Master of Education –
Teaching Chinese as a Second Language

Teaching Practice Guidelines

2016-17
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Message from the 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 and we greatly value the contribution that you and your teacher colleagues make in ensuring that pre-service teachers are well prepared for their chosen profession. You have so much to offer and I 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 and thank you for the mentoring role you will play in the professional development of these student-teachers. We also value the fact that your participation in our teacher education programme through the provision of practicum experience for student-teachers provides these developing teachers with a diversity of experience and practices 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 (TSCL) programme, we rely on strengthening partnerships with international schools to ensure that our innovations are well grounded. With the specific aim of broadening and deepening our relationships with individual schools and school networks, the Faculty has recently created the position of Assistant Dean (School-University Partnerships).

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 through our School Experience programme. We look forward to another fruitful year of learning through our partnerships.

Professor Stephen Andrews
Dean, Faculty of Education
The University of Hong Kong
Message from Assistant Dean (School-University Partnerships)

Thank you for taking time to read this Teaching Practice Handbook. First of all, I would like to decode with you the iconic meaning and implications represented by the graphic shown below to reveal the meaning and essence of School-University Partnerships. Look at the graphic and see if you can work out what it represents from the point of view of a student-teacher, a mentor-teacher and/or a university-tutor. Then I would like to share with you my interpretation of the meanings embedded in the graphic and point to the purpose of this handbook which is to implement teaching practice through collaborative school-university partnership to mentor and prepare initial teachers to teach school pupils how to learn meaningfully.

What do we see from this graphic? There is the image of a circle, framed by two buildings in the background, one of which is the University of Hong Kong and the other a typical Hong Kong school building. Three bubbles inserted into the circumference of the circle contain the words 'Student-teachers', 'Mentor-teachers' and 'University-tutors'. Inside the circle is the picture of many school pupils. Beneath the circle of connected bubbles is a ‘Lotus Pond’ forming the base of the diagram.

What is the symbolism of this graphic and what does the image mean in terms of a philosophy of mentoring and partnership? The landmark ‘Lily Pond’ in The University of Hong Kong represents a nurturing fertile and rich environment to facilitate seed germination, embryonic growth and development into sturdy lotus plants with pretty flowers and nutritious edible stems and seeds.

The shape of the circle with no edges, no pinnacle and no base symbolizes the collaborative, collegial, egalitarian, non-judgmental and harmonious nature of true mentoring relationships between student-teachers, mentor-teachers and university-tutors evolving in constant cycles of action, reflection and learning. There is also the symbolic implication that working together in a relationship of strong partnership between the university and schools generates a mutually beneficial environment for the ultimate benefit of pupils’ learning.

The collaborative approach to the preparation of initial teacher education between Schools and Universities is broadly encompassed in the term ‘Partnerships’ which work on several commonly assumed principles and beliefs.

1. Teacher education programmes are offered by Teacher Education Institutes, such as the Faculty of Education, The University of Hong Kong.
2. Schools offer authentic on-site teaching practicum experiences.
3. Schools and Universities work together to create a holistic environment to share the responsibility of preparing initial teacher education.

4. There is a need to breakdown the myth that the university is an ivory tower of ‘theory’ separate from the school which represents the real ‘practical’ world. In fact, theory and practice should work together so that theory informs practice and practice explains theory.

5. Professional learning and development occurs within all parties concerned.

To actualize the above mentioned principles and beliefs, we wish to promote the concept and practice of a **Whole School Mentoring Support** (WSMS) approach. WSMS is an advocated mentoring approach to school change which has the potential to enhance professional learning of different parties (mentor-teachers, student-teachers, university-tutors and school pupils) and to increase school effectiveness. It is not only a process, but also a philosophy, of professional development through mentoring. The outcomes of this approach involve changes towards a collaborative culture, synergistic relations with one another, and the formation of professional communities of practice.

Through the adoption of this WSMS approach which is mutually beneficial to all the different parties involved, it is hoped that the in-depth collaborations between local schools and HKU’s Faculty of Education could be actualized and strengthened. Such collaboration will lead to the formation of a professional school with quality professional development for practicing teachers and student-teachers, as well as the substantial enhancement of the success of initial teacher education.

It is our intention to actualize the meaning of the graphic and use this Teaching Practice Handbook as a platform for providing information and building collaboration in mentoring student-teachers through their teaching practice. Our Partnership Website ([http://web.edu.hku.hk/community/school-university-partnerships](http://web.edu.hku.hk/community/school-university-partnerships)) acts as a useful platform for exchanging information between schools and our Faculty. It also provides a channel for uploading workshops and seminar details related to mentoring student-teachers.

Partnerships between schools and the university are a multi-faceted, multi-level relationships through which we can mutually grow and develop. I hope you find this Teaching Practice Handbook informative and useful in offering guidelines and suggestions to enable us to actualize the spirit of partnership together. Eventually, it is our hope that schools and the University can work together to achieve, sustain and build upon the partnership through crossing the boundaries of the two communities of practice – that of schools and that of our Faculty of Education.

Dr Tammy Kwan
Assistant Dean (School-University Partnerships)
Faculty of Education
The University of Hong Kong
Message from External Reviewer

I am pleased to offer my encouragement and congratulations to all colleagues taking part in the Master of Education (Teaching Chinese as a Second Language) Teaching Practicum (TP) at the University of Hong Kong, whether as a mentor or programme participant. The strong practice-based approach to this post-graduate qualification ensures that you will all make an important contribution to the emerging field of TCSL.

There is a growing interest globally in the study of Chinese language by second language learners and evidence points to an increasing gap between demand and capacity across countries and regions. At the same time, the relatively under-developed state of the TCSL professional knowledge base and its associated theoretical foundations points to the need for strong partnerships between practitioners and researchers to develop more effective materials and approaches for CSL learners. This highlights the importance of well-structured and purposeful connections between centres of teaching excellence in the field, skilled and experienced mentor-teachers, and post-graduate course providers.

The TCSL practicum is a good example of praxis, connecting relevant language acquisition theories, their operationalization through teaching practice, and the deliberate and considered collegiate reflection on practice through which theories may be further refined and developed. The practicum relies on a foundation of mutual respect, trust, objectivity, thoughtful analysis, and insightful revision. This model elevates the professional conversation between mentor and mentee to a higher level, benefiting both parties in unexpected and exciting ways.

I wish all participants in the practicum a rich and rewarding learning experience.

Dr Malcolm Pritchard
External Reviewer
MEd (TCSL)
Message from MEd Programme Director

Dear Students,

The Master’s degree programme of the world-class caliber offered by the Faculty of Education at the University of Hong Kong will provide you with an exceptional opportunity for professional and scholarly growth as well as career advancement. The core of our mission is to nurture your talent, build your confidence, and strengthen your competencies in teaching, so that you can guide and inspire the next generations of leaders and make difference in the society. We want you to become active contributors to a vibrant community of educational researchers and practitioners in Hong Kong and elsewhere.

I have no doubt that you will appreciate the quality of the learning environment in this programme, the valuable opportunities to exchange ideas and collaborate with your peers, as well as the dedicated guidance and support of your initiatives by our faculty. Our teachers are truly passionate about empowering you with the knowledge and skills that will give you lifelong advantages, as you follow your education and career paths. One of our strengths is our ability to equip our students with cross-cultural competence, which is crucial for success in today’s globalized world. You will be pleased to know that the MEd (TCSL) attracts in-service and pre-service teachers of Chinese from all over the world. Our thriving community includes students from Hong Kong, mainland China, Singapore and Taiwan. Some students have experience of teaching Chinese as a second language in South Korea, the Philippines and Thailand. As the only IBO recognized programme in Asia, the MEd TCSL is benchmarking standards of excellence that match top global programmes of this kind.

The school experience component within the MEd TCSL specialism will not only offer professional training, but also provide an unparalleled opportunity to expand your intellectual horizons and advance to the forefront of academic innovation through systematic and skillful research. The experiences that you are going to have in various classrooms in Hong Kong will enable you to get insights of the local international school environment, students’ and teachers’ everyday lives, and organizational challenges and opportunities. Our guidance frameworks connect theory and practice with 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 Hui Li
Director
M.Ed. 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 Honorary Associate Professor

It is my pleasure to compose this message as an experienced and sometimes fossilized school teacher. ‘Experienced’ in contrast to green hands and ‘fossilised’ to youthful vigour, it is the second attributes in each pair that characterise you, the student teacher. You must feel excited that finally you will roll up your sleeves and get your hands dirty in the real thing. More exciting is the prospect of a good Chinese teacher, when learners of the language increase by the thousand every day.

Teaching practice is not the end but the beginning of a new phase in teacher training. It is the start of a long journey of socialisation into the profession. Schools are a kaleidoscopic world, where most paddle through and a few drown. No one is born a teacher. It takes years of enthusiasm and endurance to survive, strive and thrive. In teaching practice, both mental and physical readiness is necessary to excel. The apprentice is often judged against the master.

Students are all it is about. International students are thinkers, explorers, risk-takers, equality seekers and rebels sometimes, all based on the Western humanities, yet often coloured by their original culture, particularly in the case of Hong Kong. These characteristics are not empty words. They help learning enormously, and at the same time can make our job extremely challenging. To test or conquer the teacher is a common aspiration, only international students bring it to reality more often and more subtly. Gaining control of class is of paramount importance, for our job is largely nurturing whereas passing on knowledge or skills makes a tiny proportion of it. Mutual respect, a civilised manner and a genuine love for the job are all desirable, and so is professional distance from students, because a teacher is not and should not be their friend, at least while teaching them.

Colleagues in international schools are a heterogenic community. Each member joins in for a particular reason. They are an excellent source of professional and life experience, depending on how deep you wish to explore. A mentor is a gift. One does not expect perfection of a gift, but holds gratitude for what is given. If a supervisor speaks with an accent, or is not quite a master of the language, there must be something else worth learning, such as a good command of discipline or skills to motivate students.

We at English Schools Foundation have made Chinese language a core subject for our students throughout the 13 years of education. With no doubt you will bring fresh ideas and energy to a well established programme. You are encouraged to involve in all aspects of school life, such as resource development, co-curricular activities, school camp and non-teaching duties. Only in this way will you be able to grasp the complete picture of our profession. Indeed we do not only teach Chinese, we all teach children. In the process of that we develop ourselves.

Have a great round.

Dr Wang Xiaoping
Advisor for Chinese
English Schools Foundation
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 2016/17 academic year is shown below:

(a) Suggested School Attachment Scheme Duration: January 3 – March 3, 2017

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: March 6 – April 28, 2017
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/marking
- 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 extracurricular 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:


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 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.

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<th>Areas to work on</th>
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<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>
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<tr>
<td><strong>Implementation</strong></td>
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<tr>
<td>-Subject matter knowledge: including clarity and accuracy of delivery, flexibility in relation to planning</td>
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<tr>
<td>-Classroom language: including questioning skills, giving instructions, explanations and feedback</td>
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<tr>
<td>-Classroom management: including sensitivity to needs of pupils, rapport with pupils</td>
<td></td>
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<tr>
<td>Strengths</td>
<td>Areas to work on</td>
<td></td>
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</tr>
<tr>
<td><strong>Evidence of pupils’ learning</strong></td>
<td></td>
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<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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</tr>
<tr>
<td><strong>Evidence of student-teacher’s learning</strong></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Reflectivity</strong></td>
<td></td>
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<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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<tr>
<td><strong>Professionalism</strong></td>
<td></td>
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<tr>
<td>Level of commitment, attitude, interpersonal skills with pupils and colleagues, participation in non-teaching activities, and willingness to take in suggestions</td>
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</tbody>
</table>
###Overall comments

A summary of strengths and areas that the student-teacher may need to continue working on

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas to work on</th>
</tr>
</thead>
</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: Australian International School</th>
<th>Address: 3A, Norfolk Road, Kowloon Tong, HK</th>
<th>Tel: 2304 6078</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Mr. Howard West, Assistant Principal, Secondary Mr. Chris McCorkell, Dean of Studies, Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Panel Head/ Chinese Teacher: Ms Joanna Lang, Head of Chinese Panel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website: <a href="http://www.aishk.edu.hk/secondary/">http://www.aishk.edu.hk/secondary/</a></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name: Chinese International School</th>
<th>Address: 1 Hau Yuen Path, Braemar Hill, HK</th>
<th>Tel: 2510 7288</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headmaster: Mr Sean Lynch</td>
<td></td>
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</tr>
<tr>
<td>Teaching Practice Coordinator: Ms. Li Bin, Deputy Head of School; Mr Justin Alexander, Head of Secondary</td>
<td></td>
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<tr>
<td>Website: <a href="http://www.cis.edu.hk/about/index.aspx">http://www.cis.edu.hk/about/index.aspx</a></td>
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<table>
<thead>
<tr>
<th>School Name: Creative Secondary School</th>
<th>Address: 3 Pung Loi Road, Tseung Kwan O, Sai Kung</th>
<th>Tel: 23360233</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Mr Cheung Siu Ming</td>
<td></td>
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</tr>
<tr>
<td>Teaching Practice Coordinator: Ms Wanita Mou, Vice Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Panel Head/ Chinese Teacher: Ms Candice Chen, Head of Chinese; Ms Lanny Tsou, Deputy Head of Chinese Faculty &amp; NCS Chinese Coordinator</td>
<td></td>
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<tr>
<td>Website: <a href="http://www.css.edu.hk/">http://www.css.edu.hk/</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name: Diocesan Boys’ School</th>
<th>Address: 131 Argyle Street, Mongkok, Kowloon</th>
<th>Tel: 2711 5191</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: Mr Cheng Kay Yen Ronnie</td>
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<tr>
<td>Teaching Practice Coordinator: Mr Charles Wu, IB Coordinator</td>
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<tr>
<td>Chinese Teacher: Dr. Joyce L.Y. Chan (Senior Form) Dr. Joyce L.Y. Chan (Senior Form) Ms. C.M. Tong (Deputy) Ms. L.K. Lam (Junior Form) Ms. Erica H.N. Yuen (Deputy)</td>
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<tr>
<td>Website: <a href="http://www.dbs.edu.hk/">http://www.dbs.edu.hk/</a></td>
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<td></td>
</tr>
<tr>
<td>School Name</td>
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</tr>
<tr>
<td>Discovery College</td>
<td>38 Siena Avenue, Discovery Bay, Lantau Island, NT</td>
<td>3969 1000</td>
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<tr>
<td>Hong Kong Academy</td>
<td>12 Ka Wai Man Road, Kennedy Town, Sai Wan, Hong Kong</td>
<td>2655 1111</td>
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</tr>
<tr>
<td>German Swiss International School</td>
<td>11 &amp; 22 Guildford Road, The Peak, HK</td>
<td>2849 6216</td>
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<tr>
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</tr>
<tr>
<td>International College Hong Kong</td>
<td>60 Sha Tau Kok Road, Shek Chung Au, Sha Tau Kok, NT</td>
<td>2655 9018</td>
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<tr>
<td>Island School</td>
<td>20 Borrett Road, Mid-Level, HK</td>
<td>2524 7135</td>
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<tr>
<td>King George V School</td>
<td>2 Tin Kwong Road, Homantin, KLN</td>
<td>2711 3029</td>
</tr>
</tbody>
</table>

Website links:
- [Discovery College](http://www.discovery.edu.hk/)
- [Hong Kong Academy](http://www.hkacademy.edu.hk/)
- [German Swiss International School](https://mygsis.gsis.edu.hk/)
- [International College Hong Kong](http://www.ichk.edu.hk/site/)
- [Island School](http://www.island.edu.hk/)
- [King George V School](http://www.kgv.edu.hk)
<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Tel</th>
<th>Principal</th>
<th>Teaching Practice Coordinator</th>
<th>Chinese Panel Head/ Chinese Teacher</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Li Po Chun United World College of HK</td>
<td>10 Lok Wo Sha Lane, Sai Sha Road, Shatin</td>
<td>2640 0441</td>
<td>Mr Arnett Edwards</td>
<td>Dr Cherrie Cheung</td>
<td></td>
<td><a href="http://www.lpcuwc.edu.hk/">http://www.lpcuwc.edu.hk/</a></td>
</tr>
<tr>
<td>Renaissance College</td>
<td>5 Hang Ming Street, Ma On Shan, NT</td>
<td>3556 3556</td>
<td>Dr Harry Brown</td>
<td>Ms Carol Larkin, Head of Secondary</td>
<td>Mr Huiling Yu, Head of Chinese</td>
<td><a href="http://www.renaissance.edu.hk/">http://www.renaissance.edu.hk/</a></td>
</tr>
<tr>
<td>Sha Tin College</td>
<td>Lai Wo Lane, Sui Wo Road, Fo Tan, NT</td>
<td>2699 1811</td>
<td>Mr. Marc Morris</td>
<td>Mr. Paul Hoang (for Senior School)</td>
<td>Ms Danielle Yang, Head of Asian Language</td>
<td><a href="http://shatincollege.edu.hk/">http://shatincollege.edu.hk/</a></td>
</tr>
<tr>
<td>Singapore International School</td>
<td>2 Police School Road, Aberdeen, HK</td>
<td>2919 6966</td>
<td>Mr. Pek Wee Haur</td>
<td>Ms Tam, Yip &amp; Ms Sherlene Ng</td>
<td></td>
<td><a href="http://www.singapore.edu.hk/">http://www.singapore.edu.hk/</a></td>
</tr>
<tr>
<td>South Island School</td>
<td>50 Nam Fung Road, Aberdeen, HK</td>
<td>2555 9313</td>
<td>Mr. Graham Silverthorne</td>
<td>Mrs. Carolyn Andrews, Vice Principal, MYP Coordinator</td>
<td>Ms Tracy Cheung</td>
<td><a href="https://www.sis.edu.hk">https://www.sis.edu.hk</a></td>
</tr>
<tr>
<td>School Name</td>
<td>Address</td>
<td>Tel</td>
<td>Upper School Principal</td>
<td>Chinese Panel Head</td>
<td>Website</td>
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<tr>
<td>The Canadian International School of Hong Kong</td>
<td>36 Nam Long Shan Road, Aberdeen, HK</td>
<td>2525 7088</td>
<td>Mr. Timothy Kaiser</td>
<td>Ms Penny Pan</td>
<td><a href="http://www.cdnis.edu.hk/">http://www.cdnis.edu.hk/</a></td>
<td></td>
</tr>
<tr>
<td>The Independent Schools Foundation Academy</td>
<td>1 Kong Sin Wan Road, Pokfulam, Hong Kong</td>
<td>2202 2000</td>
<td>Dr. Malcolm Pritchard</td>
<td>Dr. Levi Gao</td>
<td><a href="http://www.isf.edu.hk/">http://www.isf.edu.hk/</a></td>
<td></td>
</tr>
<tr>
<td>Victoria Shanghai Academy</td>
<td>19 Shum Wan Road, Aberdeen, Hong Kong</td>
<td>3402 1100</td>
<td>Dr. Judith Guy</td>
<td>Mr Gary Zhou</td>
<td><a href="http://www.vsa.edu.hk/en/">http://www.vsa.edu.hk/en/</a></td>
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</tr>
<tr>
<td>West Island School</td>
<td>250 Victoria Road, Kennedy Town, HK</td>
<td>2819 1962</td>
<td>Mr. Christopher Sammons</td>
<td>Ms Julia Zhu</td>
<td><a href="http://www.wis.edu.hk">http://www.wis.edu.hk</a></td>
<td></td>
</tr>
<tr>
<td>Yew Chung International School</td>
<td>3 To Fuk Road, Kowloon Tong, KLN</td>
<td>2336 3443</td>
<td>Dr. Lam Tung-fei, Mr. Neal Maxwell</td>
<td>Dr. Troy Lui</td>
<td><a href="http://www.ycis-hk.com/en/">http://www.ycis-hk.com/en/</a></td>
<td></td>
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