



# Newsletter



## Research Programme in Counselling and Guidance

### Objectives

The research programme in counselling and guidance is aimed at achieving the following global objectives:

1. To examine, implement, and evaluate different models and approaches of counselling and guidance services in primary and secondary schools, and in other social and educational settings in Hong Kong.
2. To understand factors influencing the effectiveness of counselling and guidance services in Hong Kong.
3. To examine ways to integrate counselling theories and practice with Chinese culture.
4. To explore ways to implement counselling-related services through partnership with the educational sector.

### On-Going Projects

#### *Implementing a Career Counselling and Guidance Programme in Hong Kong Secondary Schools*

(Principal Investigator: Professor S. Alvin Leung)

Sponsored by the Quality Education Fund (HK\$1,000,000), the major task of this project is to develop a set of career

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exploration materials and a career interest inventory for Hong Kong secondary school students. The exploration materials and assessment tools developed will then be used by students in secondary schools in Hong Kong as part of their school career guidance programmes. The validity of the career interest test and the effectiveness of the career guidance programme will be evaluated.

#### *Counselling Services – Partnership with the Educational Community*

(Principal Investigator: Professor S. Alvin Leung)

Through this research project, counselling services are provided to individuals in the educational sector. Research related to counselling process and outcomes is conducted as part of this service effort.

*A Survey of Counselling and Guidance Services in Hong Kong Secondary Schools*

(Principal Investigator: Professor Patrick Lau)

The major purpose of this research study is to survey the current practice of school counselling and guidance services in Hong Kong secondary schools, and to make recommendations on how service delivery and organization could be altered to meet the diverse needs of students and youth.

*Teachers' Common Misconceptions about Suicide and Suicidal Risks: Implications for Counselling*

(Principal Investigator: Professor David W. Chan)

This study aims to assess the nature and extent of common misconceptions generally held by teachers regarding suicide and suicidal risks, and to examine their relationships with teachers' death anxiety.

**Challenges Ahead**

All the research projects under the Research Programme in Counselling and Guidance share several major characteristics. First, we want to integrate science and practice through conducting applied research through partnership with the education and social service sectors. Second, we would like to produce innovative service/training/products and research data that are useful and relevant to counselling and educational professionals. Third, we would like to produce scholarly papers and articles/books that could inform the local as well as international counselling community. To conduct research studies that are relevant, practical, and scientifically sound is a major challenge to the investigators of this research programme.

**School Self-evaluation and School-based Performance Indicators**

Principal Investigator: Professor Nicholas S. K. Pang

Sponsored by the Quality Education Fund, the project aims to help schools (i) develop their own models of school-based management in the spirit of the recommendations of the Education Commission Report No.7; (ii) institutionalize a self-evaluation framework in daily practices for continuous improvement; and (iii) develop their own sets of school-based performance indicators for use in school self-evaluation.

A normative-re-educative strategy will be used to initiate changes in the schools, that is, a user-centred, bottom-up approach to school reform in order to establish a climate of change and to cultivate a quality culture in the participating schools. In the improvement project all teachers in a school are allowed to participate in shaping the reform by identifying their own needs, assessing the school's present conditions and performance and formulating the school development plans. Hence activities to be organized in each school include (i) setting-up of a Self-Evaluation Committee (SEC) in the management structure, (ii) providing staff development programmes for members of SEC, (iii) conducting workshops for all teachers in the school to facilitate practice of school self-evaluation and formulation of school development plan.

A sample of 10 primary schools and 10 secondary schools will take part in this project. The project will last for two years. The deliverables of the project are as follows: (i) the schools will have fostered a culture of self-evaluation and a culture of organizational learning for continuous improvement; (ii) there will be training packages on "school self-evaluation" and "school-based performance indicators" developed for other schools to have similar endeavour; and (iii) there will be publications to disseminate good practice in school self-evaluation.



## Forthcoming Conference

### International Conference on 攜手更生校園國際研討會 Rejuvenating Schools Through Partnership

Date & Venue : 22 - 24 May 2001, CUHK

Co-organizers : Centre for University & School Partnership of the Faculty of Education, CUHK; Hong Kong Institute of Educational Research

Sponsored by the Quality Education Fund, the Conference is organized in collaboration with the Education Department and various schools councils in Hong Kong. The Conference will tap the wisdom of experts who are closely involved in important school reform projects in Asia, Australia, Europe, and North America. The gathering will focus on the following sub-themes:

#### Innovative models and programmes through partnerships

- \* Hong Kong : e.g., Accelerated Schools Project, Programmes for the Gifted and Talented, Specialized Chinese Language Education Programmes, Quality Education Projects
- \* Overseas : e.g., ASP (USA), Success for All (USA), Coalition for Essential Schools (USA), Improving the Quality of Education for All (UK)

#### Curriculum and instructional innovations in schools

- \* IT in education
- \* Integrated curriculum and curriculum adaptation
- \* Effective teaching and learning strategies

#### Reforming the occupational conditions of teaching

- \* Teacher empowerment and school-based management
- \* General Teaching Council and professionalisation of teaching
- \* Teacher appraisal and teacher development
- \* Workplace reform

#### Reforming the relationship between schools and their clients

- \* Home-school co-operation
- \* Different forms of partnership: government, business sector, education-related institutions and schools
- \* Alternative forms of schools: chartered schools and private schools

#### Enquiries

RSTP Conference Secretariat

Faculty of Education, CUHK

Tel: (852) 2609 6928

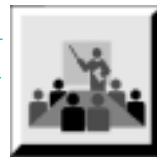
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## 「新世紀的價值教育與公民教育」

國際學術會議



近百位來自十六個國家及地區的學者，於六月九至十一日齊集何添樓參加由中大教育行政及政策學系、香港教育研究所主辦的「新世紀的價值教育與公民教育」國際學術會議。主辦者期望在新世紀新千禧之始，人們不單慶幸人類在科學與技術的重大成就，且更對人類社會價值失落的現象作出反省。是次會議邀請到八十四歲高齡的瑞典國寶級學者胡辛教授 (Prof. Torsten Husén) 作主題演



講嘉賓之一。胡辛教授是「國際教育成效評估學會」創會會長，教育國際百科全書主

編，世界銀行、聯合國教育科研組織顧問。另外，南京師範大學教育科學學院名譽院長、中國全國教育學研究會德育專業委員會主任魯潔教授，以及英國《道德教育》期刊主編蒙妮卡·泰勒博士也應邀作主題演講嘉賓。另兩位主題講者，包括美國馬里蘭大學的托尼普特教授及香港教育研究所副所長曾榮光教授。

這次會議宣讀的論文共九十八篇，包括對一些國家及地區的價值教育、公民教育實施經驗的報告與反省，對道德教育、公民教育基本概念的討論，對二十一世紀資訊時代價值教育、公民教育應有發展的反省，對愛國教育、政治教育、身分認同教育的討論，以至環境教育都有所報告與討論。



## Co-organized Seminars 合辦之研討會

Date 日期	Topic(s) 題目	Speaker(s) 講者
13/5/00	教育工作者個人成長講座系列(二): 從新到港學童的角度看這「美麗的社會」	陳茂超先生 香港浸會大學教育學系高級導師 葉建源先生 香港教育署輔導決策組成員 余潤輝先生 聖公會聖匠小學校長 李穎嫻小姐 香港社會服務聯會高級專業幹事 (新到港人士計劃)
7/6/00	教師午間座談「香港教育改革」回顧與前瞻	李越挺先生 前教育署署長
13/6/00	教師午間座談「教育改革與私立教育」	譚萬鈞博士 伯裘中學校長
15/6/00	教師午間座談「教育改革中校長的角色」	譚偉明博士 三育中學校長
21/6/00	教師午間座談「教育改革方案的吊詭: 均等主義的空間? 精英主義的卓越?」	曾榮光教授 香港中文大學教育行政與政策學系副教授
22/6/00	教師午間座談「從課外活動「高持分high stake化」看教育產品指標化的潮流」	黃毅英教授 香港中文大學課程與教學學系副教授 周昭和先生 香港中文大學課程與教學學系博士研究生
23/6/00	教師午間座談「香港教育資源的調配與運用」	孔繁盛教授 香港中文大學教育行政與政策學系助理教授 鍾宇平教授 香港中文大學教育學院院長
27/6/00	教師午間座談「教育改革中家長的空間與角色」	何瑞珠教授 香港中文大學教育行政與政策學系助理教授 狄志遠先生 家庭與學校合作事宜委員會主席
29/6/00	教師午間座談「課程改革與補底措施」	黃顯華教授 香港中文大學課程與教學學系教授
30/6/00	教師午間座談「從價值及價值教育角度看教育改革與人文課程之實施」	劉國強教授 香港中文大學教育行政與政策學系副教授 鄭漢文教授 香港中文大學教育行政與政策學系助理教授
3/7/00	教師午間座談「香港教育改革的理念」	鍾宇平教授 香港中文大學教育學院院長
16/9/00	教育工作者個人成長講座系列(三): 家校合作與家長教育「理念和推展方向, 實踐方法」	陳廷三先生 香港教育研究所輔導課程導師
1/10/00	「中文教學與資訊科技之應用」研討會	學者及語文老師
1/10/00	「中文教學與中文輸入法」研討會	各輸入法公司代表
15/11/00	Interventions to Prevent Violence in Children and Adolescents	<b>Prof. Kenneth Dodge</b> Director of Centre for Child and Family Policy, Duke University, USA
24/11/00	Understanding the Underachievement of our Underachievers: Successful Approaches for Handling Differences in Learning	<b>Dr. Mel Levine</b> Director of Clinical Center for The Study of Development and Learning, University of North Carolina at Chapel Hill, USA

## Workshop sponsored by the Institute 研究所支持之工作坊

Date 日期	Topic(s) 題目	Co-organizer(s) 合辦單位
15-20/6/00	第二屆全國課程理論研討班(北京)	人民教育出版社課程教材研究所(北京)、台北師範學院



## Educational Studies Series 教育研究系列

## Future School Administration: Western and Asian Perspectives

edited by Clive Dimmock &amp; Allan Walker

The book brings together a wealth of original and insightful materials by scholars and practitioners in the field of education from diverse cultural backgrounds. Current issues of education, including school performances, school effectiveness, leadership and management, design and improvements, and the globalization and internationalization of local policies and policy reforms, are discussed from both Western and Asian cultural perspectives. In addressing the nature and the implications of these important issues from macro-system to micro-school levels, the book constitutes an invaluable resources for academics, policy makers, and practitioners alike.

ISBN 962-201-917-X Paperback 354 pages HK\$ 250



Publications

## 尋找課程與教學的知識基礎：

## 香港中小學中文科課程與教學研究

黃顯華編著



香港的中小學中文科教育經常為社會人士詬病：一方面是由於課程設計只著重教導和背誦課文，而忽視培育學生聽說讀寫的能力；另一方面，教師在教學過程中未能充分掌握學生學習中文和教授中文科課程的要訣。本書編者認為要改善以上的流弊，必須要找出問題的根源。

因此，本書將過往與中文科有關的研究文獻作系統的整理，讓讀者了解中小學中文科課程的發展。此外亦進行了大量的問卷調查，探討中文科教師的進修及教學情況、中小學教科書的內容，以及比較中港台三地中文科語文課程。本書對於從事中文科教育的人士甚具參考價值。

國際統一書號 962-201-830-0 平裝本 520 頁 港幣 175 元

## Journals 學報

Education Journal

Volume 28, Number 1 (Summer 2000)

Asian Journal of Counselling

Volume 7, Number 1 (2000)

Educational Research Journal

Volume 15, Number 1 (Summer 2000)

Canadian and International Education

Volume 29, Number 1 (June 2000)

## Education Policy Studies Series

## 教育政策研討系列

**No. 32** Fusion: How to Unleash Irreversible Change  
Lessons for the Future of System-Wide  
School Reform  
by Michael Barber & Vicki Phillips (26 pages)

**No. 33** 平等、公平、歧視：剖析平等機會委員會  
《中學學位分配辦法正式調查報告》的謬誤  
曾榮光著 (18 頁)

**No. 34** 教育表現指標的誤用與誤解 ——  
表現指標與排名榜崇拜文化的批判  
曾榮光著 (34 頁)

**No. 35** 學校如何面對教育制度改革方案的挑戰？  
彭新強、林怡禮著 (38 頁)

**No. 36** 遠見、工作和期望：香港二十一世紀的教育  
改革運動  
陳維鄂著 (21 頁)

**No. 37** 香港教育資源的調配：公共教育開支  
孔繁盛著 (33 頁)

**No. 38** 學習困難、補償與輔導教育：  
尋找《改革方案》的理論基礎  
李子建著 (37 頁)

**No. 39** 家長參與教育的空間  
何瑞珠著 (24 頁)

每本售價HK\$15





## Needs Assessment for Principals Hong Kong (NAFPhk)

Development Projects

The NAFPhk project aims to develop, implement and continually upgrade a practical needs assessment package for newly appointed school principals in Hong Kong as they accept the challenge of school-based management and school improvement. Participation in the needs assessment exercise provides principals with a comprehensive assessment of their current stage of development and, as such, allows them to plan a meaningful and relevant approach to their professional development. In addition it provides newly appointed principals the opportunity to identify and discuss their professional development needs with an experienced principal. Data aggregated from individual assessment profiles can inform professional development providers to conceptualise and plan relevant professional development opportunities.

The NAFPhk process comprises eight assessment/reflection mechanisms designed specifically by a team of academics and local principals to reflect the Hong Kong context. NAFPhk is built on the premise that a higher degree of professionalism is required of the principalship in future.

For the purposes of NAFPhk the role and associated tasks of newly appointed principals in school-based management and school improvement are clustered into six core areas of school leadership. These six areas are:



1. Strategic direction and policy environment
2. Teaching, learning and curriculum
3. Principal and teacher growth and development
4. Staff and resource management
5. Quality assurance and accountability
6. External communication and connection to the outside world

Meeting the leadership expectations implicit in the six core areas involves the commitment to relevant values and the practice and application of knowledge, skills and attributes. The values, knowledge, skills and attributes form the basis of the **Key Qualities of Newly Appointed Principals in Hong Kong**. In exercising effective leadership principals apply the **Key Qualities** to the six core areas.



As outcomes of the Needs Assessment process, participants will:

- receive feedback indicating their strengths and areas for further development.
- develop personal awareness of their leadership.
- reflect critically on the quality of their leadership and school-based management.
- connect their leadership with the improvement of student achievement and school performance.
- decide an appropriate pathway for further professional development.

NAFPhk is funded by the Education Department and administered by the Hong Kong Centre for the Development of Educational Leadership, Hong Kong Institute of Educational Research.

### NAFPhk Core Team

- Prof. Allan Walker (Developer & Co-ordinator)
- Prof. Clive Dimmock (Developer & Consultant)
- Mr Cheung Man-biu (Lead Assessor)
- Mr Chan Wing-kwong (Lead Assessor)

## Programmes for the Gifted and Talented

### 資優計劃

#### 暑期資優課程2000

「資優計劃」每年一度的盛事——「暑期資優課程」已於八月六日至十二日在中大校園內順利舉行。今年的參加者除了有七十一名本地資優初中學生，還邀請了八位來自中國長春市東北師範大學附屬中學的資優生。今年提供的科目種類繁多，除了有以嶄新的手法來教授的傳統學科，包括英語、數學、物理等科目之外，還開設了一些在學校課堂內較少機會接觸的科目，例如遺傳學、資訊工程學、器官移植以及傳媒剖析等等。工作坊有美術、書法、體育，以至戲劇、舞蹈、演說技巧及電腦動畫製作等等。

除了學術發展之外，「資優計劃」亦很重視學員的身心發展和個人成長。大會安排了連串的集體活動和小組分享，讓學員在吸收知識之餘，亦能認識自己、學習朋輩相處之道。課程人員精心設計了一系列以發展領導才能為主題的活動，透過遊戲和比賽，加強學員的領導能力，提高學員的創意，以及建立組員之間的團隊合作精神。

結業典禮於八月十二日舉行，當日邀請了香港教育研究所所長盧乃桂教授，還有「暑期資優課程2000」的贊助人鍾永珏先生擔任主禮嘉賓。學員用匯報、短劇等手法向嘉賓介紹過去一週的學習成果，以及上課時的趣事和感受。結業禮後，大會還設置了作品展覽，展出學員在主修科目和工作坊的作品。



「暑期資優課程2000」大合照



導師利用小組討論及活動形式授課  
令學員更能投入學習



The 12 participants "replayed" their experience in the Outward Bound® training: the sea expedition

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

The twelve CALTP participants continued their training journey! After the 6-day outdoor training, the students came back to the Chinese University campus in May to consolidate their learning experience over a two-day session with their CUHK instructors. They also organized a closing ceremony to conclude their 10-day CALTP training.

The ceremony was held on May 13. The twelve were responsible for planning, organizing, preparing, and finally hosting the ceremony. The leadership and teamwork skills they gained in the CALTP were immediately put to use. Three Guests of Honor were invited to the ceremony — Mr. Nelson Lau, representative of the anonymous donor, Mr. Keith Choules, Executive Director of Outward Bound® Hong Kong, and Prof. Chung Yue-ping, Dean of Education of CUHK. Teachers as well as parents of the twelve participants were also invited to share their joy of achievement.

Although the official 10-day CALTP was completed in May, two booster sessions were held in July and September to help the students further apply the life skills they have learnt in the CALTP on real life applications. All twelve participants felt that they had learnt a lot about leadership and teamwork over the training. But most of all, they treasured the close trust and friendship they have built up with each other through overcoming hardships and working together on missions impossible in the training programme.



《星火》十二位主編與何萬貫教授

## 網上文學月刊《星火》

[www.fed.cuhk.edu.hk/young\\_lit](http://www.fed.cuhk.edu.hk/young_lit)

網上文學月刊《星火》是「小作家網上培訓計劃」的一批學員自己動手辦的刊物，由香港中文大學教育學院及香港教育研究所主辦，並由中大教育學院何萬貫教授策劃。這是全港首份由中學生擔任主編的網上文學雜誌，由十二位來自不同中學的中四及中五學生輪流擔任每期主編，讀者對象是香港、大陸、台灣及海外華人中學生。創刊號已於十一月一日誕生。

月刊由中文大學提供網絡運作及支援。至於寫稿、約稿、審稿、設計、排版等則全由學生負責。這些同學參加網上培訓已有二至四年，成績優異。他們從自身的寫作實踐和經驗出發，設身處地的考慮愛好寫作的中學生的需求，精心策劃刊物內容。《星火》的欄目包羅廣泛的題材，包括「文藝苗圃」、「名人語錄」、「時事縱橫」、「校園趣聞」、「採詩園」、「創作人專訪」、「親子篇」、「藝術欣賞」、「文化自由談」、「閱讀推介」等。欄目雖然眾多，但刊物的宗旨相當明確：全面提高中學生參與社會、觀察社會的能力，擴展興趣和知識面，鍛煉寫作思維，提高寫作水平。《星火》這本網上文學月刊是「小作家網上培訓計劃」一個新開闢的苗圃，這個寫作園地歡迎更多的中學生加入編寫隊伍。

## 普通話教育研究及發展中心

### 師資培訓課程開拓新領域

今年七月，教研中心應語常會的邀請，舉辦「普通話暑期沉浸課程」（北京）。43位學員參加了國家語委普通話水平測試，全部考獲測試等級證書，其中54%的學員考獲二級乙等或二級甲等的成績（屬於中級水平，說比較標準的普通話），對以粵方言為母語的教師來說，成績相當不錯。

面向新世紀的語文教育—標準語（普通話）教育，中心已於今年八月開辦「高級教育文憑（普通話教育）課程」。課程以培養普通話骨幹教師為目標，為香港大專院校中首次舉辦。中心於八月獲優質教育基金撥款港幣500多萬元，進行「用普通話教中文試驗計劃」的研究工作。為培養中文科教師使用普通話教中文，中心已於今年十月開辦「普通話作為教學語言專業證書課程」，為有意採用普通話教中文的學校提供合格的師資。展望中心的未來發展路向，仍會注重推普工作，提高辦學層次—如果條件許可，將會開辦「普通話教育碩士課程」（暫名），進一步加大培訓普通話科教師的力度和深度，為本港師資培訓開拓新領域。明年初，中心將開辦「普通話科教師語文基準證書課程」，以提高在職中小學普通話科教師的語文能力，達到「語文能力評核試」的要求。



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