當前具有現實的適切性，既不違科學，亦與西方德育理論發展的轉向吻合，並對西方個人主義、自由主義的漫蕩無歸有救弊補偏的作用，同時還具有情感教育的意義。

ISBN: 978–962–8908–13–4　　32頁　　平裝　　20元

No. 64　Student Performance in Chinese Medium-of-Instruction (CMI) and English Medium-of-Instruction (EMI) Schools: What We Learned from the PISA Study
Esther Sui-chu Ho & Evelyn Yee-fun Man

The article begins with a brief review of the context of the language policy in Hong Kong. Then, the major empirical studies concerning language policies and practices in Hong Kong are analyzed. Finally, the authors present the research findings and examine the relationship between student outcomes and MOI tracking based on an analysis of the Hong Kong PISA data. Implications for educators, researchers and policy makers, and recommendations for further research and practice are discussed in the final section.

ISBN: 978–962–8908–14–1　　68 pages　　paperback　　HK$20

Journals 學報

Asian Journal of Counselling, Vol. 13 No. 1; Vol. 13 No. 2 (2006)

Education Journal, Vol. 34 No. 2 (2006)

Educational Research Journal, Vol. 21 No. 2 (2006)

Journal of Basic Education, Vol. 15 No. 2 (2006)