Master of Education –
Teaching Chinese as a Second Language

Teaching Practice Guidelines

2017-18
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Message from the Interim Dean

Warm greetings from the Faculty of Education, University of Hong Kong!

As a Faculty, we adopt a partnership approach to the important work of teacher education and we are committed to forming and maintaining strong partnerships with schools. The key to the success of such partnerships is that they are based on mutual engagement and genuine collaboration. We are both extremely grateful and greatly honoured that you and colleagues from your school and from so many schools in Hong Kong have agreed to work with us in the collective endeavour of nurturing the next generation of teachers.

The development of the teachers of tomorrow is a challenge that we are facing together in partnership. You have so much to offer and we thank you for being prepared to work with our student-teachers during the coming year to share your professional knowledge and experience with them. We value the mentoring role you play in the professional development of these student-teachers. We also appreciate your participation in our teacher education programme through the provision of practicum experience for student-teachers which provides these developing teachers with a diversity of experience to enrich their own learning.

The Faculty of Education is committed to the pursuit of excellence in scholarship, research and professional development. We are interested in joint ventures with networks of schools to enhance research, prepare teachers for the teaching profession, and develop school-based curricula. In striving for curriculum development in our MEd (TCSL), we rely on strengthening partnerships with local and international schools to ensure that our innovations are well-contextualised and grounded in school realities.

This Handbook is intended to serve as a conduit for collaboration between student-teachers, mentor-teachers and university-tutors. We are keen to strengthen professional relationships with experienced mentor-teachers, and we welcome opportunities to work with new mentor-teachers. We look forward to another fruitful year of learning through our partnerships.

Professor David Carless
Interim Dean, Faculty of Education
Message from MEd Programme Director

Dear Students,

On behalf of the Faculty of Education, welcome to the Master of Education programme at the University of Hong Kong. Consistently ranked in the top ten in the field of education worldwide, our Faculty is committed to excellence in research and providing for the professional and scholarly growth and development of our students at both undergraduate and postgraduate levels. Our core mission is to nurture talent and strengthen the competencies of current and future educators, so that you can guide and inspire the next generations of leaders in society. We hope that you are able to make the most of your opportunities while with us, and become active contributors to the vibrant community of educational researchers and practitioners in Hong Kong and elsewhere.

I have no doubt that you will appreciate the consistently high standards of the colleagues who structure your learning in our programme, as well as the valuable opportunities to exchange ideas and collaborate with peers. Our teachers have passion and commitment to developing your knowledge and skills to empower you throughout your career, no matter where it takes you. Another of our strengths is our diversity and global view, providing you with the cross-cultural competence which is vital for success in today’s world. As you will discover, the MEd (TCSL) also attracts in-service and pre-service teachers of Chinese from all over the world. Our community includes students from Hong Kong, mainland China, Singapore and Taiwan. Some students have previous experience teaching Chinese as a second language in South Korea, the Philippines and Thailand. As the only IBO-recognized programme in Asia, our MEd TCSL is benchmarking standards of excellence as a model for other top programmes in this field.

The school experience component within the MEd TCSL specialism will not only offer professional training, but will provide an unparalleled opportunity to expand your intellectual horizon and advance to the forefront of academic innovation through connecting classroom practice with the latest research. The experiences that you are going to have in classrooms in Hong Kong will enable you to develop deep insights regarding the local international school environment, students and teachers’ everyday lives, and organizational challenges and opportunities. Our guidance frameworks connect theory and practice with the intent to empower you with reflective, investigative and analytical skills that will be valuable in your future career. We are confident that the school experience will nurture your aspirations and strategies for excellence and professional growth. We wish you perseverance and success in your study at HKU!

Dr Liz Jackson
Director
Master of Education Programme
Faculty of Education
The University of Hong Kong
Message from Head of Division of Chinese Language and Literature

Dear all,

I am writing this to express my sincere gratitude towards the partnership schools and mentoring teachers that have made the MEd Program Teaching Chinese as a Second Language (TCSL) possible. It is only with your exceptional hospitality and teaching experience that makes the teaching placement program what it is today – one which is unparalleled in Asia. This is unequivocal from the respect this program has earned. In November of 2010, a delegation of the International Baccalaureate (IB) organisation offered graduates of the program unconditional recognition, permitting them to directly apply for International Baccalaureate Teacher Awards I and II. Clearly, it is a reflection of the confidence the organisation holds for our student-teachers, whose well-rounded teaching experiences within IB schools of Hong Kong are integral to the excellence and reliability of the program. We are incredibly fortunate to have this strong working relationship between our program and IB schools, as I believe it continues to redefine the nature of second language Chinese teachers’ education of future generations, affecting those not only in Hong Kong, but across the globe.

The ultimate aim of this program is to integrate theory and practice. For this reason, I would like to encourage our student-teachers to seize this learning opportunity. Realise that this is your moment to apply what you have learnt, and absorb as much as you can from your surroundings. The MEd (TCSL) program is also committed to developing its great distinction in scholarship and research. I urge all of you to approach this program with the mindset of both teacher and researcher – take your research data to reflect upon your teaching, and vice versa. Be humble and thankful to your teacher-mentors, for they are the ones who can guide you to finding a first glimpse into your futures as teachers. The university cannot provide you with the knowledge you reap from first-hand experiences, so make the most of your limited time. Learn from your school, learn from your mentor, learn from your peers, and perhaps most importantly of all, learn from your students!

Dr Doris Law
Head, Division of Chinese Language and Literature,
Faculty of Education
The University of Hong Kong
Message from Course Coordinator

Partnership with schools is vital to our course, because the MEd TCSL emphasizes the integration of theory and practice. The MEd TCSL aims to equip our students with deeper knowledge, insight, and understanding of the specialized area in which they are working or will be working. The MEd TCSL course was initiated and developed in response to the needs of schools, and therefore it will always work closely in partnership with schools to enable our graduates to contribute to the improvement and development of the TCSL field and to meet the needs from educational community.

Partnership not only means working together, but also means sharing the same goals, commitments, and responsibilities to enhance students’ leadership roles and capacities in their field. We treasure our close collaborative relationships with all partner schools and appreciate their wonderful contributions, through providing TP placements and supervision to our student-teachers, to helping our student-teachers develop into professional educators. As the course coordinator, I harbour great gratitude especially to the principals, the Chinese panel chairpersons, and all the mentor-teachers for their contributions in the past and future.

This handbook intends to provide readers not only with basic practical information about the teaching practicum, but also with a message regarding our core expectations of student-teachers – that is, our emphasis on the upholding of ethics and proper conduct in the teaching profession. I believe that communication among different parties involved is the key to ensure a rewarding and meaningful teaching practicum. This handbook should be seen as the beginning of such communication between practicum schools and our faculty. We look forward to a fruitful year of partnership with all participating schools.

Dr Chun Lai
Course Coordinator, MEd TCSL
Faculty of Education
The University of Hong Kong
Teaching Practice Arrangement for MEd (TCSL) Full-time Students

To integrate the knowledge learned at the University with real school experience, students of MEd (Teaching Chinese as a Second Language) are required to complete a core module, Chinese (L2) School-based Curriculum Design and Teacher Professional Practice, which involves two stages of teaching practice: School Attachment Scheme (SAS) and Main Teaching Practice (MTP).

Stage One, School Attachment Scheme, is an initial preparation for the main part of teaching practice (TP). The School Attachment Scheme will run at the second semester, between January and March, and last around six to eight weeks. At this stage, student-teachers will go to schools a minimum of one day per week to do classroom observation and other teaching assistant activities. The aim of this scheme is to familiarize student-teachers with day-to-day teaching practice at international schools in Hong Kong. The specific format and duration of the scheme is subject to the convenience and needs of each participant school.

Stage Two, Main Teaching Practice, is the main part of teaching practice. It will be a block of six to seven weeks of school practice from March to April. At this stage, a student-teacher is suggested to do 6 hours of independent or semi-independent teaching each week in general. The aim of the stage is to engage student-teachers in actual teaching at international schools in Hong Kong. The length and format of each individual lesson is flexible and may vary from school to school. Aside from that, student-teachers will participate in the usual full-time staff activities of the school, such as teamwork, student counseling, and staff meetings, etc.

Both the two stages are fully supervised by school mentor-teachers and TP supervisors of the University. There will be a strong theoretical and practical emphasis on the development of Chinese L2 teachers that supports the L2 acquisition of essential Chinese language knowledge and skills. During their teaching practice, student-teachers are required to compile a self-directed portfolio based on data collected and experience encountered in the school. This portfolio contains a journal, lesson plans and teaching materials developed by the participants during the practicum, self-reflections on lessons taught and feedback from observers. Participants are also required to conduct a research project on teaching of Chinese as a second language.

A detailed TP arrangement for 2017/18 academic year is shown below:

(a) Suggested School Attachment Scheme Duration: January 8 – February 16, 2018

It aims at familiarizing student-teachers with the practicum school environment through undertaking initial class observations and serving teaching/educational assistant duties. SAS includes:

- Meet the Principal
- Meet the TP coordinator or the head of Chinese panel of the school and the mentor-teachers
- Conduct classroom observation and other school activities
- Begin developing practicum portfolio

(b) Suggested Main Teaching Practice Duration: February 26 – April 27, 2018

It aims at engaging student-teachers actively in the teaching process through undertaking independent or semi-independent classroom teaching supervised and supported by their in-school mentors and university supervisors. MTP includes:
• Familiarize themselves with the school environment
• Help individual students
• Help mentor-teachers with preparing teaching material/marketing
• Observe lessons taught by the mentor-teachers
• Undertake formal timetabled teaching
• Continue to develop practicum portfolio
• Conduct a research project under the permit of the school

Practicum Portfolio Requirements

School Attachment Scheme Portfolio

During the school attachment period, student-teachers will focus on enhancing their understanding of the students in the school, school culture and roles/responsibilities of teachers at the school, and picking up techniques related to teaching in the school such as classroom management techniques, lesson and activity design, and teaching pedagogies. Student teachers are required to keep a weekly reflection journal on their experience and perception of their observation there, including what they have learned about the students, what they have learned about being a teacher in the school, what pedagogical knowledge and skills they have picked up during the week. The portfolio should contain:

1) An opening essay that is written before student-teachers start the teaching assistant experience, delineating his/her perception of language teaching and teacher identity;

2) Weekly reflective journals that record what student-teachers have observed about different aspects of teaching and learning, including student-teacher pedagogical and interpersonal relationships, classroom management techniques, teaching techniques, etc.

Teaching Practicum Portfolio

During the main teaching practicum period, student-teachers will focus on refining their understanding of curriculum design and skills in designing and implementing effective lessons and activities. Student-teachers are required to develop a teaching practicum portfolio that consists of their critical evaluation and reflection of three lessons during the teaching practicum. Evaluation and reflection of each lesson should contain:

1) a teaching unit plan which includes more than two lesson plans and rationale for the design;

2) evidences that reflect the performance of implementation lessons (e.g., students’ responses and reactions, videotaped lesson, observation and reflection note); and

3) a reflective paper at the end of the semester reflecting on the change or non-change of perception on language teaching and teacher identity throughout the semester and the things you learned through the teaching assistant experience.
Guidelines for Teaching Practicum

Guidelines for Mentor-Teachers

The following guidelines are recommended:

Roles of Mentor-Teachers

During the teaching practicum, mentor-teachers are normally expected to perform different roles to support, nurture, guide and co-learn with the student-teachers. These roles are:

Mentor-teachers often take on more than one mentoring role (Kwan & Lopez-Real, 2005) during different stages of the teaching practicum. The major mentoring role performed is often related to the learning and personality of the student-teacher, the mentoring experience of the mentor-teacher, practicum expectations and the school culture of the placement school.

Mentoring Role Change over a Period of Time

Mentor-teachers are encouraged to

- change their mentoring role according to the stages of student-teachers’ performance.
- adjust their role to suit the learning curve of student-teachers. (Maynard, 1996)
- shift their mentoring roles as they become more reflective in their own approach to working with student-teachers & university-tutors. (Pollard & Tann, 1993)

Implications of Mentoring Role Change

- Easing off of pragmatic role,
- Strengthening of supportive and complementary role,
- Moving away from one-way process (mentor-teacher to student-teacher) to a two-way interactive process (mentor-teacher & student-teacher) to help relationship building, and
- Leading to professional development of both student-teachers and mentor-teachers.

Mentoring Responsibilities

- Invite student-teachers to observe your teaching. The following arrangements help to make the observation a more effective learning experience:
  - conduct a pre-lesson discussion with the student-teacher to clarify the focus of the lesson, the learning objectives, and the teaching strategies to be used, and to identify key issues for special attention.
  - invite student-teachers to participate in a post-lesson discussion to analyse and reflect on the learning outcomes.
- Supervise student-teachers in the preparation of lesson plans which should include:
  - aims and objectives
  - assumptions about pupils’ prior knowledge in relation to the lesson
  - anticipated problems and solutions
  - criteria for evaluating the success of the lesson (achievement of aims, outcomes of pair and group work, level of class participation in tasks etc)
  - a list of teaching aids and copies of materials
  - detailed lesson staging
- Involve student-teachers in collaborative curriculum development and creative presentation of curriculum materials.
- Observe student-teachers’ lessons as often as possible. The following arrangements facilitate reflective teaching:
  - initiate pre- and post-observation discussions with student-teachers
  - initiate and negotiate the development of a feedback sheet for lesson observation with student-teachers. This kind of personal feedback sheet can give special attention to the needs of student-teachers at different stages, and also provide them
with a record of their achievements, problem areas and ongoing development for inclusion in their portfolios.

- if possible, hold the pre-observation discussion a day before the lesson to be observed so that student-teachers have sufficient time to make adjustments to their original plans if necessary.

- Hold a post-observation discussion soon after the observed lesson. This helps student-teachers reflect on what happened during the observed lesson and rationalise their teaching decisions.

- Participate 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.

- Enrich the school experiences of student-teachers by involving them in activities other than classroom teaching, such as subject panel meetings, school functions and extra-curricular activities to promote an all-round experience of the school environment.

Guidelines for 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’ practicum placements and their performances.

General Support for Student-Teachers and Communication with Mentor-Teachers

- Prepare student-teachers for commitment to professional learning during the teaching practicum.
- Conduct supervisory visits to support student-teachers in learning to teach, with an ongoing focus on professional lesson and pedagogical planning and reflection.
- Co-ordinate with other university-tutors making subsequent visits through feedback notes in student-teachers’ learning portfolio. This will ensure a joint developmental focus.
- Work closely with mentor-teachers to develop a more comprehensive understanding of the overall professional qualities (attitude and pedagogical aspects) of student-teachers.
- Conduct tripartite conferences with mentor-teachers and student-teachers to encourage autonomy and independence through reflection and discussion.
- Ensure student-teachers receive regular and constructive feedback from mentor-teachers.
- Facilitate liaison with schools for developing professional relationships.
- Contribute to mentoring workshops to build professional rapport with beginning mentor-teachers.

Preparation for Supervisory Visits

- Use the information provided on their student-teachers’ timetables to make a list of contact email addresses for the mentor-teachers belonging to the same community of the school.
- Send an email to their student-teachers’ mentors to introduce him/herself, to establish a channel for communication and to personally invite mentor-teachers to co-observe the lessons and to participate in post-lesson conferences.
- Ensure the lessons to be observed are solely prepared and taught by the student-teacher. Mentor-teacher could offer advisory support on the planning of the assessed lessons. However, it must be made clear that the student-teacher’s own planning and teaching
competences can be fully and fairly assessed to demonstrate his/her base-line teaching competencies.

**Conduct of Supervisory Visits**

- Read the feedback notes of mentor-teachers and the previous university-tutors (if they are not from the same person) to ensure a developmental emphasis for the visit.
- Ensure student-teachers have a detailed lesson planning and reflection proforma for supervisory visits. Between visits by university-tutors and mentor-teachers, a simpler proforma can be used for planning and reflection on an ongoing lesson by lesson basis.

- Conduct a short pre-lesson conference to put the student-teacher at ease, and to find out if there is a particular area he/she would like the university-tutor to focus on during the lesson observation (be that formative or summative nature). Avoid giving any negative feedback about the lesson to come at this stage. It may be too late for the student-teacher to make any changes and will almost certainly undermine the student-teacher’s confidence.
- Observe the lesson and make notes on classroom events.
- At the end of the observed lesson, give the student-teacher a few minutes to write down their thoughts. Two areas for focus could be:
  - What were the strengths of the lesson? What effect did these strengths have on the pupils?
  - What would you do differently if you were to do this lesson again? Why? What would be the potential effects of these changes on the pupils?
- Conduct a post-lesson conference during which the university-tutor and the mentor-teacher should encourage the student-teacher to be as reflective as possible by asking questions about classroom events and issues.
- Review and support student-teacher’s portfolio-building with particular focus on their ongoing lesson planning and lesson reflection.
- Give a copy of the feedback sheet to the mentor-teacher and the student-teacher (to be kept in his/her portfolio), and keep a copy for your own reference. Feedback sheets are used as part of the grading meetings and summative documentation at the end of the teaching practicum.

**Guidelines for Student-Teachers**

**Demonstrate 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 and reflect on and follow the two important documents:


2. “Towards a Learning Profession: The Teacher Competencies Framework” proposed by the Advisory Committee on Teacher Education and Qualifications, by visiting the Committee on Professional Development of Teachers and Principals (COTAP) website http://cotap.hk/images/download/ACTEQ_Document_2003-Eng.pdf [Appendix D, pp 24-41]. Student-teachers are particularly asked to observe the Threshold level of descriptive performance in the core domain ‘Professional Relationships and Services’ which has close relation to professional attitudes and behaviours.
Student-teachers may be suspended from and/or fail Teaching Practice if:

- their behaviour is considered by the Faculty or the Teaching Practice school, after due investigation, to be threatening or harmful to school students, teachers, fellow student-teachers or the school;
- 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 Teaching Practice school.

Professional conduct includes:

- Punctuality and good attendance;
- Notifying the school immediately if sick or otherwise unable to attend school / classes;
- Appropriate dress code 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.

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\(^1\) 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: http://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: http://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.

\(^1\) Institution refers to the Faculty, the University and any other units or organisations (both internal and external).
Appendix A  
The University of Hong Kong  
Teaching Practice Feedback by Teacher-mentor/Student-teacher

Name of Student-teacher: ________________________________________________________________
Name of Teacher-mentor (s): ____________________________________________________________
Name of Placement School: ______________________________________________________________
Period of Teaching Practice: From __________ to ________________

Course: MEd Teaching Chinese as a Second Language

Please note: It is not necessary to focus on all areas for every observation. Feel free to negotiate areas your mentee(s) would like to focus on and adapt the feedback sheet as necessary.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to work on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson planning</strong></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Subject matter knowledge: including clarity and accuracy of delivery, flexibility in relation to planning</td>
<td></td>
</tr>
<tr>
<td>- Classroom language: including questioning skills, giving instructions, explanations and feedback</td>
<td></td>
</tr>
<tr>
<td>- Classroom management: including sensitivity to needs of pupils, rapport with pupils</td>
<td></td>
</tr>
<tr>
<td>Evidence of pupils’ learning</td>
<td>Areas to work on</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Achievement of learning aims and objectives, classroom responses, pupils’ participation, quality of pupils’ class tasks and homework</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of student-teacher’s learning</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Improvement in the above areas. Development of teacher presence, formation of teacher identity in the classroom, ability to implement changes following reflective practice</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Reflectivity</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Level of commitment, attitude, interpersonal skills with pupils and colleagues, participation in non-teaching activities, and willingness to take in suggestions</td>
<td></td>
</tr>
<tr>
<td><strong>Overall comments</strong></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><em>A summary of strengths and areas that the student-teacher may need to continue working on</em></td>
<td></td>
</tr>
</tbody>
</table>

A teacher-mentor or student-teacher can use extra sheets or any other kind of forms to provide additional information in need.

The completed feedback profile should be sent to the Partnership Office, Faculty of Education by email (partnershipoffice@hku.hk) or by fax (2548 0375) at the end of the teaching practicum.
Appendix B
List of Practicum Partnership Schools [MEd (TCSL)]

Practicum Partnership Schools are schools who offer on-going placement support to the Master of Education (Teaching Chinese as Second Language) [MEd (TCSL)] Programmes administered by the Faculty of Education, The University of Hong Kong.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Tel</th>
<th>Headmaster</th>
<th>Teaching Practice Coordinator</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese International School</td>
<td>1 Hau Yuen Path, Braemar Hill, HK</td>
<td>2510 7288</td>
<td>Ms Li Bin, Interim Head of School</td>
<td>Dr. Laszlo Varro, Interim Head of Secondary</td>
<td><a href="http://www.cis.edu.hk/about/index.aspx">http://www.cis.edu.hk/about/index.aspx</a></td>
</tr>
<tr>
<td>Creative Secondary School</td>
<td>3 Pung Loi Road, Tseung Kwan O, Sai Kung</td>
<td>23360233</td>
<td>Mr Cheung Siu Ming</td>
<td>Ms Wanita Mou, Vice Principal</td>
<td><a href="http://www.css.edu.hk/">http://www.css.edu.hk/</a></td>
</tr>
<tr>
<td>Diocesan Boys' School</td>
<td>131 Argyle Street, Mongkok, Kowloon</td>
<td>2711 5191 / 2711 5192</td>
<td>Mr Cheng Kay Yen Ronnie</td>
<td>Mr Charles Wu, IB Coordinator</td>
<td><a href="http://www.dbs.edu.hk/">http://www.dbs.edu.hk/</a></td>
</tr>
<tr>
<td>Discovery College</td>
<td>38 Siena Avenue, Discovery Bay, Lantau Island, NT</td>
<td>3969 1000</td>
<td>Mr Mark Beach</td>
<td>Mr James Smith, Head of Secondary</td>
<td><a href="http://www.discovery.edu.hk/">http://www.discovery.edu.hk/</a></td>
</tr>
</tbody>
</table>
School Name: ELCHK Lutheran Academy  
Address: 25 Lam Hau Tsuen Road, Yuen Long, NT  
Principal: Dr Andy, Wa-Chau Fung  
Head of Middle School: Ms Queenie Cheung  
Teaching Practice Coordinator: Ms Melissa Ho, Head of Academic Affairs  
Website: http://www.luac.edu.hk

School Name: German Swiss International School  
Address: 11 Guildford Road, The Peak, HK  
Tel: 2849 6216  
Acting Principal: Ms Grit Cichon  
Head of English Secondary Department: Mr Simon Misso-Veness  
Chinese Panel Head/ Chinese Teacher: Ms Ita Lam  
Website: https://mygsis.gsis.edu.hk/

School Name: International College Hong Kong  
Address: 60 Sha Tau Kok Road, Shek Chung Au, Sha Tau Kok, NT  
Tel: 2655 9018  
Head of School: Mr. Toby Newton  
Website: http://www.ichk.edu.hk/site/

School Name: King George V School  
Address: 2 Tin Kwong Road, Homantin, KLN  
Tel: 2711 3029  
Principal: Mr Mark Blackshaw  
Teaching Practice Coordinator: Mr Mark Poulsum, Vice Principal  
Chinese Panel Head/Chinese Teacher: Ms Jean Zhai  
Website: http://www.kgv.edu.hk

School Name: Li Po Chun United World College of HK  
Address: 10 Lok Wo Sha Lane, Sai Sha Road, Shatin  
Tel: 2640 0441  
Principal: Mr Arnett Edwards  
Teaching Practice Coordinator: Dr Cherrie Cheung and Mr Ronny Mintjens  
Website: http://www.lpcuwc.edu.hk/

School Name: Renaissance College  
Address: 5 Hang Ming Street, Ma On Shan, NT  
Tel: 3556 3556  
Principal: Dr Harry Brown  
Teaching Practice Coordinator: Ms Natasha Williams, Head of Secondary  
Chinese Panel Head/ Chinese Teacher: Ms Ning Dong, Head of Chinese  
Website: http://www.renaissance.edu.hk/
**School Name:** Sha Tin College  
**Address:** No.3 Lai Wo Lane, Sui Wo Road, Fo Tan, NT  
**Tel:** 2699 1811  
**Principal:** Ms Carol Larkin  
**Teaching Practice Coordinator:** Mrs Christine Rowlands, Vice Principal and Mr O’leary Lee  
**Chinese Panel Head:** Ms Danielle Yang, Head of Asian Language  
**Website:** [http://shatincollege.edu.hk/](http://shatincollege.edu.hk/)

**School Name:** Singapore International School  
**Address:** 2 Police School Road, Aberdeen, HK  
**Tel:** 2919 6966  
**Principal:** Mr Tay Hsien Chuan Kelvin  
**Head of Department / Chinese (Secondary):** Ms Tam, Yip & Ms Sherlene Ng  
**Website:** [http://www.singapore.edu.hk/](http://www.singapore.edu.hk/)

**School Name:** South Island School  
**Address:** 50 Nam Fung Road, Aberdeen, HK  
**Tel:** 2555 9313  
**Principal:** Mr. Graham Silverthorne  
**Teaching Practice Coordinator:** Mrs Annette Chapman, and Mrs Carolyn Andrews, Vice Principals  
**Chinese Panel Head/ Chinese Teacher:** Ms Tracy Cheung  
**Website:** [https://www.sis.edu.hk](https://www.sis.edu.hk)

**School Name:** The Canadian International School of Hong Kong  
**Address:** 36 Nam Long Shan Road, Aberdeen, HK  
**Tel:** 2525 7088  
**Head of School:** Mr David Baird  
**Upper School Principal:** Mr. Tim Kaiser  
**Director of Chinese Studies:** Ms Penny Pan  
**Chinese Studies Department Head:** Ms Cecilia Wang  
**Website:** [http://www.cdnis.edu.hk/](http://www.cdnis.edu.hk/)

**School Name:** The Independent Schools Foundation Academy  
**Address:** 1 Kong Sin Wan Road, Pokfulam, Hong Kong  
**Tel:** 2202 2000  
**Head of School:** Dr. Malcolm Pritchard  
**Secondary Principal:** Dr. Eric Jabal, Secondary Principal  
**Director of Chinese Culture and Language:** Dr Levi Gao  
**Website:** [http://www.isf.edu.hk/](http://www.isf.edu.hk/)
<table>
<thead>
<tr>
<th>School Name:</th>
<th>Victoria Shanghai Academy</th>
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<tbody>
<tr>
<td>Address:</td>
<td>19 Shum Wan Road, Aberdeen, Hong Kong</td>
</tr>
<tr>
<td>Tel:</td>
<td>3402 1200</td>
</tr>
<tr>
<td>Head of Academy and Secondary Principal:</td>
<td>Dr. Judith Guy</td>
</tr>
<tr>
<td>Secondary Deputy Principal:</td>
<td>Mr Mark Harrison</td>
</tr>
<tr>
<td>Head of Chinese:</td>
<td>Mr Gary Zhou</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.vsa.edu.hk/en/">http://www.vsa.edu.hk/en/</a></td>
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<th>School Name:</th>
<th>West Island School</th>
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<tbody>
<tr>
<td>Address:</td>
<td>250 Victoria Road, Kennedy Town, HK</td>
</tr>
<tr>
<td>Tel:</td>
<td>2819 1962</td>
</tr>
<tr>
<td>Principal:</td>
<td>Mr. Christopher Sammons</td>
</tr>
<tr>
<td>Head of Chinese Teacher:</td>
<td>Ms Julia Zhu</td>
</tr>
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<td>Website:</td>
<td><a href="http://www.wis.edu.hk">http://www.wis.edu.hk</a></td>
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<tr>
<th>School Name:</th>
<th>Yew Chung International School</th>
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<tbody>
<tr>
<td>Address:</td>
<td>3 To Fuk Road, Kowloon Tong, KLN</td>
</tr>
<tr>
<td>Tel:</td>
<td>2336 3443</td>
</tr>
<tr>
<td>Secondary Co-Principal:</td>
<td>Dr. Lam Tung-fei, Mr. Neal Maxwell</td>
</tr>
<tr>
<td>Teaching Practice Coordinator:</td>
<td>Ally Cao</td>
</tr>
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<td>Website:</td>
<td><a href="http://www.ycis-hk.com/en/">http://www.ycis-hk.com/en/</a></td>
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