



Faculty of **Education**  
The University of Hong Kong

Postgraduate Diploma in **Education**  
**學位教師教育文憑**

**School Experience  
and Professional Practicum  
Handbook**

**學校體驗及專業教學實習手冊**

**2022-23**

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# 1. Introduction

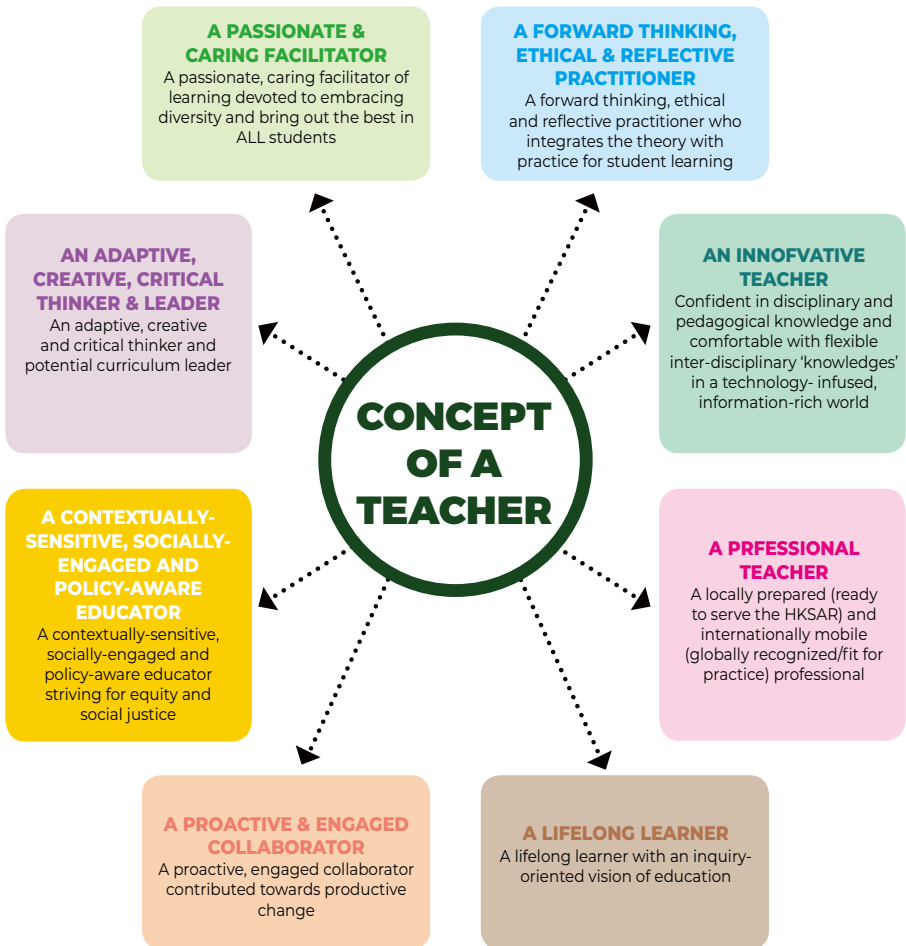
Under the PGDE curriculum, student-teachers will be given the opportunity to gain practical school experience in Hong Kong schools from the start of their degree course (School Experience, SE) and to undertake further teaching practice in the second semester under the guidance of a university teacher and a school mentor (Professional Practicum, PP).

**School Experience (SE) :** *SE attachment* throughout different periods of the whole academic year, which aims to develop student-teachers a holistic perspective on schooling and to integrate educational theories with practice.

**Professional Practicum (PP) :** *ONE 8-week block of Professional Practicum (PP) in Semester 2*, which aims to develop student-teachers pedagogical expertise within a designated curriculum/specialism through attaching to major disciplines in the practicum schools.

## 2. Our Concept of a Teacher

The Postgraduate Diploma in Education’s concept of a teacher encapsulates the qualities of a dynamic, 21st Century member of the teaching profession. The PGDE graduate, therefore, has a distinctive professional identity as articulated in the ‘Concept of a Teacher’ (see the below diagram).

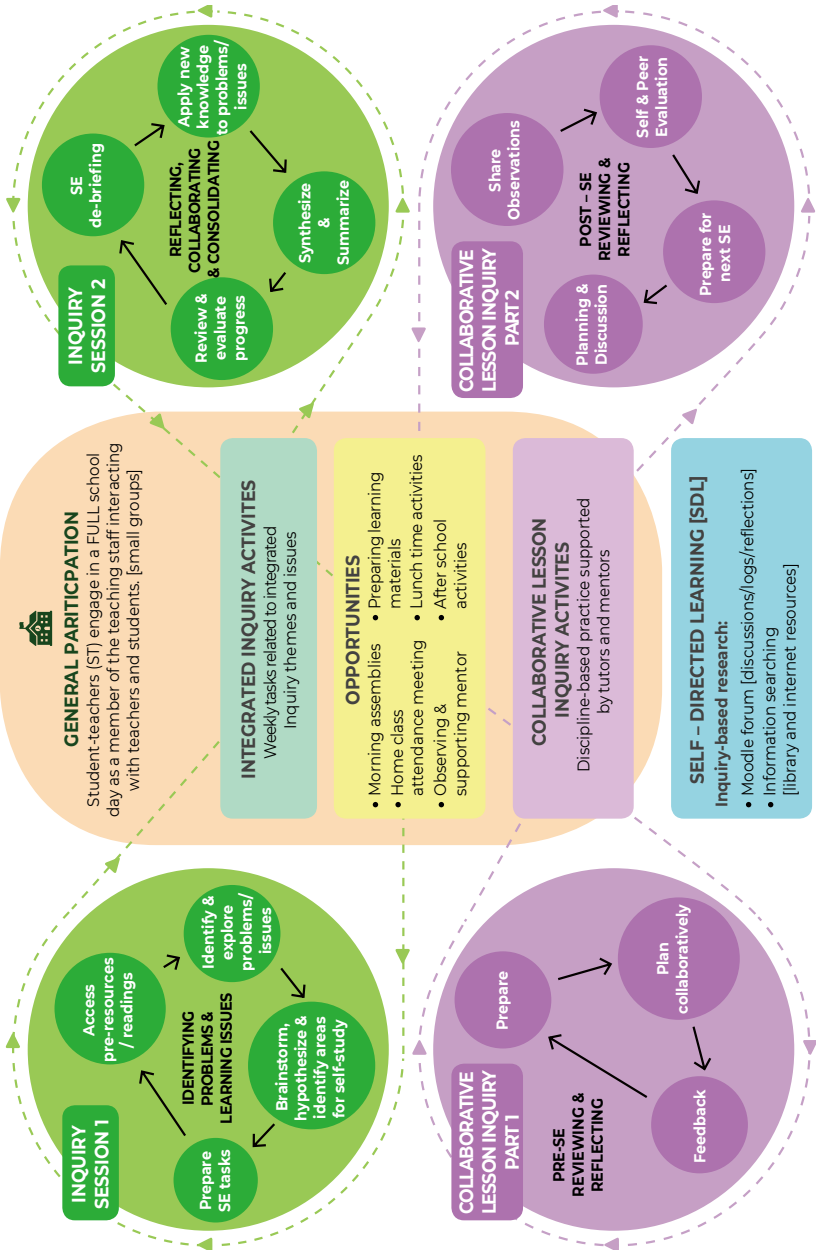


### **3. School Experience**

School Experience ensures integration of the theoretical and practical aspects of teacher education from the earliest point of the programme. Student-teachers are expected to learn the theoretical framework of teaching in the University and to interweave the theories with their 'School Experience' (SE) in the practicum school for better preparation for the diverse roles of a teacher in an authentic school setting. This will lead to a more balanced integration between theory and practice. Student-teachers will be given the opportunity to immerse themselves in different aspects of the lives of school teachers.

SE has been conceptualized as a different learning experience from the Professional Practicum (PP). While PP focuses on attachment to a major discipline and the development of pedagogical expertise within a designated curriculum or specialism, the goal of SE, however, is to develop a holistic perspective towards schooling and to integrate broader educational theories with practice. Student-teachers will gain an understanding of school culture and life inside and outside the classroom. They will be required to conduct inquiry-based learning tasks and negotiate with their practicum schools to broaden the range of possible school activities in which they could become involved (see figure next page).

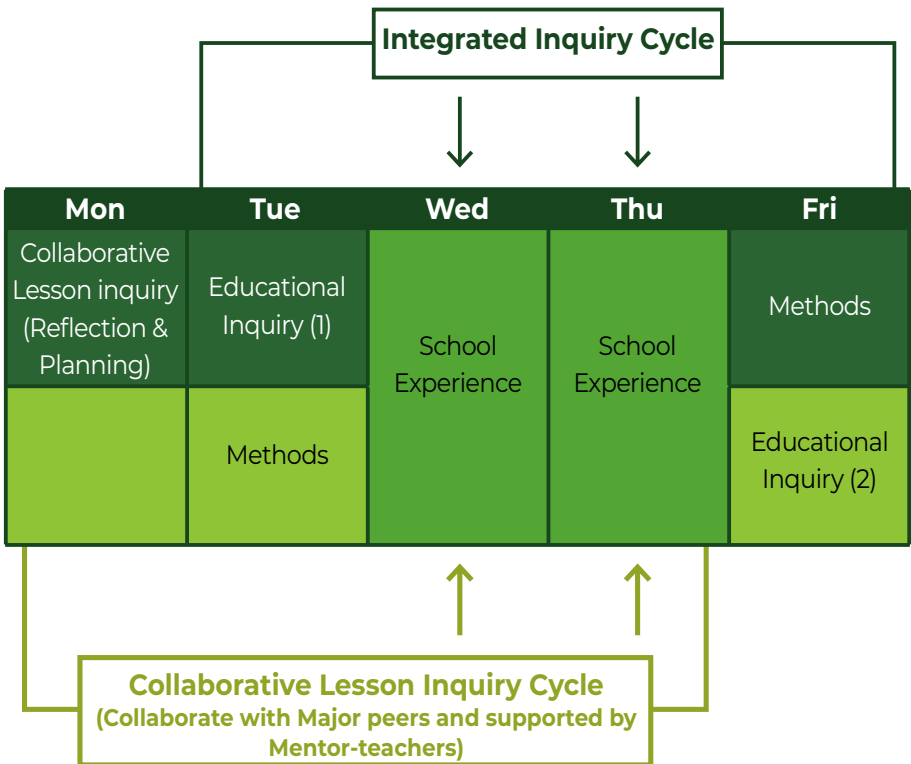
## PGDE CYCLES OF INQUIRY SCHOOL EXPERIENCE (SE)



As a result of the SE component, student-teachers will be on-site at school regularly; they will be available to assist staff, whether in creating resources or helping to referee a basketball match. In addition to helping schools and staff directly, this will provide our student-teachers with a real picture of how a whole school works, the day-to-day running of the school, and teachers' diverse roles.

We hope that schools will allow student-teachers to be considered as full-time TEACHERS during their weekly SE, and will welcome them so that their experiences can become a key part of the diagram below.

**Weekly Cycle**



## 4. Overview of the School Experience Arrangements

The Faculty will prepare student-teachers through Inquiry-based sessions, Pedagogical Content Knowledge and Collaborative Lesson Inquiry, together with School Forums before they commence the school experience in November. SE takes place in school two days (Wednesday & Thursday) per week as shown below. Altogether there are 9 weeks of SE days between November and February:

- For non-Language major: SE Induction/Orientation on 2 - 4 Nov 2022

University Semester 1	Wednesday & Thursday	
Week 1		Orientation
Week 2		School Forums
Week 3		
Week 4		
Week 5		
Week 6		<b>Language majors:</b> Immersion 26 Sept - 4 Nov 2022  <b>Non-language majors:</b> Experiential Learning 26 Sept - 1 Nov 2022  SE Induction/Orientation 2 - 4 Nov 2022
Week 7		
Week 8		
Week 9		
Week 10		
Week 11	9 & 10 Nov 2022	SE
Week 12	16 & 17 Nov 2022	SE
Week 13	23 & 24 Nov 2022	SE
Week 14	30 Nov & 1 Dec 2022	SE
Week 15	7 & 8 Dec 2022	SE
Week 16	14 & 15 Dec 2022	SE



University Semester 2	Wednesday & Thursday	
Week 1		CNY Holiday
Week 2		CNY Holiday
Week 3	1 & 2 Feb 2023	SE
Week 4	8 & 9 Feb 2023	SE
Week 5	15 & 16 Feb 2023	SE
Week 6	20 Feb - 21 Apr 2023	PP
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		Post PP Block
Week 15		

Student-teachers may negotiate with their practicum school as to the broad range of possible school activities in which they could become involved and whether additional SE days or make-up days (e.g. if SE clashes with school holidays) could be arranged, based on the student-teachers' HKU timetable and the discretion of the practicum school.

## 5. The Structure of School Experience

There are three components of SE:

- (i) Introductory School Forums by SE principals and experienced teachers
- (ii) Links with Integrated Inquiry through weekly tasks
- (iii) Links with Methods & Collaborative Lesson Inquiry (CLI) through micro-teaching opportunities (when possible and as negotiated with schools) relating to development of Pedagogical Content Knowledge (PCK)

### **i) School Forums with Principals and experienced Teachers**

Before sending our student-teachers to different schools for School Experience, we invite school principals and experienced teachers to be part of our PGDE programme on Wednesdays in September to address and discuss authentic aspects of common themes related to the Integrated Inquiry. The purpose of the Forums is to set the scene for the student-teachers to embark on their SE inquiry beginning in November.

### **ii) Links with Integrated Inquiry**

Student-teachers are expected to participate in the discussions about the weekly inquiry themes on campus and prepare a list of inquiry tasks for their SE. Through observation and dialogue with relevant teachers during their visits to school, student-teachers will reflect on and share their learning experiences in the debriefing Integrated Inquiry sessions at the end of each week (Friday Integrated Inquiry Sessions), with peers who have done their SE in different schools. Student-teachers will relate SE events and observations with key concepts of the weekly inquiry themes. The themes are also arranged in blocks so that student-teachers can work on several themes during each block of SE.

## The major themes of the Integrated Inquiry are:

- Aims of Education, Curriculum and Schools
- How Students Think & Learn
- Motivating Students to Learn
- Classroom Management



**School Forums:  
by principals  
and teachers**

- Assessment & Learning
- Curriculum Development in School Contexts
- Social Functions of Education
- Equity Issues in Education
- Catering for Diversity and Individual Differences
- Teaching Students with Special Education Needs
- Pastoral Care and Whole School Approach
- Teacher Knowledge, Values and Ethics
- Teacher Professional Development in Schools
- Global Education Reform Movements and Local Responses



**School  
Experience  
Block**

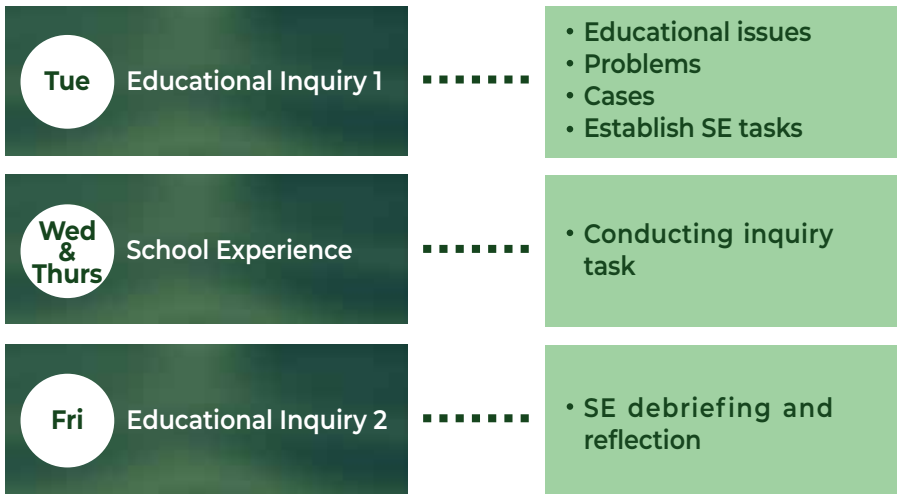
- Education Innovation and Teachers as Life-long learners
- Becoming a Transformative Teacher



**Post  
Professional  
Practicum Block**

## Integrated Inquiry Cycle

(excluding experiential and practicum blocks)

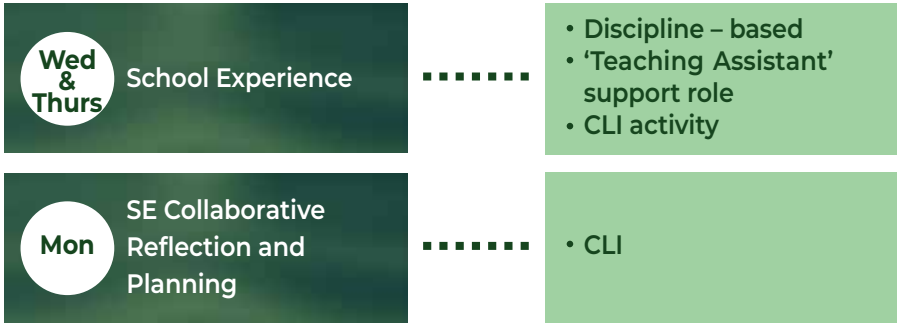


### iii) Links with Methods & Collaborative Lesson Inquiry, relating to Pedagogical Content Knowledge

Student-teachers from the same Methods group plan lessons and develop learning activities collaboratively on key Major-based topics or themes identified as critical content for subject teachers in Hong Kong. They are encouraged to integrate what they have learned from their Integrated Inquiry when planning their lessons and teach at least two major-based lessons during SE before the commencement of the Professional Practicum. They will be given opportunities to observe lessons taught by their mentor-teachers and also, if possible, other subject teachers. Student-teachers will engage in reflection about their teaching in a debriefing session after each SE day.

## COLLABORATIVE LESSON INQUIRY CYCLE

(excluding experiential and practicum blocks)



## 6. Student-teachers’ Engagement in School Experience

Student-teachers will participate in FULL school days as a member of the teaching staff. Practicum coordinator and mentor-teachers are encouraged to share experiences with student-teachers to enrich and deepen their holistic learning in the school. Different schools may have different arrangements of SE for our student-teachers. SE activities may include the followings:

### a) General Participation

- participating in the school's routine schedule, such as joining assemblies, class periods, staff/panel meetings, lunch hour duties or other extra-curricular activities during the day of the visit;
- supporting classroom learning including preparing teaching resources and materials;
- attending school functions, such as sports day, school picnics, field trips, speech festivals, parents’ day and staff development day etc. (where appropriate);
- assisting responsible teachers across a range of duties (sports, playground supervision) etc. (where appropriate).

**b) Theory-practice integration Activities**

- completing PGDE “inquiry-based” tasks related to the weekly integrated inquiry theme\* (e.g. learn about how to cater for learner diversity through lesson observations and/or discussions with the school principal, practicum coordinator, mentor-teacher(s), or other relevant teachers);
- teaching **at least 2 major-based lessons** before the commencement of the Professional Practicum;
- participating as a lesson observer/teaching assistant in lessons & activities (where appropriate);
- conducting pre-planned learning activities, which may take place as part of a formal lesson, or as extra-curricular activities during recess, lunch or after school (where appropriate).

**c) Other Suggested Activities**

- helping with grading and analyzing student work, e.g. homework and quizzes (where appropriate);
- reading related school documents for teacher professional development, curriculum and school development, e.g. 3-year plan;
- chatting/talking with members from different functional and management groups, such as the Principal, Vice-principals, Panel Heads, Discipline Master/Mistress, Career Guidance Teacher, SEN Coordinator, etc. in order to gain a greater understanding of the job nature and duties of different key stakeholders in schools and how schools are run.

\*Participating schools will be informed of the weekly list of inquiry themes; Practicum Coordinators could arrange for student-teachers to meet and talk to the school principal/relevant teachers related to the weekly inquiry theme or themes of the SE block.

Student-teachers may seek support from the practicum schools to enable them to collect educational data for any assignments. Application for permission for data collection will be submitted by individual student-teachers to the schools concerned.

## 7. Arrangements for Professional Practicum (PP) in 2022-2023

### Professional Practicum Arrangement for Postgraduate Diploma in Education (PGDE) Student-teachers

Students are required to have an 8-week block of PP and the details are shown as follows:

<b>PGDE Professional Practicum (PP)</b>
<b><i>Practicum Schedule</i></b>
<b>20 February – 21 April 2023 (8-week)</b>
<b><i>Suggested Professional Practicum Arrangement</i></b>
<ul style="list-style-type: none"> <li>■ Arrange a <b>total of 8 to 12 periods* of teaching per a 5-day week</b> for each student-teacher or approximately a <b>total teaching load ranging from 50 to 80 periods*</b>(Please note: student-teachers are expected to take up some, if not all, classes taught by mentor-teachers.)</li> </ul>
<b><i>Before Professional Practicum</i></b>
<ul style="list-style-type: none"> <li>■ Organise an induction programme for new student-teachers to familiarise them with the environment and daily operation of the school before the start of the practicum.</li> <li>■ Arrange for each student-teacher a tentative schedule of possible teaching periods and other related materials (e.g. textbooks, schemes of work, etc.)</li> <li>■ Set up a teaching schedule with the student-teachers.</li> <li>■ Set up a lesson observation schedule with the student-teachers.</li> </ul>
<b><i>During Professional Practicum</i></b>
<ul style="list-style-type: none"> <li>■ Arrange for each student-teacher to observe his/her mentor-teacher's lessons.</li> <li>■ Arrange for student-teachers to observe lessons taught by teachers of other subjects and levels.</li> <li>■ Provide guidance to the student-teachers on lesson planning, presentation and classroom management.</li> <li>■ Conduct pre-lesson and post-lesson conferences for observed lessons with the student-teachers whenever possible; if not, preferably at least one lesson per week.</li> <li>■ Offer regular advice and feedback to student-teachers on their planning, teaching and assessment performance.</li> <li>■ Conduct tripartite conferences with student-teachers, mentor-teacher and university-tutor whenever possible.</li> <li>■ Arrange 2 to 3 form teacher periods to be taken up by the student-teacher (if applicable).</li> <li>■ Arrange for student-teachers to take part in subject panel meetings, school meetings/functions, etc.</li> <li>■ Involve student-teachers in various non-teaching duties and/ or school activities</li> </ul>
<b><i>After Professional Practicum</i></b>
<ul style="list-style-type: none"> <li>• Return to School-University Partnerships Office, Faculty of Education the completed forms on <i>Professional Qualities and Developmental Feedback on Professional Practicum</i>.</li> </ul>

• One period is normally referred to teaching time of 30 to 35 minutes for primary schools and 40 minutes for secondary schools (the length of lessons may vary from school to school).

## **Professional Practicum Arrangement for Postgraduate Diploma in Education (PGDE) Early Childhood Education (ECE) Student-teachers**

<b>PGDE (ECE) Professional Practicum (PP)</b>
<b><i>Practicum Schedule</i></b>
<b>20 February – 21 April 2023 (8-week)</b>
<b><i>Suggested Professional Practicum Arrangement</i></b>
<ul style="list-style-type: none"><li>■ Arrange for each student-teacher a total of 7 hours of independent classroom teaching (ICT) per a 5-day week or at least 56 hours of ICT during the 8-week block in ECE settings with 3 on-site supervised practicum sessions.</li></ul>
<b><i>Before Professional Practicum</i></b>
<ul style="list-style-type: none"><li>■ Organise an induction programme for new student-teachers to familiarise them with the environment and daily operation of the school the before start of the practicum.</li><li>■ Arrange for each student-teacher a tentative schedule of possible teaching periods and other related materials (e.g. textbooks, schemes of work, etc.)</li><li>■ Set up a teaching schedule with the student-teachers.</li><li>■ Set up a lesson observation schedule with the student-teachers.</li></ul>
<b><i>During Professional Practicum</i></b>
<ul style="list-style-type: none"><li>■ Arrange for each student-teacher to observe his/her mentor-teacher's lessons.</li><li>■ Arrange for student-teachers to observe lessons taught by teachers of other subjects and levels.</li><li>■ Provide guidance to the student-teachers on lesson planning, presentation and classroom management.</li><li>■ Conduct pre-lesson and post-lesson conferences for observed lessons with the student-teachers whenever possible; if not, preferably at least one lesson per week.</li><li>■ Offer regular advice and feedback to student-teachers on their planning, teaching and assessment performance.</li><li>■ Conduct tripartite conferences with student-teachers, mentor-teacher and university-tutor whenever possible.</li><li>■ Arrange 2 to 3 form teacher periods to be taken up by the student-teacher (if applicable).</li><li>■ Arrange for student-teachers to take part in subject panel meetings, school meetings/functions, etc.</li><li>■ Involve student-teachers in various non-teaching duties and/ or school activities.</li></ul>
<b><i>After Professional Practicum</i></b>
<ul style="list-style-type: none"><li>• Return to School-University Partnerships Office, Faculty of Education the completed forms on <i>Professional Qualities and Developmental Feedback</i> on Professional Practicum.</li></ul>

Our Faculty would recommend every practicum school to consider the allocation up to 20 CPD hours to each participating Mentor-Teacher and Practicum Coordinator, in recognition of their different levels of commitment to mentoring as judged by the principal. This recommendation is endorsed by the School-University Partnerships Advisory Committee of the Faculty (in October 2009).



## 8. Guidelines for Different Parties

### i) Roles and Responsibilities of Practicum Schools and Coordinators

The school principal and practicum coordinators can play an important role in providing a satisfactory and fulfilling practicum experience for student-teachers by

- making early arrangements for and appointment of experienced teachers to be mentor-teachers (preferably with their consensus) so that these teachers can plan ahead on how to assist student-teachers in their professional practicum;
- organising an induction programme for student-teachers to familiarise them with regard to school philosophy, culture, environment, daily operation of the school and procedures for handling crises or difficult pupil cases;
- introducing student-teachers to the staff and pupils at the school;
- inviting student-teachers to observe lessons conducted by their mentor-teachers and teachers of other subjects and levels, so that the student-teachers can be exposed to different approaches and different levels of teaching and learning;
- allowing student-teachers to teach **at least two major-based lessons** before the commencement of Professional Practicum;
- involving student-teachers in various school activities such as performing the duties of a form/class teacher or helping with extra-curricular activities or taking substitute lessons. However, the Faculty hope that each student-teacher would not be given too many substitute lessons throughout the whole practicum block. As student-teachers do need to spend time preparing quality lessons to meet effective teaching standards and expectations;
- completing a feedback form regarding the 'Professional Performance of the Student-Teacher' (Appendix C(i)) through consultation with the respective mentor-teacher to provide valuable information on the professional qualities displayed by student-teachers throughout School Experience and Professional Practicum.

## ii) Roles and Responsibilities of Mentor-Teachers

Mentor-teachers become learning partners for student-teachers. With their professional knowledge and experience in authentic school settings, they can help our student-teachers gain valuable and diverse learning experience by

- inviting student-teachers to observe your teaching and conducting pre- and post-lesson discussions with them to clarify learning objectives and reflect on learning outcomes;
- involving student-teachers in collaborative curriculum development and creative presentation of curriculum materials;
- inviting student-teachers to panel meetings, school functions and extra-curricular activities to promote an all-round experience of the school environment;
- having a debriefing discussion with student-teachers on any educational or classroom issues related to the SE weekly theme whenever it is convenient;
- ensuring school routines are observed by student-teachers;
- supervising student-teachers in the preparation of lesson plans during Professional Practicum (see Appendices A & B for details);
- making sure that your advisory support is appropriate to allow the student-teacher's planning and teaching competence to be fully and fairly assessed by the university tutor during supervisory visits;
- observing student-teachers' lessons as often as possible during Professional Practicum, if not, then at least once a week as a general guide;
- initiating pre- and post-observation discussions with student-teachers;
- initiating and negotiating the development of a feedback sheet for lesson observation with student-teachers. An example of a feedback sheet is provided in Appendix E. Please feel free to use parts or all of the documents or to develop your own according to your needs and those of your student-teachers;
- participating whenever possible in joint observation and post-lesson conferences with university-tutors and student-teachers. Even if a tripartite conference cannot be arranged, it is very useful for student-teachers to be able to reflect on feedback provided on the observed lesson from the perspectives of both their mentor-teacher(s) and university-tutor(s). This will facilitate the follow up on any areas that the student-teacher may need to work on. The visiting university supervisor should provide a copy of the feedback notes taken during the lesson observation and comments written following the post-lesson feedback;

- informing the university-tutor concerned either directly or through the School-University Partnerships Office if a student-teacher has persistent problems or displays unprofessional behaviour in school despite suggestions and advice being provided by yourself or other staff at the school. (Please see Appendix G or <https://web.edu.hku.hk/sup-partners> for details);
- providing information to their principal or practicum co-ordinator to complete the form 'Feedback on the Professional Performance of the Student-Teacher' (Appendix C(i)) to provide a review of the professional conduct of the student-teachers throughout the various blocks of professional practicum of the different programmes. This will be taken into account in determining the student-teacher's final grade for the practicum component of the programme;
- completing the form on 'Developmental Reflection on Professional Practicum' (Appendix C(ii)) with the student-teachers together to register the overall professional development of the student-teachers throughout the professional practicum.

**Joint Commitment for Mentor-Teachers and University-Tutors:  
The Inclusion of Student-Teachers as Members of the Practicum School  
and Facilitation of Student-Teachers' Planning & Reflective Teaching**

We ask for your support and understanding that our student-teachers are novice teachers who are just beginning to embark on their professional careers. They will therefore not be accomplished in all aspects of teaching and in particular they may find the handling and managing of individual and classroom behaviour and unexpected crises particularly problematic. These are areas of the practical experience with which student-teachers need your ongoing support. Schools and the Faculty, mentor-teachers and university-tutors need to work closely together to help student-teachers to begin to deal appropriately with behaviour management issues in and beyond the practicum.

While student-teachers may be inexperienced, we hope that they can be viewed as useful professionals who are able to work with and learn from mentor-teachers during the professional practicum. We would be grateful if every mentor-teacher would introduce his/her student-teacher to the class as a 'TEACHER' to help him/her to become a fully participating and welcome member of the school community.

It is essential that student-teachers have continual practice in setting objectives and planning well staged lessons to ensure that they can eventually and independently formulate realistic and appropriate learning goals and implement coherent lessons. Without this practice at this time in their professional learning, student-teachers are unlikely to internalise the complex skills involved in lesson planning or even understand the importance of planning to effective classroom practice.

It is also important that student-teachers reflect on every lesson in order to develop critical awareness of the effects of their teaching strategies on their pupils. The ability to critically reflect is fundamental to career-long, autonomous professional development.

### **iii) Roles and Responsibilities of University-Tutors**

University-tutors form the key liaison and link between student-teachers and mentor-teachers; the university and the school; and between the coursework of the initial teacher education programmes and the school-based practice. The following guidelines articulate university-tutors' roles in overseeing student-teachers' professional practicum placements and their performances:

- preparing student-teachers for commitment to professional learning during School Experience and Professional Practicum;
- conducting supervisory visits to support student-teachers in learning to teach, with an ongoing focus on professional lesson and pedagogical planning and reflection;
- working closely with mentor-teachers to develop a more comprehensive understanding of the overall professional qualities (attitude and pedagogical aspects) of student-teachers;
- conducting tripartite conferences with mentor-teachers and student-teachers to encourage autonomy and independence through reflection and discussion;
- facilitating liaison with schools for developing professional relationships;
- keeping the School-University Partnerships Office fully informed of any problems with student-teachers reported by their practicum schools.

### **iv) Roles and Responsibilities of Student-Teachers**

Student-teachers are expected to immerse themselves in the school culture. They should be open and proactive to all opportunities and experiences that practicum school makes available both inside and outside the classroom. (Arrangements may vary from school to school as schools have different calendars, different curriculum structures and different social backgrounds etc.) Experiences and responsibilities could include but are not limited to the followings:

- familiarizing themselves with the school environment (e.g. meeting their Principal, practicum coordinator, mentor-teachers, functional post persons and understanding the operation of the school, learning the school culture);
- attending school assemblies/class periods; panel/staff meetings whenever the opportunity arises;

## Postgraduate Diploma in Education

- observing and supporting mentor-teacher(s) during classroom learning (e.g. helping individual pupils/groups with tasks given by the mentor-teacher(s));
- preparing supporting teaching resources and materials;
- helping with homework/tests/exam marking;
- joining and/or helping to organize lunchtime or extra-curricular activities (before, during and after school as negotiated between student-teachers and the practicum school);
- assisting/shadowing teachers across a range of duties (e.g. sports, playground supervisory duties) etc. arranged by the Practicum Coordinator;
- observing lessons, preferably across a range of years/subjects/teachers;
- conducting, where feasible and in negotiation with the Practicum Coordinator and the student's mentor-teachers, pre-planned Collaborative Lesson Inquiry activities (Major-based);
- conducting **at least two Major-based lessons** before the commencement of the Professional Practicum;
- completing the weekly SE inquiry-based observation tasks and assignments related to the weekly theme of the Integrated Inquiry;
- providing peer support to other student-teachers placed in the same school;
- reflecting critically on all learning opportunities in the practicum school by integrating events and observations with educational theories learned in the programme;
- being sensitive and not making inappropriate judgements too soon when basing observations on incomplete understanding of an episode or incident in the school;
- respecting the Personal Data (Privacy) Ordinance of Hong Kong SAR and never mentioning the school or people's names in discussion or when working on assignments;

Student-teachers are invited to discuss and share their school experiences on the Moodle site that the programme has set up for them. However, they are advised not to mention school and person's name when they hold discussion and debriefing back on campus. **Student-teachers are not allowed to post anything (e.g. photos, videos and documents) related to their SE & PP on social media.**

## 9. Communication With and Between Different Parties

<b>Your role as :</b>	<b>Matters related to:</b>	<b>Suggested actions:</b>
<b>Student-teacher</b>	Learning opportunities at the practicum school	Consult your Practicum Coordinator and Mentor-Teachers
	Applying for leave of absence	Inform your Practicum Coordinator, Mentor-Teachers and University-Tutor. Complete the Application Form for Leave of Absence (Appendix D) and submit it to the School-University Partnerships Office. If there is any inquiry regarding the procedures, please contact the School-University Partnerships Office.
<b>Mentor-Teacher</b>	Performance of student-teachers	Communicate with the relevant University-Tutor concerned (Appendix G)
	Performance and competence of student-teachers	Communicate with the Practicum Coordinator
<b>University-Tutor</b>	Performance and competence of student-teachers	Communicate and discuss with the Mentor-Teachers concerned
	Professional conduct and behaviour of student-teachers	Communicate with the Mentor-Teachers concerned and inform the School-University Partnerships Office and Programme Office as soon as possible
<b>Practicum School (Principal and Practicum Coordinator)</b>	Well-being and/or inappropriate professional performance of student-teachers	Contact the relevant University-Tutors (Appendix G) and/or the School-University Partnerships Office as soon as possible to discuss ways to handle issues

## 10. Student-Teachers' Professional Conduct and Behaviour

Student-teachers in the Faculty of Education should be guided by principles of professional conduct and behaviour while on campus and in schools. All student-teachers are strongly advised and required to read, reflect on and follow the two important documents (Appendix F):

1. "Code for the Education Profession of Hong Kong" proposed by the Education Bureau of the HKSAR Government at [http://cpc.edb.org.hk/en/code\\_01.htm](http://cpc.edb.org.hk/en/code_01.htm).
2. "T-Standard+ - Professional Standards for Teachers of Hong Kong (PST)" by Committee on Professional Development of Teachers and Principals, by visiting website <https://www.cotap.hk/index.php/en/t-standard/t-standard-pst>

*For updates and information relevant to professional conduct, please refer to relevant section in Programme Moodle.*

Practicum schools will be asked to assess student-teachers' professional conduct. The assessment will be taken into account in determining the result of students' professional practicum.

Student-teachers may be suspended from and/or fail Professional Practicum if:

- their behaviour is considered by the Faculty or the practicum school, after due investigation, to be threatening or harmful to school students, teachers, fellow student-teachers or the school; or
- their conduct is considered by the Faculty, after due investigation, to be unprofessional, particularly when it is the subject of a serious, substantiated complaint from the practicum school.

### **Professional conduct includes such aspects as:**

- punctuality and attendance;
- notifying the school immediately if sick or otherwise unable to attend school / classes;
- appropriate dress and appearance;
- following school regulations;
- respecting school property;
- respecting copyright on print materials or software;
- carrying out all duties assigned by the school by the deadlines given;
- fair and careful setting and marking of tests and assignments;
- maintaining a safe environment for students in class;
- dealing with pupils in a non-discriminatory and respectful way, and avoiding favouritism;
- maintaining only professional contact with pupils;
- Being polite and respectful towards school staff.



Such a decision would not be taken by one university-tutor alone, but would be made in consultation with the Programme Director and the School-University Partnerships Director.

Student-teachers should observe the following professional conduct and behaviour:

### **General**

- During professional practicum, all student-teachers are considered as staff members and 'teachers' of the practicum school. You have to observe strictly the school's protocols and expectations to the full extent.
- Obtain a copy of your timetable, the school calendar, teaching schedule, seating plan of the class(es) to be taught (if any), and textbooks, if loan arrangements have been made.
- Learn about the school system, teaching resources and facilities available, the school's expectations and culture, and other important information from the mentor-teacher(s) and/or the school principal.
- Make a brief courtesy visit to the school principal to introduce yourself and thank the principal for the opportunity to practise in the school.

### **Punctuality and Attendance**

- Always be punctual for school, class, meetings, and conferences with mentor-teachers.
- Official school hours and policies should be strictly observed, and permission must be sought from the school principal (or his/her representative) first and then the university-tutor for any leave of absence or early leave. The application form for leave of absence must be submitted to the School-University Partnerships Office for notification and records. **(Appendix D).**
- Vacations, weddings and other personal events (including job interviews) must not conflict with the period of professional practicum unless under special circumstances that may require special consideration and advance application to the Programme and School-University Partnerships Directors.
- If sick leave is required, formally seek permission from the school first and inform your mentor-teacher(s) and university-tutor at your earliest convenience using **Appendix D.**

### **Dress Code**

- Respect the school norm. Schools vary in their expectations on teachers' attire. (For example, some schools may require male teachers to wear a tie on all school days, and female teachers may not be allowed to wear slacks except during the cold winter days.)
- Observe carefully the dress norms in the practicum school, and to dress slightly more formally than the average teaching staff.

## **Respect School's Property**

- Respect school property and copyright on print materials or software. Please refer to the section "Guidelines on Student Use of Personal and Institution-related Data.
- If you adapt materials developed by the Practicum Schools or their mentors, you should acknowledge the source.

## **Carrying Out Duties Assigned by School**

- Integrate into the school life by participating in school activities as much as possible. Join staff meetings and meetings with pupils as often as possible.
- Keep the mentor-teacher(s) informed of your progress and problems.
- Be well prepared for lessons by discussing plans and resources with your mentor-teacher well in advance of teaching lessons. Be receptive to advice and suggestions given to you.

## **Building Professional Rapport with Mentor-Teacher and School Staff**

- Form and maintain professional working relationships with your mentor-teacher and other staff at your practicum school. Show enthusiasm, adaptability and curiosity.
- Be confident and take the initiative to approach other members of staff politely, to ask if you may observe their lessons, in order to extend your exposure to classroom experiences.
- Treat mentor-teachers and other members of staff with respect.
- Cooperate, collaborate and contribute to all aspects of school life so that you learn to become a teacher in the profession, not just a subject teacher in your own discipline.

## **Building Up Professional Rapport with Pupils**

- Be a positive role model for your pupils, and observe professional practice with courtesy, sincerity and a strong sense of responsibility.
- Talk and listen to pupils both inside and outside the classroom. This, however, does not mean becoming involved with individual pupils outside school hours away from the school campus.
- Deal with pupils in a professional way. If in doubt, ask your mentor-teacher(s) for advice.
- Assist, support and observe other student-teachers who are placed to the same practicum school, as much as possible even though they may not be from the same major subject.
- Reinforce learning of pupils through encouragement and by recognizing them as individual.

## Communication with University-Tutors

- University-tutors will inform you of the schedule for supervisory school visits. Convey this information to your mentor-teacher(s) once you have been notified and invite him/her/them to join the lesson to be observed.
- Help the university-tutors to invite your mentor-teacher(s) to the post-lesson tripartite conference.
- If you have any problems in school which you feel you cannot deal with yourself please inform your university-tutor or the School-University Partnerships Office for support and advice.

## Arrangements during Bad Weather or Other Special Conditions

- Should there be any adverse weather or other special conditions during your practicum period, please follow Education Bureau's announcements about class suspension or any other relevant arrangements.
- Please check with your practicum coordinator/mentor about the arrangements of teachers during bad weather or other special conditions.

## Guidelines on Student Use of Personal and Institution-related Data

Students are subject to general obligations of confidentiality in regard to the personal and institution-related<sup>1</sup> data, information and materials which they have accessed or obtained during their studies, practicum, research and other activities in respect of or in connection with the curricula offered by the Faculty of Education, The University of Hong Kong.

In dealing with personal data, students are also required to comply with the requirements of the Personal Data (Privacy) Ordinance (Ordinance) (including the data protection principles) which cover, among others, the collection, retention, use, handling, disclosure, storage, security and access in respect of personal data. Details of the Ordinance can be found at: [https://www.pcpd.org.hk/english/data\\_privacy\\_law/ordinance\\_at\\_a\\_Glance/ordinance.html](https://www.pcpd.org.hk/english/data_privacy_law/ordinance_at_a_Glance/ordinance.html). The Privacy Policy Statement of the University can also be accessed at: [https://www.hku.hk/about/policies\\_reports/privacy\\_policy.html](https://www.hku.hk/about/policies_reports/privacy_policy.html).

Without prejudice to the general obligations, a student must seek prior written approval from the relevant Course Coordinators and/or Programme Directors if s/he intends to disclose any personal and institution-related information, data or materials to the public or in any context that is not related to the curriculum to which s/he has been admitted.

Should any student be found not observing the above guidelines, s/he may be considered to be infringing the obligatory conduct by inappropriate disclosure of such information, data or materials. Such an infringement will be subject to disciplinary actions.

<sup>1</sup> Institution refers to the Faculty, the University and any other units or organisations (both internal and external).

# 11. Receiving Our Student-Teachers & Miscellaneous

## General

- Student-teachers will contact the practicum coordinator from the middle to the end of September to facilitate their first entry to the school in November.
- If the first SE day coincides with a school function day or school holiday, the student-teachers should report to the practicum school on next SE day.
- If other SE days coincide with a school function day, such as a picnic, visit or any whole school activity that takes place outside the school, student-teachers are expected to join and help.
- In case of a rainstorm warning or typhoon signal No. 8 being hoisted during the SE day, the practicum school should confirm with our student-teachers the normal school practice to be followed, preferably at the first meeting of student-teachers with the practicum coordinator.
- If student-teachers have taken sick or personal leave on SE days, the PGDE programme does not require them to make up another SE day for the absence, as we believe the cumulative learning experiences will allow them to complete missing 'inquiry tasks' in the subsequent SE visits. We hope that student-teachers will not apply for more than two days of leave out of the total 18 SE visits. If chronic illness arises, student-teachers should discuss matters with their UTs at the earliest opportunity.
- It is advisable for the practicum coordinator or mentor-teacher to hold a short debriefing towards the end of each SE day and also a short briefing on what they need to prepare for the next SE day.

## Ethical Practice

- Student-teachers will be advised NOT to mention school and person's names when they hold their discussion and debriefing back on campus.
- Student-teachers are NOT allowed to post anything (e.g. photos, videos and documents) related to their SE and PP on social media, such as Facebook, Instagram, blog and so on.
- Student-teachers are advised to communicate with practicum coordinator and mentor-teacher via face-to-face talk, phone, email and WhatsApp to confirm tasks they need to do.

**Appendices A, B, C, D & E can be downloaded from our Partnership Website (<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>) for your adoption. Please note:**

- Appendices A & B are provided for student-teachers as frameworks for lesson planning.
- Appendix C(ii) is provided for mentor-teachers and student-teachers to use as a basis for ongoing formative reflection and feedback as well as to document a final reflection on the overall development of the student-teacher throughout the practicum.
- Appendix D *should be filled-in & submitted by student-teachers whenever they are unable to attend or teach a class or classes on any ONE to TWO DAYS during their professional practicum.*
- Appendix E is provided here only for suggestions and reference. Mentor-teachers are also encouraged to use their school-based lesson observation forms to offer feedbacks and suggestions to our student-teachers, and are welcomed to send any lesson observation feedback documents to the School-University Partnerships Office, Faculty of Education via fax (Fax no: 2548 0375), for diverting to the respective university-tutors concerned.

## Appendix A

### Lesson Planning and Reflection Document for Supervised Lessons

available for downloading/adoption from School-University Partnerships Website:  
<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>

<b>Lesson Plan</b>			
Date:	Time:	Class:	Focus:
<b>Aims</b> To enable pupils to:			
<b>Previous learning</b>			
<b>Potential problems and solutions</b>			
<b>Evaluation of the lesson</b>			
<b>Materials and aids</b>			
<b>Lesson Stages</b>			
Stage	Purpose	Working Patterns	Time
<b>Stage 1</b> (What the pupils are doing and what the teacher is doing)	(Why the pupils / Teacher are / is doing this)	T/class, T/Std(s), Std(s)/T, Std/Std (in groups or pairs)  (T=Teacher, Std = student)	
<b>Stage 2</b>			
<b>Stage 3</b>			
<b>Stage 4</b>			
<b>Stage 5</b>			
<b>Stage 6 Etc</b>			
<b>(Use as many stages/pages as necessary to ensure thorough planning of the lesson.)</b>			
<b>Reflection</b>			
What strategies worked well? Why? What were the effects of these strategies on the pupils?			
What didn't work so well? Why? What were the effects of these strategies on the pupils?			
What would I do differently if I were to do this lesson again? Why? What would be the potential effects of these changes on pupils?			

## Appendix B

### Simplified Lesson Planning and Reflection Document (for ongoing lesson planning – hand-written or typed)

available for downloading/adoption from School-University Partnerships Website:  
<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>

<b>Lesson Plan</b>				
Date:	Time:	Class:	Focus:	
<b>Aims</b> To enable pupils to:				
<b>Previous learning</b>				
<b>Potential problems and solutions</b>				
<b>Materials and aids</b>				
<b>Lesson stages</b>  (Use as many stages/pages as necessary to ensure thorough planning of the lesson.)				
<b>Reflection</b>				
What strategies worked well? Why? What were the effects of these strategies on the pupils?				
What didn't work so well? Why? What were the effects of these strategies on the pupils?				
What would I do differently if I were to teach this lesson again to a similar class? What would the potential effects of these changes be on the pupils?				

## **Appendix C(i)**

### **Feedback on Professional Performance of Student-Teacher**

The Faculty seeks the co-operation of the practicum school to offer feedback on the professional conduct of the student-teachers placed in the school.

It is the joint commitment of the practicum school and the Faculty to require every student-teacher to demonstrate positive traits and acceptable professional qualities before they become a member of the teaching profession. The Faculty reserves the right to withhold its recommendation of a student-teacher for satisfactory completion of his/her initial teacher education qualification if he/she is considered to be unable to uphold the qualities required by the profession.

A copy of the feedback form will be mailed to all schools for the principal or the practicum co-ordinator (in consultation with the respective mentor-teacher) for completion to provide a review of the professional conduct of each of the student-teacher. Please return the form to the School-University Partnerships Office, Faculty of Education by fax (2548 0375) or email (partnershipoffice@hku.hk) on the following time frame:

For PGDE programme, end of School Experience, middle and end of Professional Practice;

**If we have not heard from you after the deadline, the performance of the student-teacher(s) will be regarded as satisfactory.**



## Feedback on the Professional Performance of the Student-Teacher (to be completed by the Principal or the Practicum Co-ordinator)

Name of Student-teacher: \_\_\_\_\_

Name of Practicum School: \_\_\_\_\_

Name of Major Methods tutor: \_\_\_\_\_

Course: \_\_\_\_\_

**Please circle the descriptor that best describes the student-teacher's professional performance under each area**

(S = Satisfactory US = Unsatisfactory) :

1. Punctuality and attendance, including notifying the school immediately if sick or otherwise unable to attend school / classes;	S / US
2. Following school regulations, including appropriate dress and appearance;	S / US
3. Respecting school property and copyright on print materials or software;	S / US
4. Carrying out all duties assigned by the school by the deadlines given; including fair and careful setting and marking of tests and assignments;	S / US
5. Maintaining a safe environment for pupils in class; and being polite and respectful towards school staff;	S / US
6. Maintaining professional contact with pupils; dealing with pupils in a non-discriminatory and respectful way, and avoiding favouritism;	S / US

If you feel the professional conduct of the student-teacher was completely unsatisfactory in any area, please give further details for our consideration:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Our school confirms that we have informed or discussed with the student-teacher the  above-mentioned unsatisfactory behavior. *((Please confirm by putting a "✓" in the check box))*

**Signature of Principal/Practicum Co-ordinator\*:** \_\_\_\_\_

**Name of Principal/Practicum Co-ordinator\*:** \_\_\_\_\_

**Name of Mentor-teacher consulted:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**We would be grateful if you would return the completed feedback form to the School-University Partnerships Office, Faculty of Education, HKU by email (partnershipoffice@hku.hk) or by fax (2548 0375).**

*\*Please delete as appropriate*

If you wish to bring any unsatisfactory behavior of student-teachers to our Faculty's attention, please feel free to inform us by returning this form **at any time during professional practicum** for our further action.

***If you have not heard from you after the deadline, the performance of the student-teacher(s) will be regarded as satisfactory.***

## **Appendix C(ii)**

### **A Developmental Reflection on Professional Practicum**

This document can be used to guide ongoing formative self-reflection and mentor / student-teacher feedback as well as peer discussion on teacher development. It also provides the basis for a final self-reflection and mentor-teacher reflection on the overall development of the student-teacher throughout the practicum. Mentor-teachers and university-tutors may develop alternative observation frameworks as appropriate for different topics or foci to meet the needs of student-teachers at different stages.

Alternatively, the feedback profile can be adapted in a process of co-construction and negotiation between mentor-teachers and student-teachers.

At the end of the professional practicum, student-teachers will complete the form and invite their mentor-teacher(s) to read their reflection and add comments on the form to provide a fuller understanding of student-teachers achievements as well as the areas that they may need to continue working on. Student-teachers will submit the form to School-University Partnerships Office, Faculty of Education directly.

## A Developmental Reflection on Professional Practicum

Name of Student-teacher: \_\_\_\_\_

Name of Mentor-teacher: \_\_\_\_\_

Name of Practicum School: \_\_\_\_\_

Name of University-Tutor: \_\_\_\_\_

Course:  PGDE Major \_\_\_\_\_

Please complete this document on your own first. Then invite your mentor-teacher(s) read your reflective comments and ask them to add their own comments to provide a fuller understanding of your achievements as well as what you may need to continue working on.

	1 Student-teacher's comments	2 Teacher-mentor's comments
<p><b>Lesson planning</b></p> <p><i>Clear teaching objectives, sequencing and progression of activities, choice and adaptation of materials, design of tasks, planning to meet individual needs, pupil-centredness, use of teaching aids, information technology</i></p>		
<p><b>Implementation</b></p> <p><i>-Subject matter knowledge: including clarity and accuracy of delivery, flexibility in relation to planning</i></p> <p><i>-Classroom language: including questioning skills, giving instructions, explanations and feedback</i></p> <p><i>-Classroom management: including sensitivity to needs of pupils, rapport with pupils</i></p>		
<p><b>Evidence of pupils' learning</b></p> <p><i>Achievement of learning aims and objectives, classroom responses, pupils' participation, quality of pupils' class tasks and homework</i></p>		

Postgraduate Diploma in Education

	1 Student-teacher's comments	2 Teacher-mentor's comments
<p><b>Evidence of student-teacher's learning</b></p> <p><i>Improvement in the above areas. Development of teacher presence, formation of teacher identity in the classroom, ability to implement changes following reflective practice</i></p>		
<p><b>Reflectivity</b></p> <p><i>Ability to pinpoint strengths and areas to work on teaching; ability to identify the effects of teaching strategies on pupils; ability to suggest alternative practice and ability to learn and develop through reflective practice</i></p>		
<p><b>Professionalism</b></p> <p><i>Level of commitment, attitude, interpersonal skills with pupils and colleagues, participation in non-teaching activities, and willingness to take in suggestions</i></p>		
<p><b>Overall comments</b></p> <p><i>A summary of strengths and areas that the student-teacher may need to continue working on</i></p>		

**Please keep one copy for yourself and return one copy to the School-University Partnerships Office, Faculty of Education, HKU by email ([partnershipoffice@hku.hk](mailto:partnershipoffice@hku.hk)), by fax (2548 0375) or in person to School-University Partnerships Office (Room 420, Meng Wah Complex, HKU) at the end of the Professional Practicum. Thank you very much for your co-operation.**

## Appendix D

### Application Form for Leave of Absence during School Experience / Professional practicum

Notes:

- Please refer to the School Experience and Professional Practicum Handbook, School-University Partnerships Office's website (URL: <https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>) or email notice regarding the leave application procedure before you complete this form.
- This form should be completed whenever **you have to take leave WITHIN the school's office hours**. All requests, whenever possible, should be made in advance of the date of absence concerned.
- For leave of absence of **THREE CONSECUTIVE DAYS** or more, student-teachers must apply in advance in writing to the Principal of the practicum school, your university-tutor(s) and the Programme Director.
- For sick leave, student-teachers must submit the medical certificate with this form.
- student-teachers are required to complete this form with **the signature of the Principal / Practicum Coordinator** of the practicum school and return it to School-University Partnerships Office either in person (Room 420, 4/F, North Wing, Meng Wah Complex), by email ([partnershipoffice@hku.hk](mailto:partnershipoffice@hku.hk)) or by fax (2548 0375) as soon as possible.

#### Part I: Personal Particulars

University No: \_\_\_\_\_ Name: \_\_\_\_\_ (Eng) \_\_\_\_\_ (Chi)

Course\*:  PGDE Major \_\_\_\_\_

**5-Year Undergraduate Programme:**  BA&BEd (LangEd) – [Major: Eng/Chin]

(\* Please tick/delete as appropriate)

BEd&BSc [Major: Phy/Chem/Bio]

BEd&BSS

**Current Year of Study\*: 3 / 4 / 5 (Not applicable for PGDE[Full-time])**

\* Please delete as appropriate

Name of Practicum School: \_\_\_\_\_

#### Part II: Details of Leave of Absence / Early Leave (Please use separate form if you want to make one or more leave applications):

##### Reason for Leave:

Sick Leave (Please describe : \_\_\_\_\_)

Personal Leave (Please describe : \_\_\_\_\_)

Others (Please describe : \_\_\_\_\_)

Date	Time	Class(es) affected	Mentor-Teacher Concerned

#### Part III: Declaration by Student-teacher

I accept that the information provided will be used in matters relating to my application for leave of absence. As part of this exercise, it may be necessary to disclose details to internal departments authorized to process the information.

Signature of the Student-teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### Part IV: Approval from Practicum School:

Signature of Principal/Practicum Coordinator: \_\_\_\_\_

\* Please delete as appropriate

Name of Practicum School: \_\_\_\_\_

**Appendix E**  
**Lesson Observation Feedback Sheet**  
**(For reference and suggestive use only)**

<b>Areas of Strength &amp; Areas for Improvement</b>
<b>I. Planning</b> (the ability to plan the lesson(s) and units of learning with clear and appropriate learning outcomes with reference to the relevant curriculum aims, learning theories, teaching methodologies, and the needs and interests of the learners.)
<b>II. Knowledge of the Subject &amp; Discipline-Specific Pedagogy</b> (the ability to display relevant and appropriate subject knowledge, and to utilize discipline-specific methodology to select, adapt, and present such knowledge to learners)
<b>III. Lesson Implementation</b> (the ability to implement the lesson(s) with a variety of teaching/learning/assessment strategies supported by resources to facilitate learners' capacities in collaborative and autonomous learning, critical thinking, creativity, or other 'learning to learn' skills while addressing diversified learners needs)
<b>IV. Learning Environment &amp; Learner Support</b> (the ability to establish and maintain a safe, encouraging/supportive, purposeful and equitable environment with effective classroom routines and procedures to maximize each learner's potential for learning)

**Areas of Strength & Areas for Improvement**

**V. In-Class Interactions & Teacher's Responsiveness** (the ability to use appropriate voice volume & language of instructions (e.g. explanations of content and learning goals, questioning, feedback-giving) and patterns of interaction to maintain rapport with the students and facilitate learning, taking into consideration learners' diverse linguistic and cultural backgrounds)

--

**VI. Quality of Reflection in Post-Lesson Conference** (the ability to critically reflect on the strengths and weaknesses of own practices; and to propose plans for improvements)

--

**Overall Comments** (overall comments should summarize key performance indicators that justify the grade level attained)

--

## **Appendix F**

### **Code for Professional Conduct**

Please visit the following websites:

1. “Code for the Education Profession of Hong Kong” proposed by the Education Bureau of the HKSAR Government at [http://cpc.edb.org.hk/en/code\\_01.htm](http://cpc.edb.org.hk/en/code_01.htm).
2. “T-Standard+ - Professional Standards for Teachers of Hong Kong (PST)” by Committee on Professional Development of Teachers and Principals, by visiting website <https://www.cotap.hk/index.php/en/t-standard/t-standard-pst>

*For updates and information relevant to professional conduct, please refer to relevant section in Programme Moodle.*



## Appendix G

### List of University Contacts

School-University Partnerships Office, Faculty of Education	Office Phone	Email
Ms Promail LEUNG (Director, School-University Partnerships)	2859 1958	kypleunghku.hk
Ms Angela CHO (Manager, School Development)	3917 4247	acho111@hku.hk
Miss Karen WONG (Partnership Executive Officer)	3917 8375	kypwong@hku.hk
Miss Kitty CHENG (School Liaison Officer )	3917 4731	kittychn@hku.hk
Miss Denise CHEUNG (School Liaison Officer)	3917 2042	denise01@hku.hk
<b>Website:</b> <a href="https://web.edu.hku.hk/sup-partners">https://web.edu.hku.hk/sup-partners</a> <b>Fax:</b> 2548 0375 <b>Email:</b> partnershipoffice@hku.hk <b>Opening Hours:</b> Mondays to Fridays: 9:00 a.m. - 1:00 p.m. & 2:00 p.m. - 6:00 p.m.* *except public and University holidays		

PGDE Programme University-Tutors	Subject	Office Phone	Email
Ms Tanya KEMPSTON (Programme Director)		3917 5425	kempston@hku.hk
Dr Kennedy CHAN	Biology	2859 2541	kennedyckh@hku.hk
Ms Annie CHAN	Chemistry	2859 2534	annieckl@hku.hk
Ms Sherlene NG	Chinese (Primary)	3917 4266	nghiulam@hku.hk
Ms Sherlene NG	Chinese (Secondary)	3917 4266	nghiulam@hku.hk
Dr Rhoda WANG	Early Childhood Education	3917 8398	rkywang@hku.hk
Dr PANG Ming Fai	Economics	2859 2428	pangmf@hku.hk
Ms Tanya KEMPSTON Dr Rona LI	English (Primary)	3917 5425 -	kempston@hku.hk ronali@hku.hk
Ms Tanya KEMPSTON	English (Secondary)	3917 5425	kempston@hku.hk
Dr Arthur LEE	Mathematics	2859 2717	amslee@hku.hk
Ms Promail LEUNG	Physics	2859 1958	kypleunghku.hk

For the most updated University Contacts Directories, please refer to our website:  
<https://web.edu.hku.hk/sup-partners>

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# 1. 緒言

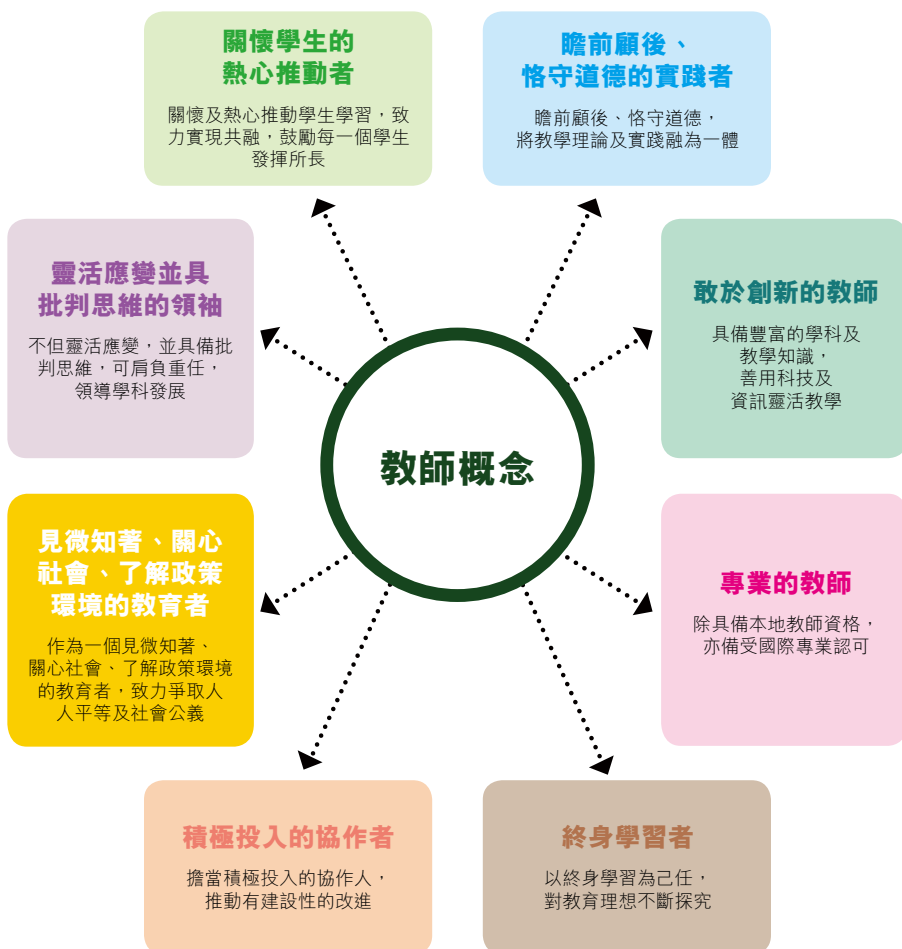
在學位教師教育文憑課程中，受訓學員會於課程開始時分派到一所學校作體驗，並於下學期在大學導師及啟導老師的帶領下，於學校進行專業教學實習。

**學校體驗：**在整個學年的不同時段安排每週的學校體驗，讓受訓學員可以對學校教育有更全面的認識及實踐教育理論。

**專業教學實習：**受訓學員於下學期進行為期八星期的實習。通過實習，受訓學員對其專科教學的專業知識得以加強發展。

## 2. 我們的教師概念

本院的學位教師教育文憑課程之教師概念展現了 21 世紀教育專業從業員的多樣化特質。因此，完成課程的畢業生將具備以下教師概念的鮮明專業形象 (請參考下圖)。

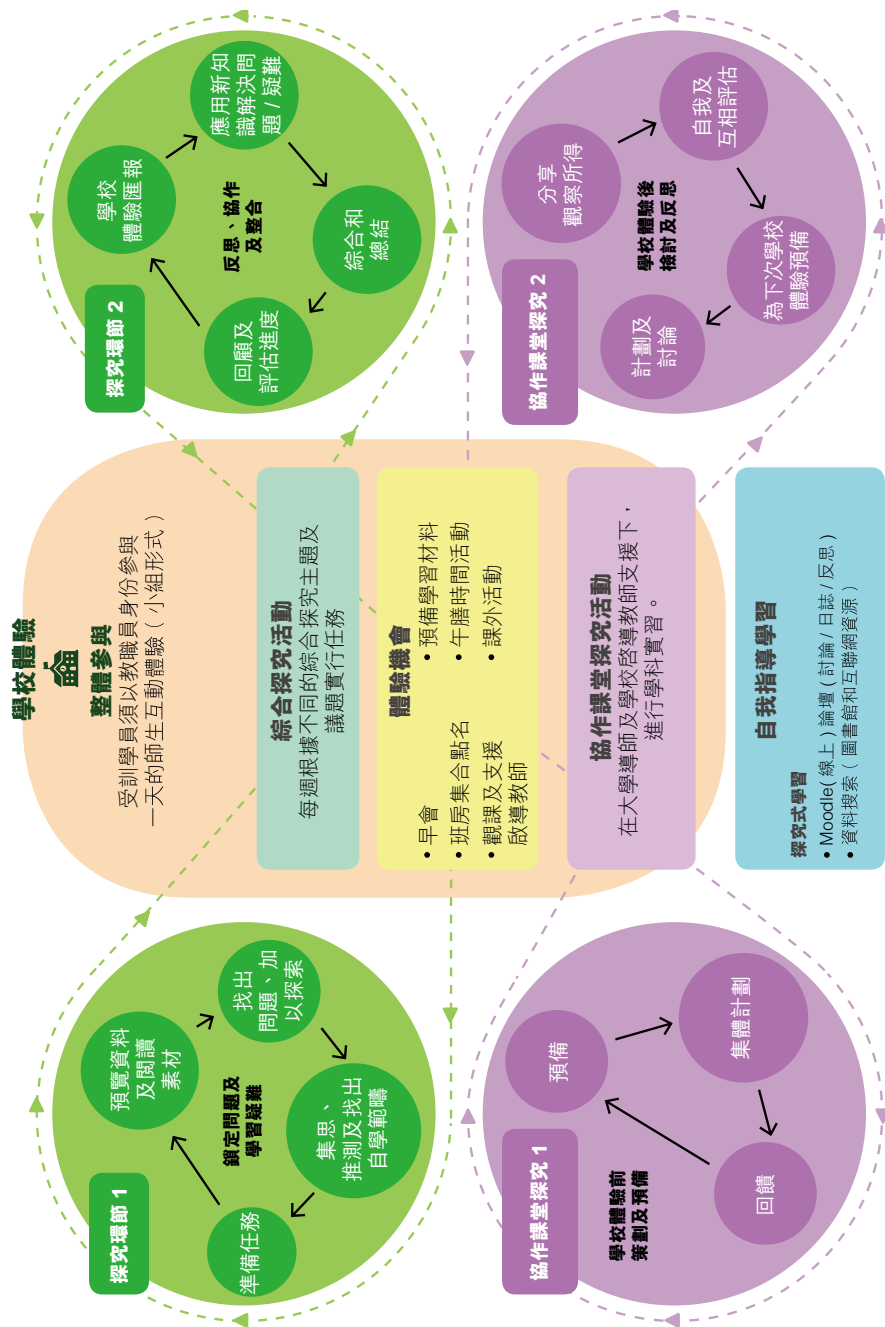


### 3. 學校體驗

學校體驗確保在課程的最初期將教師培訓的理論及實踐融為一體。我們預期受訓學員於大學校園學習教學理論框架後，藉每週到學校的體驗，實踐所學，從而為未來投身教育工作做好準備，發揮教師的不同職能。相信理論與實踐融合的學校體驗，能令受訓學員循序漸進投入不同層面的教師生活。

一直以來，學校體驗被視為有別於專業教學實習的學習體驗。專業教學實習著重圍繞一個主要學科，在一個特定的課程框架或專業領域之中建立有關教學專業基礎。然而，學校體驗的目標則在於培訓學員對於學校的全面認知，並將廣義的教育理論與實踐融為一體。透過學校體驗，受訓學員可以認識到課堂內外的學校文化及生活。受訓學員須進行以探究為基礎的學習任務，並適切地與校方商議，研究如何擴闊所參與的學校活動範圍（見下頁）。

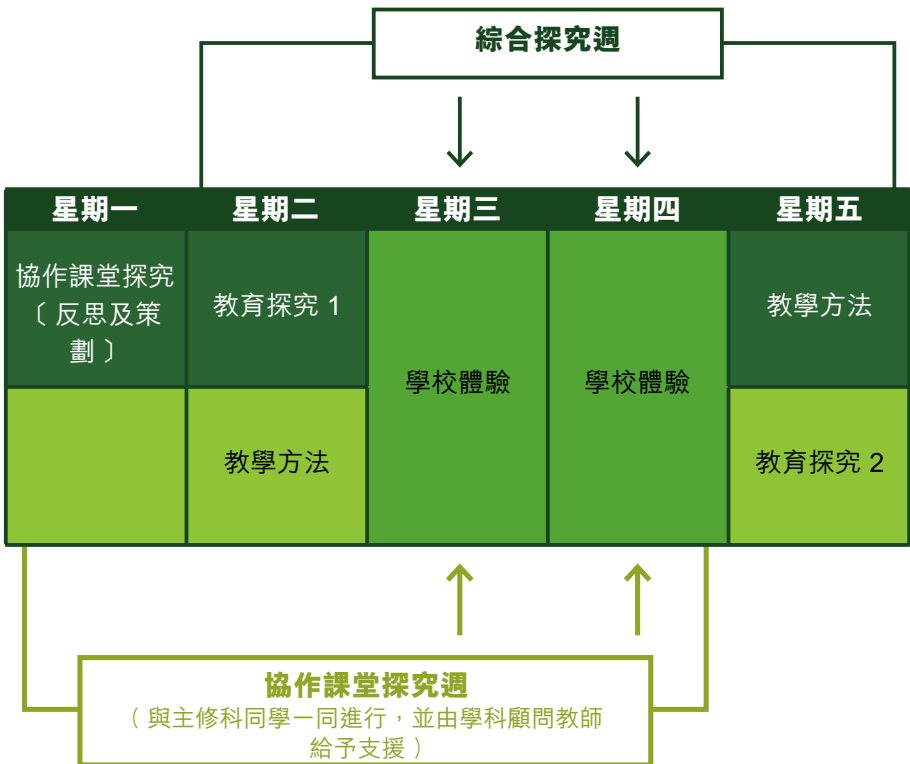
# 學位教師教育文憑課程——探究為基礎周



加入了學校體驗元素後，受訓學員將可經常置身學校當中，協助教職員製作教材，甚至在學校的籃球比賽中擔當裁判。如此，除了可為學校及教職員提供直接支援，受訓學員亦可從中了解學校的整體運作與日常事務之實況，以及教師的不同角色。

我們希望學校可於每週的學校體驗中將受訓學員視為正規教師，並對他們多加勉勵，讓受訓學員的體驗可成為下圖的一個重要部份。

### 每周循環



## 4. 學校體驗安排總覽

於受訓學員在 11 月展開學校體驗前，本學院會透過探究式研習、教授學科教學知識、進行協作備課及學校論壇，為他們做好教學準備。每週兩天 (星期三及星期四) 的學校體驗將於學校進行 (如下圖所示)。學校體驗共為期 9 週。

- 非主修語言科目的學員：2022 年 11 月 2 日至 4 日為 SE 學校體驗迎新培訓

大學上學期	星期三及星期四	
第一週		迎新講座
第二週		學校論壇
第三週		
第四週		
第五週		
第六週		<b>主修語文科目：</b> 增值沉浸課程 2022 年 9 月 26 及 11 月 4 日  <b>非主修語文科：</b> 體驗式學習 2022 年 9 月 26 及 11 月 1 日  學校體驗培訓 / 講座 2022 年 11 月 2 至 4 日
第七週		
第八週		
第九週		
第十週		
第十一週	2022 年 11 月 9 日及 10 日	學校體驗
第十二週	2022 年 11 月 16 日及 17 日	學校體驗
第十三週	2022 年 11 月 23 日及 24 日	學校體驗
第十四週	2022 年 11 月 30 日及 12 月 1 日	學校體驗
第十五週	2022 年 12 月 7 日及 8 日	學校體驗
第十六週	2022 年 12 月 14 日及 15 日	學校體驗



大學下學期	星期三及星期四	
第一週		農曆新年假期
第二週		農曆新年假期
第三週	2023年2月1日及2日	學校體驗
第四週	2023年2月8日及9日	學校體驗
第五週	2023年2月15日及16日	學校體驗
第六週	2023年2月20日至 4月21日	專業教學實習
第七週		
第八週		
第九週		
第十週		
第十一週		
第十二週		
第十三週		
第十四週		專業教學實習後單元
第十五週		

受訓學員可與實習學校洽商參與各種學校活動的可能性，以及能否安排額外或補回因學校假期而錯過了學校體驗日。此安排要視乎受訓學員於香港大學的上課時間表及實習學校的情況而定。

## 5. 學校體驗之結構

學校體驗包括 3 個部份：

- (i) 學校論壇，出席者包括參與學校體驗計劃的校長及資深教師
- (ii) 連結綜合探究
- (iii) 連結教學方法與集體課堂探究 ( 模擬教學機會與建立教學內容知識相關，將在許可情況下與學校磋商後進行 )

### i) 學校論壇，出席者包括校長及資深教師

派出受訓學員到不同的學校參與學校體驗之前，我們會邀請校長及資深教師出席學校論壇。論壇為學位教師教育文憑課程的一部份，於 9 月份逢星期三舉行，讓出席者提出及討論與綜合探究相關的主題在各方面的實況，為受訓學員於 11 月開始的學校體驗探究環節作好準備。

### ii) 連結綜合探究

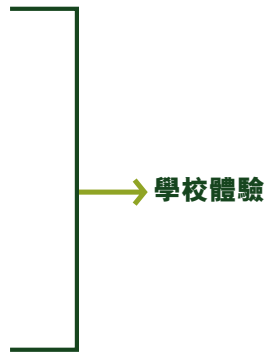
受訓學員須於大學校園參與每週不同主題的探究討論，並為學校體驗預備有關的探究工作。透過在校觀察及與相關教師的交談，受訓學員須於每週結尾進行的綜合探究環節 ( 星期五綜合探究環節 )，與在不同學校進行學校體驗的同學，一同反思及分享各自的學習體驗。受訓學員須按每週探究主題，就學校體驗中的活動及觀察加以探究。綜合探究的主題將會按不同單元編排，讓受訓學員於每個單元的學校體驗中較專注地探究相關的主題。

## 綜合探究的重要主題包括：

- 教育、課程和學校之目標
- 學生的思考及學習模式
- 提升學生學習興趣
- 課室管理



- 評估及學習
- 學校層面之課程發展
- 教育的社會功能
- 與教育相關的公平議題
- 照顧學生的多樣化及個別差異
- 針對有特殊教育需要的學生之教育方法
- 學生輔導及全校參與模式
- 教師之知識基礎、價值觀與倫理
- 教師在校之專業發展
- 全球教育改革與本地回應



- 教育創新及成為終身學習的教師
- 成為帶來改變的教師



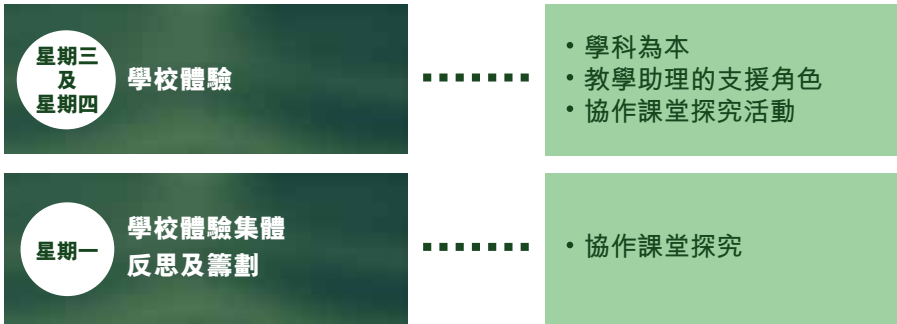
## 綜合探究週



### iii) 連結教學法與協作課堂探究，建立教學內容相關知識

屬於同一科的受訓學員，須按主修科題目或認定為香港有關學科教師面對的重大議題，協作計劃及制訂相關的學習活動。我們會鼓勵受訓學員在計劃課堂時，融入於綜合探究中學習所得，並於專業教學實習前，能在體驗學校任教最少兩堂與主修科目相關之課堂。受訓學員將獲安排機會，於啟導教師及(在可能的情況下)在其他學科教師上課時旁聽。於每次學校體驗後，受訓學員須在分享環節反思其教學表現。

## 協作課堂探究週



## 6. 受訓學員於學校體驗之參與

受訓學員以「全職」教員之身份在學校與其他教師及學生互動。鼓勵實習統籌教師及啟導教師多與受訓學員分享經驗，藉此深化學員在學校中的整體體驗與學習。不同學校為受訓學員作出的學校體驗安排或有所不同。總括而言，受訓學員於學校體驗之參與可能包括以下內容：

### a) 整體參與活動

- 於學校體驗當日按照學校的時間表參與常規活動，如參加早會、上課、教職員 / 學科小組會議、進行午膳時間職務或其他課外活動
- 受訓學員於所屬的啟導教師的課堂上提供支援，協助啟導教師準備相關教材
- 出席各項學校活動 (如運動會、校外野餐、參觀 / 考察)
- 在各項職務上協助負責的教師 (如在運動場及操場上當值)

## b) 理論與實踐融合活動

- 因應每週的綜合探究主題 \* 完成相關之探究工作 ( 例如透過課堂觀察、與校長、實習統籌教師、啟導教師或其他相關教師進行面談和討論，從中學習如何處理學習差異問題 )
- 於每次學校體驗中，受訓學員可以旁聽者或教學助理的身份參與顧問教師與其主修科目 / 學習領域相關之課堂活動 ( 如當日舉行非學術活動，便無須作此安排 )。如情況許可，實習統籌教師亦可安排該學員參與其他學習領域之課堂
- 於專業教學實習前，**教授最少兩堂**與主修科目相關之課堂
- 在可行情況下，受訓學員以觀課或教學助理的身份參與課堂及活動
- 在可行情況下，受訓學員可與個別學生或以小組形式進行預早計劃集體課堂探究活動 ( 內容按主修科而定 )，可於正規課堂中或於小息期間 / 午膳期間 / 下課後以課外活動形式進行

## c) 其他建議活動

- 批改及分析學生作業和測驗
- 參閱與教師專業發展、課程和學校發展的相關學校文件，例如：學校的3年計劃
- 與校長、副校長、科主任、訓導主任、升學及就業輔導主任、特殊教育需要統籌主任等交流，以便更了解學校不同持份者的工作性質和職責以及學校的運作方式。

\* 參與學校將獲知每週的綜合探究主題或問題，實習統籌教師可安排受訓學員與校長或相關教職員會面，就每週探究主題或單元主題進行諮詢和討論。

受訓學員可向實習校方尋求協助，收集與教育相關之數據以完成任何課程作業。就此，受訓學員須自行向有關學校提交徵求收集數據之許可申請。

# 7. 2022-2023 年度專業教學實習之安排

## 學位教師教育文憑專業教學實習安排 2022-23

學位教師教育文憑 (PGDE)	
<b>實習時間</b>	
2023 年 2 月 20 日至 4 月 21 日 (共八星期)	
<b>建議專業教學實習安排</b>	
■ 每位受訓學員每週 (以五天工作天計算) 須在課堂任教 8 至 12 課節*，希望能提供共 50 至 80 課節* 予學員任教 (注意：預期待受訓學員會負起啟導教師全部或部分任教的班級)	
<b>實習期前</b>	
■ 在實習期前為受訓學員安排會面並介紹學校，讓他們熟悉學校環境和日常運作	
■ 安排受訓學員取得課堂時間表和其他相關教學材料，如：如：課本、工作綱要、課程進度表	
■ 與受訓學員編排一個教學進度表	
■ 與受訓學員編排一個觀課時間表	
<b>實習期間</b>	
■ 安排受訓學員到所屬啟導教師任教的課堂觀課	
■ 安排受訓學員到其他班級或其他科目教師任教的課堂觀課	
■ 在課程設計、表達和課室管理上，提供指導	
■ 如情況許可，與受訓學員在觀課前及後進行會談；建議每週至少進行一次觀課會談為佳	
■ 定期就受訓學員的課堂編排、教學與評分等方面，提供建議與回饋	
■ 在可行的情況下，進行三方會談 (受訓學員、啟導教師和大學導師共同討論)	
■ 讓受訓學員負責 2 至 3 節班主任課 (如情況許可)	
■ 安排受訓學員參與科務會議、學校會議或其他活動	
■ 安排受訓學員負責校內各樣非教學職務或 / 及學校活動	
<b>實習期後</b>	
● 請把「受訓學員專業表現意見回饋表」及「專業教學實習回饋表」填妥，並交回香港大學教育學院院校夥伴計劃辦事處。	

● 小學 1 課節約為 30-35 分鐘的教學時間，中學 1 課節約為 40 分鐘的教學時間 (課節長度因學校而異)

## 學位教師教育文憑 - 幼兒教育專業教學實習安排概要

學位教師教育文憑 - 幼兒教育 (PGDE)	
<b>實習時間</b>	
<b>2023 年 2 月 20 日至 4 月 21 日 (共八星期)</b>	
<b>建議專業教學實習安排</b>	
<ul style="list-style-type: none"><li>每位受訓學員每週 (以五天工作天計算) 須在幼兒教育環境下任教 <b>7 小時的獨立課堂</b>，或在為期<b>八星期</b>之實習期間<b>至少進行 56 小時獨立教學</b>。大學導師會到校觀課三次並督導受訓學員。</li></ul>	
<b>實習期前</b>	
<ul style="list-style-type: none"><li>在實習期前為受訓學員安排會面並介紹幼稚園，讓他們熟悉幼稚園環境和日常運作</li><li>安排受訓學員取得課堂時間表和其他相關教學材料，如：課本、工作綱要、課程進度表</li><li>與受訓學員編排一個教學進度表</li><li>與受訓學員編排一個觀課時間表</li></ul>	
<b>實習期間</b>	
<ul style="list-style-type: none"><li>安排受訓學員到所屬啟導教師任教的課堂觀課</li><li>安排受訓學員到其他班級或其他科目教師任教的課堂觀課</li><li>在課程設計、表達和課室管理上，提供指導</li><li>如情況許可，與受訓學員在觀課前及後進行會談；建議每週至少進行一次觀課會談為佳</li><li>定期就受訓學員的課堂編排、教學與評分等方面，提供建議與回饋</li><li>在可行的情況下，進行三方會談 (受訓學員、啟導教師和大學導師共同討論)</li><li>安排受訓學員參與科務會議、校務會議或其他活動</li><li>安排受訓學員負責校內各樣非教學職務或 / 及幼稚園活動</li></ul>	
<b>實習期後</b>	
<ul style="list-style-type: none"><li>請把「受訓學員專業表現意見回饋表」及「專業教學實習回饋表」填妥，並交回香港大學教育學院院校夥伴計劃辦事處。</li></ul>	

本院建議實習學校的校長考慮給予啟導教師及實習統籌教師持續專業進修時間 (CPD Hours，每人以 20 小時為上限)，作為對相關教師支援輔助實習學生工作的肯定和鼓勵，是項建議於 2009 年 10 月已獲得香港大學教育學院院校夥伴合作諮詢委員會確認。



## 8. 給各方的指引

### i) 實習學校及實習統籌教師的角色及責任

專業教學實習得以成功，實習學校的校長及實習統籌教師扮演了不可或缺的角色：

- 校方可盡早委派富經驗的資深教師（最好事先取得該教師的同意）擔任啟導教師，好讓啟導老師能預先計劃如何在專業教學實習時協助受訓學員
- 為受訓學員籌備迎新活動，以助受訓學員熟習學校的辦學方針、理念、文化、環境、日常運作及處理危機或問題學生個案的程序等
- 向學校的教職員及學生介紹受訓學員
- 邀請受訓學員旁聽啟導教師及其他老師任教不同年級、不同學科的課堂，讓他們了解各種教授及學習方法
- 於專業教學實習前，讓受訓學員**教授最少兩堂**與主修科目相關之課堂
- 讓受訓學員參與校內不同的活動，例如讓他們負責班主任 / 級別主任的工作、協助舉辦課外活動或代課等。由於學員們需時備課，以提供合乎期望與教學標準的課堂，故我們期望受訓學員在整個實習期中，不會有過多的代課節
- 透過與相關的啟導教師商議，敝學院邀請學校校長或實習統籌教師填妥「受訓學員專業表現意見回饋表」（附錄 C(i)），向我們就受訓學員在貴校期間的表現提供寶貴意見

## ii) 啟導教師的角色及責任

啟導教師將成為受訓學員之學習夥伴及指導。啟導教師在真實學校環境中累積的專業知識及經驗，以及透過校方的協助及指導，可讓受訓學員獲得多方面的寶貴學習體驗：

- 讓受訓學員旁聽你的課堂，並於課前及課後與受訓學員討論該課堂的教學目標、學習重點及教學策略，分析及反思該課堂的學習成果
- 讓受訓學員參與協作課程發展及運用其創意展示教材
- 安排受訓學員參與教學以外的學校活動，例如科務會議，從而豐富受訓學員的學校生活體驗，以達至他們在校期間獲取多方面學校體驗的目的
- 在可行的情況下，就任何與每週綜合探究主題相關的教育或課堂問題，與受訓學員作出分享講解及討論
- 確定受訓學員按照學校時間表參與常規活動
- 指導受訓學員於專業教學實習時撰寫教案。(詳情可參考附錄 A 及 B)
- 啟導教師在給予受訓學員意見與支援時，須保留空間，容許學員自行草擬課堂和教學，使大學導師在觀課時，可以全面而公正地評核學員的教學能力
- 盡量抽空觀察受訓學員的教學（請安排至少每週一次觀課）
- 課前、課後與受訓學員討論
- 與受訓學員擬定觀課用的回饋表格。回饋表格須指出受訓學員在不同階段應要注意的事項，並可幫助受訓學員紀錄他們的教學成效、所遇到的困難和如何協助學員持續的個人發展。這類表格可參照附錄 E，或按受訓學員及啟導教師的需要作出修訂
- 盡量與大學導師一同觀課，課後與受訓學員及大學導師進行三方會談。假使未能抽空出席會談，請填寫回饋表格，因為啟導教師與大學教師在回饋表格上提出的意見能讓受訓學員了解哪一方面需要改進。觀課的大學導師應在觀課的時候記下要點，並於課後回饋

- 當發現受訓學員表現持續出現問題，或在校內行為不當，而又屢勸不改時，應通知院校夥伴計劃辦事處或直接通知大學導師（聯絡電話請參考附錄 G 或參考網頁：<https://web.edu.hku.hk/sup-partners/>）
- 在專業教學實習中段及尾聲時，啟導教師須向校長或實習統籌教師提供有關受訓學員在貴校期間的專業質素的資料，以便他們填妥「受訓學員專業表現意見回饋表」（附錄 C (i)）。這有助我們評核受訓學員在整個專業教學實習期內的專業操守，而大學導師亦會參考該回饋表，以評估學員的專業教學實習成果
- 在專業教學實習尾聲時，我們鼓勵啟導老師與受訓學員一同完成「專業教學實習回饋表」（附錄 C (ii)），讓受訓學員了解自己在整個專業教學實習的整體專業發展

**啟導教師及大學導師的共同支持：**  
**接納受訓學員作為實習學校內的一分子、促進受訓學員反思、**  
**擬定教學方案**

我們希冀校方能考慮，並理解敝學院的受訓學員只是初階教師，剛開始以教學為其事業。請體諒現階段的學員未必能夠在每一方面都盡善盡美，尤其在處理個別學生的操守、課室秩序中，特別是處理突發事情時，猶有改進空間。是故，敝學院懇請實習學校、啟導老師能與我們鼎力合作，讓受訓學員可在彼時彼刻，學習以及應付有關情況。

受訓學員可能經驗尚淺，我們謹希望實習學校與學校的教師們，在實習教學期間，能視他們為校方的有用人力資源；儘管他們被稱為「受訓學員」，我們懇請各啟導教師，以「教師」身分來介紹學員予貴校學生認識，好讓學員成為學校的一分子。

受訓學員需要持續、有計劃的教學實踐，讓他們最終能獨立地制定可行及適當的教學目標。受訓期間，若缺少這類實際教學的體驗，受訓學員便難以把千變萬化的教學技巧轉化使用，也難以理解規劃一個有效課堂的重要性。

受訓學員亦應就每個課堂進行反思，藉以培養自我批判的意識，察知他們的教學策略對學生所帶來的影響。擁有批判性反思的能力是教師職業生涯中自主性地發展專業的基礎。

### iii) 大學導師指引

大學導師是受訓學員與啟導教師、大學與實習學校、學員職前教師培訓的課程與校內專業教學實習之間的重要橋樑。以下指引簡介大學導師如何督管專業教學實習的安排與受訓學員的表現：

- 提供專業知識，讓受訓學員為專業教學實習作好準備
- 實行督導式觀課以支持受訓學員，讓他們持續專注於學習教學、專業地備課及草擬教學手法、進行反思
- 與啟導教師緊密合作，充分了解受訓學員的整體專業才能（無論是教學態度或教學手法）
- 與啟導教師和受訓學員進行三方討論會議，透過反思和討論，鼓勵學員獨立自主地學習
- 促進與學校之間的專業聯繫
- 若接獲實習學校通知受訓學員出現問題，應儘快讓院校夥伴計劃辦事處了解事件以便處理

### iv) 受訓學員指引

我們預期受訓學員可逐步融入學校文化。受訓學員應以開放及積極的態度，接受獲編配學校提供的所有課堂內外的學習機會與體驗（由於不同學校的行事曆、課程結構及社會背景不盡相同，故此他們的安排亦可能會有所不同）。受訓學員會被安排的職務及體驗包括但不限於：

- 熟習學校環境（如會見校長、實習統籌教師、啟導教師及負責不同職能之人士，以及了解學校運作及學校文化）
- 出席學校早會 / 科主任課堂，有機會時亦出席小組 / 教職員會議

- 啟導教師的課堂學習時間內旁聽及提供協助 (如幫助個別學生或小組進行啟導教師給予的任務)
- 預備輔助教學資源及材料
- 幫助批改學生家課 / 測驗卷 / 考試卷
- 參加及 / 或協助組織午膳時間或課外活動 (上課前、期間或下課後，視乎受訓學員與校方之間的協議)
- 按照實習統籌教師之安排，在各項職務 (如於運動或在操場上當值) 上協助教師或扮演教師之角色
- 在課堂上旁聽 (最理想之情況是在不同年級，不同科目及不同教師的課堂上旁聽)
- 在可行的情況下，在實習統籌教師與啟導教師協商後，進行預早計劃的集體課堂探究活動 (內容按主修科而定)
- 於專業教學實習前，**教授最少兩堂**與主修科目相關之課堂
- 完成每週學校體驗中以探究為基礎之觀察任務及作業，此等任務及作業與綜合探究的每週主題相關
- 與其他被編配至同一實習學校之受訓學員互相扶持
- 透過將所參與的活動及觀察所得，結合在課程中學到的教育理論，建議就校方給予之一切學習機會作出批判性的反思
- 須謹言慎行，切勿在未了解有關學校的事情或事件之全部之前，即妄作判斷
- 遵守香港特區《個人資料 (私穩) 條例》，切勿於進行討論或處理作業時提述相關學校或個人之名字
- 課程已設立 Moodle 網頁，歡迎受訓學員在網頁上討論及分享各自的學校體驗及專業教學實習。但是建議受訓學員在討論及分享，不要提及學校及個人姓名。**受訓學員不允許在任何社交媒體上發佈與其學校體驗及專業教學實習相關的任何內容 (如照片、視頻及文檔)**

## 9. 與各方聯繫須知

角色	相關事宜：	行動建議：
<b>受訓學員</b>	實習學校給予的學習機會	請諮詢你的實習統籌教師及啟導教師
	申請假期	請通知你的實習統籌教師、啟導教師及大學導師，然後向院校夥伴計劃辦事處遞交實習期間請假申請表 ( 附錄 D)。如需查詢有關程序，請聯絡院校夥伴計劃辦事處
<b>啟導教師</b>	受訓學員之表現	聯絡有關大學導師 ( 附錄 G)
	受訓學員之專業操守及行為	聯絡有關實習統籌教師
<b>大學導師</b>	受訓學員之表現及能力	與有關啟導教師聯絡及討論
	受訓學員之專業操守及行為	與有關啟導教師聯絡，並盡快知會院校夥伴計劃辦事處及課程辦事處
<b>實習學校 ( 校長及實習統籌教師 )</b>	受訓學員之健康狀況及 / 或不恰當專業表現	盡快與有關大學導師 ( 附錄 G) 及 / 或院校夥伴計劃辦事處聯絡及討論解決問題之方法

## 10. 受訓學員專業操守及行為

香港大學教育學院的受訓學員無論在大學校園或實習學校內，都該遵守教師的專業操守。我們強烈建議所有受訓學員閱讀及參考以下兩份重要的文件：

1. 由香港政府教育局建議的「香港教育專業守則」，詳情可參考附錄 N 或到「教育人員專業操守議會」的網站細閱 (<http://cpc.edb.org.hk/Chinese/code.htm>)。
2. 由教師及校長專業發展委員會建議的「T-標準 + - 香港教師專業標準參照 (PST)」，請到網站 <https://www.cotap.hk/index.php/tc/t-standard/t-standard-pst> 細閱。

有關教育人員專業操守的更新和信息，請參閱課程 Moodle 中的相關部分。

我們將向實習學校索取受訓學員在專業教學實習期間的表現，作為校方的評價，並成為我們評核學員在專業教學實習的整體表現其中一個考慮因素。

經謹慎調查後，受訓學員可因以下各點，被勒令終止其專業教學實習，或被評為不及格：

- 被學院或實習學校評為行為不檢；對實習學校內的學生、教師、同校的受訓學員或學校本身，構成危險或威脅；或
- 學員被評為不符合專業操守，尤其當有關學員長期被其任教的實習學校作出有效的投訴

### 專業操守包括以下範疇：

- 準時及出席所有課節和有關的教學活動
- 若身體不適或其他要事而未克回校上課，須立即通知學校
- 合宜的裝容
- 遵守校規
- 愛護校內公物
- 尊重知識版權，不外洩只供校內使用的教材及校內電腦軟件



- 在限期內完成學校所委派的工作
- 公平、謹慎地設立測驗和習作的評分準則
- 確保學生在安全的環境內上課
- 公平公正地處理學生的問題，避免偏私
- 只與學生維持師生關係
- 以禮相待校內所有及各階級的職員

大學在作出以上決定時（即評為不及格或勒令終止其專業教學實習），將不會單由一位大學導師決定；有關決定將在課程總監及院校夥伴計劃總監商討後，才予以實行。

受訓學員應遵守以下專業操守及行為：

### **一般指引：**

- 在專業教學實習時，所有受訓學員必須視自己為實習學校的其中一名教職員。受訓學員必須在任何情況下皆應遵從實習學校的程序及守則
- 向學校索取上課時間表、校曆表、教學進度文件、所任教班別的座位表及教科書等（如能外借）
- 通過啟導教師或校長的介紹，認識學校的政策、教學資源及設施、學校的期望和文化，以及其他重要的資料
- 到達學校時，應禮貌地拜訪校長，簡單介紹自己；並多謝校長給予專業教學實習的機會

### **嚴守時間及出席率：**

- 必須遵守學校的辦公時間，與其他教師一樣，需要準時上學、上課、出席會議及參加會談。即使某個早上或下午沒有課，也不能擅自離校
- 受訓學員須嚴格遵從學校的辦公時間及政策。若要提早離開學校或請假，必須事先獲得校長（或其代表）同意，繼而徵詢大學導師的批准。早退或請假申請紙，須呈交院校夥伴計劃辦事處，以作記錄（附錄 D）
- 學員須明白個人假期、婚禮及其他個人事務（包括求職面試）不應與專業教學實習相撞，若非不得已，亦須盡早遞交申請，由課程總監及院校夥伴計劃總監批核
- 假若因病請假或早退，需使用附錄 D 盡早向校方正式申請，及後再通知啟導教師及大學導師

### **衣著方面：**

- 衣著須合乎教師身分，以獲取學生的尊重。尊重學校的規則，不同學校對教師衣著有不同要求（例如有些學校要求男性教師冬季時結領帶，女性教師除了在嚴寒天氣外不可穿長褲）
- 建議仔細留意實習學校的衣著準則，衣著宜略為比一般教職員莊重

### **愛護校內公物：**

- 愛護校內公物、尊重知識版權，不擅取或外洩只供校內使用的教材及電腦軟件。學員可以參考“學員使用有關個人及學院資料指引”
- 如果受訓學員使用了實習學校或其啟導教師設計的教材，受訓學員應該註明其出處

### **學校所委派工作：**

- 透過參與學校的課外活動、教職員會議及學生聚會，融入學校生活
- 受訓學員應主動和啟導教師溝通，並經常知會啟導教師有關教學的進度和所遇到的困難
- 事先跟啟導教師商討你的課堂設計、教材，並正面地接納啟導教師的意見，以作為對課堂教學的充足預備

### **以專業態度與校內所有教師及職工建立工作關係：**

- 在實習學校內與啟導教師及其他職員建立及維持良好的工作關係，表現出你的教學熱忱及主動在實習期間探索及了解一間學校的日常運作
- 保持正面積極的態度，有禮及主動地跟實習學校內其他教職員溝通；同時向其他老師查問能否讓你觀摩其課堂，以增進你的教學體驗
- 跟啟導教師及校內其他職員融洽相處
- 在專業教學實習時，保持願意合作、共同協力、貢獻學校的心態；如此你不單學習成為一名本科教師，更能學會如何活出「教師」這專業身分的理念

### **以專業態度與校內學生互動：**

- 以身作則，為學生建立典範，包括緊守專業操守，如有禮、誠實、守時和有責任感
- 鼓勵在課室內外，與學生聊天、聆聽學生的傾訴；不應與個別學生在校外時間、及在校園以外有個人接觸

- 盡量協助、支援及觀察其他在同一實習學校內受訓學員的表現（包括主修其他科目的學員）
- 鼓勵及認同學生為獨特的個體，促進學生的學習

### **與大學導師的溝通：**

- 大學導師會預早通知受訓學員觀課的時間，受訓學員應把有關的安排預先知會他們的啟導教師，邀請他們一同觀課
- 幫助大學導師在課後與啟導教師及自己即時進行三方的會談
- 如在專業教學實習中遇到不能自決的困難，請即聯絡院校夥伴計劃辦事處或大學導師，以尋求支援和意見

### **惡劣天氣或特殊情況下實習安排：**

- 如在實習期間遇上惡劣天氣或其他特殊情況，請留意教育局公布有關課堂的特別安排。
- 請與實習統籌教師或啟導教師確認惡劣天氣或特殊情況下教師 / 受訓學員的安排。

### **學員使用有關個人及學院資料指引**

（詳情請參閱本手冊英文版 P.25）

# 11. 受訓學員迎新安排及其他注意事項

- 受訓學員將於 9 月中至 9 月底期間聯絡實習統籌教師，以便辦理受訓學員於該學校之開學安排，為 11 月開始的學校體驗作好準備
- 如學校體驗第一天是學校特定活動日或學校假期，則受訓學員應改為翌日前往學校報到
- 如其他日期的學校體驗是特定活動日 (如旅行、探訪或任何於校外舉行的全日學校活動)，則受訓學員應參加及協助是項活動
- 學校體驗校方應向受訓學員明確表示，當學校體驗當天懸掛暴雨警告或 8 號颱風信號，學校一般會作出如何安排。最理想的情況是於受訓學員與實習統籌教師首次見面時能提供有關資訊
- 根據學位教師教育文憑課程的規定，如受訓學員在任何一天的學校體驗申請病假或事假而缺席，將毋須就此補上另一天的學校體驗。我們相信，由於學習體驗會持續進行，受訓學員應可在其後的學校體驗完成之前的「探究任務」。本學院希望每名受訓學員於整段的學校體驗之中，出缺次數不會多於 2 次。如受訓學員患上慢性或嚴重疾病，受訓學員應盡早知會大學導師以作跟進
- 我們建議實習統籌教師及啟導教師，於每一次學校體驗結束前與受訓學員分享及講解當日情況，同時向其簡述於下一次學校體驗所需預備的事宜

## 操守

- 當返回大學校園進行討論及分享時，受訓學員不應提及相關學校及人士的名稱
- 受訓學員不得於 Facebook、Instagram、網誌等社交媒體載述任何與學校體驗及專業教學實習相關的資料 (如展示相片、影音片段及文件)
- 如受訓學員希望確定所需負責處理之事宜，可透過面對面交談、電話、電郵或 WhatsApp 等渠道，與實習統籌教師及啟導教師聯絡溝通

**附錄 A、B、C、D 及 E 將可在院校夥伴計劃網站內下載  
(<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>)。**  
**請注意：**

- 受訓學員可使用附錄 A 及 B 作為課堂設計之參考
- 啟導教師及受訓學員可使用附錄 B 作為反思和回饋的基礎；同時，啟導教師可利用附錄 C(ii)，在整個實習教學期完結時，替受訓學員作出整體專業發展評估
- 若受訓學員在專業教學實習期間需請假一至兩日及未能出席一個或多個課節，他們必須填妥附錄 D，並交回香港大學教育學院院校夥伴計劃辦事處
- 本手冊收錄的附錄 E 只是作為觀課意見回饋之參考。我們亦鼓勵啟導教師使用其校內之觀課意見回饋表，給予受訓學員回應及建議，並可以傳真交回香港大學教育學院院校夥伴計劃辦事處（傳真號碼：2548 0375）；敝辦事處將會把意見回饋表分發予相關學科的大學導師

## 附錄 A

### 課堂督導：教案及反思文件

可在院校夥伴計劃辦事處網站下載：<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>

<b>教案</b>			
日期：	時間：	班別：	焦點：
<b>目標</b>			
讓學生能：			
<b>過去課堂所學</b>			
<b>潛在問題及解決方法</b>			
<b>課堂評估</b>			
<b>教材及輔助工具</b>			
<b>課堂階段</b>			
教學流程	目的	教學模式	時間
<b>第一階段</b> (學生正在做甚麼？教師正在做甚麼？)	(為何教師/ 學生有這些活動？)	一對或一組學生、教師/ 全班、教師/ 學生、學生/ 教師等	
<b>第二階段</b>			
<b>第三階段</b>			
<b>第四階段</b>			
<b>第五階段</b>			
<b>第六階段</b>			
<b>(可盡量運用更多階段或更多頁面，使課堂設計更為完善)</b>			
<b>反思</b>			
哪種教學策略成功？為何成功？這些教學策略對學生帶來甚麼影響？			
哪種教學策略不太成功？為何不太成功？這些教學策略對學生帶來甚麼影響？			
如果重教這一課，我會使用哪些不同的教學方法？為甚麼要這樣的改動？這些改動預計會為學生帶來甚麼影響？			

**附錄 B**  
**簡化教案及反思文件**  
 (供實習期間的課堂設計—手寫及電腦輸入均可)

本文件可在院校夥伴計劃辦事處網站下載：<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>

<b>教案</b>			
日期：	時間：	班別：	焦點：
<b>目標</b> 讓學生能夠：			
<b>前課所學</b>			
<b>潛在問題及解決方法</b>			
<b>課堂評估</b>			
<b>教材及輔助工具</b>			
<b>課堂階段</b>  (可盡量運用更多階段或更多頁面，使課堂設計更為完善)			
<b>反思</b>			
哪種教學策略成功？為何成功？這些教學策略對學生帶來甚麼影響？			
哪種教學策略不太成功？為何不太成功？這些教學策略對學生帶來甚麼影響？			
如果重教這一課，我會使用哪些不同的教學方法？為甚麼要這樣的改動？這些改動預計會為學生帶來甚麼影響？			

## **附錄 C(i)**

### **受訓學員專業表現意見回饋表**

本學院亟欲獲得實習學校，以及所有擔任啟導教師的同業們的合作，就受訓學員在貴校期間的專業操守，向我們提供回饋。

實習學校與本學院之間有著共同信念及承擔，希望每一名受訓學員可在正式入職為專業教師前，展現他們叫人鼓舞、備受認同的專業特質。若受訓學員未達期望的各專業要表，本學院可能將有關學員的職前培訓表現評為未如理想，並保留權利不推薦該名學員完成職前教師培訓課程和資格。

一份根據每位職前教師培訓課程的專業表現回饋表格將郵遞致各學校的校長或實習統籌教師填寫。我們誠邀各位能與相關的啟導教師商議後把表格填妥，以協助敝學院評核各名受訓學員的專業操守。請把完成的表格以傳真（2548 0375）或電郵（partnershipoffice@hku.hk）方式，在限期前，交回香港大學教育學院院校夥伴計劃辦事處：

- 專業教學實習（PP）的中段及尾段時各遞交一份表格

**倘在截止日期後仍未收到 貴校交回有關表格，則假設 貴校對受訓學員的表現感到滿意。**



## 受訓學員專業表現意見回饋表

(請由校長或實習統籌教師填妥)

受訓學員姓名：\_\_\_\_\_

實習學校：\_\_\_\_\_

大學導師姓名：\_\_\_\_\_

修讀課程\*： 學位教師教育文憑課程 (PGDE) [主修：\_\_\_\_\_]**五年制本科課程：** 文學士及教育學士〈語文教育〉—[主修：英文 / 中文] 教育學士及理學士 [主修：物理 / 化學 / 生物]  教育學士及社會科學學士

(\* 請填上 ✓ 或把不適合者刪除)

就讀年級\*：3 / 4 / 5 (不適用於學位教師教育文憑課程) (\* 請把不適合者刪除)

**請就上述受訓學員在下列不同範疇之專業表現，圈出最切合的描述：**

1. 準時到校、上課及出席有關活動。如因病或要事而缺席，能及早知會校方；	滿意 / 不滿意
2. 遵守校規，服裝儀容得體。	滿意 / 不滿意
3. 愛護校內公物、尊重知識版權，不擅取或外洩只供校內使用的教材及電腦軟件；	滿意 / 不滿意
4. 在限期內完成學校所委派的工作，以公平謹慎的態度設計及批改習作和測驗；	滿意 / 不滿意
5. 能夠確保學生在安全的環境上課；尊重校內所有教師及職工，待人禮貌；	滿意 / 不滿意
6. 秉承專業態度與學生相處；處理學生的問題時，公平公正，絕不偏私。	滿意 / 不滿意

若對上述受訓學員的專業表現或個人操守有不滿的地方，請加以描述，以供本學院參考：

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就以上令校方不滿的專業表現或個人操守，本校曾明確通知上述學員。

(請在方格內填上 ✓ 以資確認)

**校長 / 專業教學實習統籌教師 \* 簽署：**\_\_\_\_\_**校長 / 專業教學實習統籌教師 \* 姓名：**\_\_\_\_\_**受諮詢的啟導教師姓名：**\_\_\_\_\_**日期：**\_\_\_\_\_

填妥回饋表格後傳真或電郵至香港大學教育學院院校夥伴計劃辦事處 (傳真號碼：2548 0375；電郵：partnershipoffice@hku.hk)，多謝合作。

回饋表格一般於受訓學員實習中期及完成後填寫，倘有特殊情況，學校亦可利用本表格通知我們，俾便立刻跟進處理。

**倘在截止日期後仍未收到 貴校交回有關表格，則假設 貴校對受訓學員的表現感到滿意。**

## **附錄 C(ii)** **專業教學實習回饋表**

這份表格是供啟導教師給與受訓學員回饋時使用，同時也提供指引，以助受訓學員自我評估，或與同儕討論教學時用。這回饋表亦可讓學員本身和啟導教師，檢討受訓學員在專業教學實習時的整體表現時的基礎。啟導教師和大學導師可根據不同學習課題或重心，為受訓學員不同階段所需，設計適用的表格和觀課架構。

反之，啟導教師及受訓學員可共同商議和撰擬另一回饋表格。

受訓學員完成實習後將會在這份表格上填寫自我反思，完成後會邀請啟導教師批閱，以瞭解是否達成目標及繼續努力的方向。

學員將會自行將完成後的表格遞交到香港大學教育學院院校夥伴計劃辦事處。

## 專業教學實習回饋表

受訓學員姓名：\_\_\_\_\_

啟導教師姓名：\_\_\_\_\_

實習學校：\_\_\_\_\_

大學導師姓名：\_\_\_\_\_

修讀課程\*： 學位教師教育文憑課程 (PGDE) [主修：\_\_\_\_\_]

**五年制本科課程：** 文學士及教育學士〈語文教育〉— [主修：英文 / 中文]

教育學士及理學士 [主修：物理 / 化學 / 生物]  教育學士及社會科學學士

(\* 請填上 ✓ 或把不適合者刪除)

就讀年級\*：3 / 4 / 5 (不適用於學位教師教育文憑課程)(\* 請把不適合者刪除)

(請先填妥這份表格，然後邀請你們的啟導教師閱讀你們的反思及為你們填上評語，以讓你全面瞭解在專業教學實習期間是否完成目標及在哪方面需要繼續努力。)

	1 受訓學員的評語	2 啟導教師的評語
<p><b>課堂規劃</b></p> <p>教學目標、活動安排及進度、教材選擇及採納、課業設計、輔助工具運用、資訊科技使用</p>		
<p><b>課堂實踐</b></p> <p>學科知識：包括課堂傳遞方面是否清晰及準確、課堂設計方面的靈活性</p> <p>課堂語言：包括向學生發問的技巧、給予指示、解釋或回饋</p> <p>課室管理：包括是否了解學生的需要和與學生的互動、師生關係</p>		
<p><b>評估學生學習成果</b></p> <p>能否完成學習目標、學生反應及投入程度、學生課業質素</p>		

	1 受訓學員的評語	2 啟導教師的評語
<p><b>評估受訓教師學習成果</b></p> <p>在上述各點的進行；建立作為教師的身份及讓學生認同學員的教師身份、按各方面的反思而執行教學上的改變之能力</p>		
<p><b>反思</b></p> <p>能否指出自己教學策略中的強項及弱項、能否辨析教學策略為學生帶來的影響、能否建議其他可行及合適的方案、能否經反思教學而學習和持續成長</p>		
<p><b>專業性</b></p> <p>投入程度、態度、與學生及同僚相處的技巧、對非教務工作之參與；及是否願意和樂於接受建議</p>		
<p><b>整體評語</b></p> <p>總結受訓教師的長處、指出仍需努力及改進的地方</p>		

請將填妥的回饋表格傳真、電郵或親身交至香港大學教育學院院校夥伴計劃辦事處（傳真號碼：2548 0375 / 電郵：partnershipoffice@hku.hk/ 香港大學明華綜合大樓北翼 4 樓 420 室），多謝合作。

## 附錄 D

### 實習期間請假申請表

#### (適用於學校體驗及專業教學實習)

備註：

- 在填寫此申請表前請詳閱實習期間請假申請程序 (可參學校體驗及專業教學實習手冊、院校夥伴計劃辦事處網址 [<https://web.edu.hku.hk/sup-partners/professional-practicum/useful-forms-for-download-useful-links>] 或院校夥伴計劃辦事處所發出相關的電郵)
- 無論申請任何遲到、早退或假期，均需要事先提交申請表格
- 如申請三日或以上連續的假期，受訓學員需預先向實習學校校長及課程總監作書面申請
- 如申請病假，受訓學員必須一併遞交醫生紙及此申請表格
- 受訓學員須填妥此表格，連同校長/實習統籌教師的簽署，盡快交回香港大學教育學院院校夥伴計劃辦事處 (請將副本可電郵至 [partnershipoffice@hku.hk](mailto:partnershipoffice@hku.hk)，傳真至 2548 0375 或親身交回香港大學明華綜合大樓北翼 4 樓 420 室)

#### 第一部分：個人資料

學生編號：\_\_\_\_\_ 姓名：\_\_\_\_\_ (英) \_\_\_\_\_ (中)

修讀課程\*： 學位教師教育文憑課程 (PGDE) [主修：\_\_\_\_\_]

五年制本科課程： 文學士及教育學士 (語文教育) 一 [主修：英文 / 中文]

教育學士及理學士 [主修：物理 / 化學 / 生物]  教育學士及社會科學學士

(\* 請填上 ✓ 或把不適合者刪除)

就讀年級\*：3 / 4 / 5 (不適用於學位教師教育文憑課程) (\* 請把不適合者刪除)

實習學校名稱：\_\_\_\_\_

#### 第二部分：遲到或早退詳情 (每一張表格只可用於一個申請，如多於一個申請，請填寫另一張表格)

申請原因：

病假 (詳情：\_\_\_\_\_)

個人假期 (詳情：\_\_\_\_\_)

其他 (詳情：\_\_\_\_\_)

日期	時間	缺席課堂	相關的啟導教師

#### 第三部分：申請人聲明

我同意上述資料將作為審批申請之用途。在審批過程中，如有需要，上述資料可交由經已授權的內部部門處理。

受訓學員簽署：\_\_\_\_\_ 日期：\_\_\_\_\_

#### 第四部分：實習學校同意書

校長/專業教學實習統籌教師\* 簽署：\_\_\_\_\_

(\* 請把不適合者刪除)

實習學校名稱：\_\_\_\_\_

**附錄 E**  
觀課意見回饋表  
( 只作參考用途 )

<b>強項及需要注意事項</b>	
<b>I. 課堂規劃</b>	
<b>II. 學科知識</b>	
<b>III. 教學實踐</b>	
<b>IV. 學生學習環境及支援</b>	

**強項及需要注意事項**

**V. 教學活動及回饋**

**VI. 課後反思**

**整體評語**

## 附錄 F 教師專業操守

請瀏覽以下網站：

1. 請到教育人員專業操守議會的網站 (<http://cpc.edb.org.hk>) 詳閱「香港教育專業守則」。  
中、英文版守則可分別在 [http://cpc.edb.org.hk/tc/code\\_01.htm](http://cpc.edb.org.hk/tc/code_01.htm) 及 [http://cpc.edb.org.hk/en/code\\_01.htm](http://cpc.edb.org.hk/en/code_01.htm) 下載。
2. 由教師及校長專業發展委員會建議的「T-標準 + - 香港教師專業標準參照 (PST)」，請到網站 <https://www.cotap.hk/index.php/tc/t-standard/t-standard-pst> 細閱。

有關教育人員專業操守的更新和信息，請參閱課程 Moodle 中的相關部分。



## 附錄 G

### 學院通訊錄

院校夥伴計劃辦事處	電話	電郵
梁健儀女士 ( 院校夥伴計劃總監 )	2859 1958	kypleunghku.hk
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鄭凱文女士 ( 教學實習聯絡員 )	3917 4731	kittychm@hku.hk
張寶荃女士 ( 教學實習聯絡員 )	3917 2042	denise01@hku.hk
<b>網頁：</b> <a href="https://web.edu.hku.hk/sup-partners">https://web.edu.hku.hk/sup-partners</a> <b>傳真：</b> 2548 0375 <b>電郵：</b> <a href="mailto:partnershipoffice@hku.hk">partnershipoffice@hku.hk</a> <b>辦公時間：</b> 星期一至五早上九時至下午一時及下午二時至六時 * * 公眾假期及大學假期除外		

學位教師教育文憑課程 科目 大學導師		電話	電郵
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最新的學院通訊錄，請參閱我們的網站：  
<https://web.edu.hku.hk/sup-partners>







School-University Partnerships Office  
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