

Strategic Plan 2009-12 and Beyond  
**Planning for the Future  
Making a Difference**

策略發展計劃 跨越 2009-12  
籌劃未來 ● 騰飛新天

TRANSFORMING

People-  
Students &  
Graduates

Schools &  
Community

Regional Education  
Landscape

Capacity

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## Vision 願景

We aim to be a leading university in the Asia Pacific region, focusing on Education and complementary disciplines, and recognized for our excellence in nurturing competent and caring professionals and the impact of our scholarship.

本校矢志成為亞太地區一所以教育及相關學科為核心的先導大學，通過培育具專業才能、關懷社羣的優秀人才，追求卓越學術成就，貢獻社會。





## Mission 使命

Education creates knowledge, understanding and the capacity to transform life and society. The primary mission of the Hong Kong Institute of Education is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform.

We seek to provide a multidisciplinary learning and research environment conducive to the pursuit of knowledge, free thinking and free speech, advocacy in policy and practice, and the promotion of rationality and diversity. We prepare our students to become competent professionals who can integrate theory and practice, and who are intellectually active, socially caring, and globally aware. Our research will contribute to the advancement of knowledge, scholarship and innovation, with sustainable impact on social progress and human betterment.

教育可創造知識，促進理解，提升轉化生命與改革社會的能力。香港教育學院首要使命是促進及支持香港教師教育的策略發展，培訓優秀教育工作者及支援其終身學習，並領導教育的創新與變革。

我們致力提供多學科教研環境，促進知識探索、思考與言論自由、政策倡議與實踐，並推動理性與多元化發展。我們培養學生成為知行合一、敏於思考、關懷社會及放眼世界的優秀專業人才。我們的研究有助提升知識、學術與創新，務求對社會與人類發展作出不懈的貢獻。

## Chairman's Foreword



In an era of globalization and rapid social, technological and economic changes, education plays an even more critical role in leading the social and economic development of different countries and societies. As Hong Kong lacks natural resources, only human talent can ensure the ongoing success and competitiveness of our city, and cultivating talent starts with education. Therefore, education holds the key to Hong Kong's future.

Amidst these profound developments, the role of teachers as agents of change has become more strategic and more challenging than ever. The Hong Kong Institute of Education is proud to carry out the mission of promoting and supporting the strategic development of teacher education in Hong Kong by preparing our students for their future roles as quality educators, supporting them in their lifelong learning, and playing a leading role in education innovation and reform in our community. Guided by this new Strategic Plan, I am certain the Institute will play an even more prominent role in leading research and development of education not only in Hong Kong, but also on the Mainland and the broader Asia Pacific region.

And, with the support of the Government and the education community, and the joint efforts of the senior management, staff, students and the alumni, I have every confidence that the Institute will achieve its goal of becoming an education-focused, multidisciplinary, and research-strong University of Education.

A handwritten signature in black ink, appearing to read 'Pang Yiu-kai', written over a horizontal line.

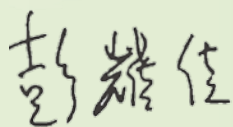
**Mr Pang Yiu-kai, SBS, JP**  
Chairman of the Council

## 校董會主席前言

踏入全球化年代，社會、科技及經濟發展瞬息萬變。在不同國家社會中，教育帶動社會及經濟發展的角色日趨重要。香港本身缺乏天然資源，人才是確保不斷成功和保持競爭優勢的關鍵所在，而培育人才，則必先由教育入手。因此，香港的未來繫於教育。

面對前景，教師作為推動社會變革的力量，其角色愈加吃重，挑戰也更形艱巨。此時此際，香港教育學院能夠履行使命，為推動和支持香港教師教育的策略發展，略盡綿力，實深感自豪。我們致力於培育優秀的教育工作者，支援他們的終身學習，帶領本港的教育創新變革。以此《策略發展計劃》為藍本，我深信本校今後在推動香港、內地以至亞洲地區的教育研究及發展，定能發揮更大影響力。

在香港特區政府及教育界的鼎力支持下，加上本校管理層、教職員、學生及校友的同心協力，我深信香港教育學院邁向一所以教育為本、提供多元學科兼具研究實力的教育大學，指日可待。



校董會主席  
彭耀佳先生, SBS, JP

## President's Message



It is my great pleasure to launch this Strategic Plan when the Hong Kong Institute of Education enters its 15th Anniversary and is embarking on exciting developments geared towards becoming a University of Education. Building on our *Development Blueprint - Becoming a University of Education* released in 2007, this Strategic Plan has reviewed the planning context, embraced the 'Education-plus' concept and enhanced the priority areas. It has also drawn reference to the recommendations of the Report of the University Grants Committee (UGC)'s Review Group on the future development of the Institute.

The theme of the Strategic Plan is 'Planning for the Future, Making a Difference'. It reflects our continued commitments in nurturing a new generation of professional trained teachers with the qualities to meet the constantly changing demands of the 21st century, raising the quality of education in schools and the community through our research and development activities and policy advocacy, and making an impact on education development in the Mainland and the Asia Pacific region. We seek to broaden the range of programme offerings at different levels and to enrich the campus learning environment within a multidisciplinary setting that emphasizes whole-person development.

In the process of drawing up this Strategic Plan, we have held wide consultations with the Council members, academic, teaching and administrative staff, students, and external stakeholders. I would like to thank them for their most valuable inputs to the identification of key strategies needed to meet the new challenges ahead.

With the Government's and UGC's support, the Institute has now set a clear direction in transforming itself to become an education-focused, multidisciplinary, and research-strong University of Education. The Institute has come a long way since 1994 in building up its strength to become the strongest critical mass in education in Hong Kong. We are confident that we are able to rise to new challenges and to make a difference to the educational landscape of Hong Kong and the wider region.

A handwritten signature in black ink that reads "Anthony Cheung". The signature is written in a cursive, flowing style.

**Professor Anthony B.L. Cheung, GBS, JP**  
President



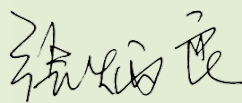
## 校長的話

在香港教育學院踏入十五周年，並朝向教育大學目標努力邁進之際，能適時公布本校嶄新的《策略發展計劃》，我深感欣喜。此策略發展計劃建基於2007年本校制訂的《發展藍圖—邁向教育大學》策略文件，並以「教育為本，超越教育」為指導理念。在擬訂過程中，檢視了各項優次項目及規劃背景因素，還參考了早前大學教育資助委員會檢討工作小組報告就教院未來發展而提出的建議。

《策略發展計劃》的主題是「籌劃未來，騰飛新天」，正好反映我們一直所秉持的承諾，即致力培育能迎向21世紀不斷變化的新一代專業教師，藉本校研究發展的工作及政策倡議，進一步提升學校及社區的教育素質，並為中國與亞洲地區的教育作出貢獻。我們致力開辦更多樣化的課程，提供更多元化的修讀科目，以豐富校園學習環境，推動學生的全人發展。

在擬訂這份《策略發展計劃》時，曾廣泛諮詢校董會成員、教職員、學生及外界持份者。他們提出的寶貴意見，有助於確立主要策略的定位，讓本校能迎向未來新挑戰。本人對此由衷感謝。

在政府和教資會的支持下，香港教育學院現有更清晰的發展方向，矢志邁向一所教育為本、提供多元學科及具備研究實力的教育大學。自1994年建校以來，本校已有長足進展，至今，我們已成為香港教育強大的、不可忽視的中流砥柱。我們充滿信心迎接新挑戰，為香港及亞洲地區的教育發展開創新貌。



校長  
張炳良教授, GBS, JP



# The Planning Context

## 規劃背景

### History and Achievements

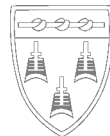
The Institute is a self-accrediting publicly-funded institution primarily offering degree and postgraduate level programmes in Education. Despite its short history, it has inherited a rich legacy from the previous Colleges of Education which laid a strong foundation for teacher education in Hong Kong. We are the main provider of school teachers in Hong Kong – 80% of trained kindergarten teachers, 84% of primary school teachers, and 30% of secondary school teachers are our graduates. Our graduates are very well received by schools. We are recognized as a pioneer in early childhood and primary education, and also in civic education, special needs and inclusive education and vocational education.

With more than 400 academic and teaching staff, we have the largest critical mass of education experts in Hong Kong, and one of the largest in the region. More than 90% of the academic staff possess doctoral qualification. We have a strong tradition in applied research and development, which integrates research with teaching, professional practice and community service. We have become increasingly active in interdisciplinary research that informs education policy, practice and innovation. Our 130,000-strong alumni (including those of former Colleges of Education) form a strong education force in the community.

### 歷史與成就

香港教育學院為一所政府資助、具備「自我評審」資格的高等學府，主要提供學士及以上程度的學位課程。本校歷史雖淺，但卻傳承了前師範院校在教師教育的深厚基礎。目前全港80%受訓幼稚園教師、84%小學教師及30%中學教師，皆為本校畢業生，表現深受好評。本校更被視為推動幼兒教育、小學教育、公民教育、特殊與融合教育及職業教育的先驅。

本校現有約400名教研人員，超過90%的學術人員具博士學歷，為全港以至區域內滙聚最强的教育專家隊伍之一。此外，我們在應用研究與發展方面根基深厚，融滙研究於教學、專業實踐與社區服務。我們又致力跨學科研究，以研究成果影響教育政策、專業實踐與創新。連前身師範院校在內，本校共有13萬名校友，為香港教育界的中流砥柱。



## Becoming a Multidisciplinary University of Education

We now have a stronger capacity to achieve our well-defined mission and become a University of Education with a diverse scope of teaching, research and community activities. In the University Grants Committee *Report of the Review Group on the Hong Kong Institute of Education's Development Blueprint* (2009), it is recommended that the Institute should “develop into a multidisciplinary institution with a focus on Education and other complementary disciplines, primarily offering undergraduate and postgraduate degree programmes and undertaking research and research training” (p.6).

This is in line with our ‘Education-plus’ concept - to extend and strengthen key discipline areas, in addition to our excellence in professional education studies. To move ahead, we will broaden our array of academic disciplines and programme offerings, enhance our academic capacity, improve our research infrastructure, and promote our research culture and impact. As observed by the Review Group, the Institute has “great potential to advance to a significant new level of achievement and standing” (p.7).

## 邁向多學科教育大學

本校已具備雄厚實力及明確使命，邁向成為一所多學科、研究與服務社會並重的教育大學。2009年大學教育資助委員會（教資會）在有關《香港教育學院《發展藍圖》檢討工作小組報告》中，建議本校「發展成為一所着重教育及提供其他相關學科的多學科院校，主要開辦學士及以上程度學位的課程，並進行研究與研究培訓。」（見報告第六頁）

上述建議與本校倡議的「教育為本，超越教育」理念不謀而合，即在卓越專業教育課程的基礎上，加強相關學科的發展。本校將增加學科及課程類別，不斷提升學術水平，完善研究架構及促進研究文化與影響力。誠如檢討工作小組所說，本校「具備長足發展，並取得重大成就的潛力」。（見報告第七頁）



## The New Education Landscape

In an era of globalization and rapid social, technological and economic changes, education is no longer confined to preparing students for predictable futures. The key task of education today is to contribute to human capacity development that will meet new challenges. The younger generation needs to be provided with a broad-based, multidisciplinary and change-oriented education that will enable them to contribute to intercultural understanding and the development of a democratic and just society within a sustainable environment. Schools must serve a more diverse student population. We seek to meet the changing needs of schools through supporting teachers' professional development, facilitating classroom change, developing a research-based culture in schools, and enhancing school and teacher leadership capabilities.

As Hong Kong enters the New Academic Structure for Senior Secondary Education and Higher Education, commonly known as the '334' academic structure, we will support curriculum reform and innovation, and the use of new learning methods. We will also strengthen our pivotal role

## 教育新面貌

踏入全球化年代，社會、科技與經濟發展瞬息萬變，教育的要務是提升個人潛能，以迎接不斷的新挑戰。因此，我們需為年青一代提供具廣博視野、多學科及變化導向的教育，使他們能夠為促進文化共容及在可持續環境下發展民主公義社會作出貢獻。學校須照顧背景與能力迥異的學生之需要。鑑於學校需求不斷轉變，我們亦作出相應配合，包括支援教師專業發展，促進課堂學習模式變革，孕育學校研究文化，以及提升學校與教師的領導能力。

香港正推行「三三四」高中及高等教育新學制，我們會支援課程改革與創新，並推展新的學習方法。我們亦會發揮本校優勢，提升幼兒教育的專業水平。現時，全球已







in raising the professional standards in early childhood education. The trend towards an ageing population in the developed world has increased needs for lifelong learning and self-enrichment opportunities. There are also needs beyond the conventional school sector for the education of teachers in higher education institutions and trainers in the workplace.

## Serving Hong Kong's Role as an Education Hub

As the Institute evolves into a full-fledged University of Education, we will play a more active role in leading education development in the Mainland of China and the broader Asia Pacific region, and contribute actively towards Hong Kong's new positioning as an education hub, with particular respect to the fast-growing Pan-Pearl River Delta Region where education services are in great demand. We will lead the region in the development of innovative teaching, new learning and scholarship, set international benchmarks and pioneer innovative practices. As we respond to society's demands for quality teachers, we also look beyond conventional school contexts to a broader learning society in the new knowledge era.

發展地區的人口日趨老化，意味終身學習與自我增值的需求亦相應增加。在常規的學校教育以外，高等院校及職場的師資培訓也日益受到重視。

## 香港成為教育樞紐

本校正逐步發展成為一所完備的教育大學，對推動中國內地與亞太區域的教育發展，以及香港作為教育樞紐的定位，將擔任更積極的角色。鑑於泛珠三角地區發展迅速，對教育服務需求甚殷，我們將致力促進區內教學創新與學術研究，樹立標準及倡導變革。在培訓優質教師的同時，我們更將視野從常規學校範疇擴展至更廣泛的學習型社會，以迎接知識新紀元。





## Strategic Areas 策略範疇

# Transforming People - Our Students and Our Graduates

## 塑造人才 — 學生與畢業生

Education matters, for it has the capacity to improve lives and transform communities in the world. In education, teachers matter. The key to a successful school system is this: get the right people to become teachers, and develop them into effective teachers. We prepare our students to become competent, healthy and caring professionals, with intellectual enthusiasm, social commitment and global awareness. These are supported by a broad and multidisciplinary knowledge base which integrates theory and practice. Our curriculum is designed with a view to developing valued attributes of ideal graduates within the following four learning domains: character and moral responsibility; competence and professional excellence; cultivation of wisdom and intellectual engagement; and civic-mindedness and social responsibility. Each of our graduates can be an agent for change and a source of inspiration for the next generation.



教育影響深遠。在世界各地，教育可改善生活，改造社會。至於教育成敗，則繫於教師。學校制度的成功關鍵是：讓合適的人成為教師，並培育他們成為高效教師。本校培育學生成為能力卓越、身心健康、充滿關愛的專業人才，他們熱切追求學問，具社會承擔，並且關心世界。配合上述目標，我們提供廣博而多學科的知識基礎，並融合理論與實踐。為培育優秀的畢業生，本校的課程設計涵蓋以下四個學習範疇：個人品格與道德責任；多元能力與專業卓越；智慧培育與思維發展；公民意識與社會責任。每一位畢業生，均能推動變革，啟迪後進。



## Grooming educational professionals through broad-based curriculum with diversified learning experiences

### 提供廣博課程、多元學習經驗，塑造教育專才

- ▶ Provide a full array of academic programmes mainly at undergraduate and postgraduate levels, as well as professional development courses, within a well-articulated qualification continuum framework.

在持續資歷銜接的架構下，提供一系列課程—以學士及以上程度課程為主，專業進修課程為輔。
- ▶ Redesign our undergraduate curriculum in preparation for the new '334' academic structure, to encompass:
  - an integrated and broadened learning framework that acknowledges the global vision and ongoing challenges that characterize Hong Kong;
  - an outcome-based approach in curriculum design with integrated learning;
  - a credit-based modular structure with different learning pathways to cater for multiple students' needs, career aspirations and lifelong learning;
  - total learning experience embracing an enriched campus life and a full range of co-curricular learning experiences that widen students' horizon both locally and abroad; and
  - extended opportunities for internship and mentorship in both school and non-school settings.
- ▶ Diversify our range of undergraduate programme offerings in disciplines complementary to Education, including Language and Literature, Creative Arts and Culture, and Humanities and Social Sciences.

為迎接「三三四」新學制，重新設計本校本科課程，提供：  
  
廣博的綜合學習框架，促進國際視野，迎接香港的新挑戰；  
課程以學習成果為導向，並輔以綜合學習元素；  
在學分制基礎上，讓學生選擇不同學習路徑，以配合其專業抱負及終身學習的需要；  
整全的學習經驗，包括豐富的校園生活及多樣化的聯課學習活動，以擴闊學生的本土及海外視野；及  
在學校內外環境，提供更多實習及啓導機會。
- ▶ Introduce a number of double degrees in Education and a cognate discipline, including joint degrees to be offered with other higher education institutions.

開辦多項與教育相關的本科課程，涵蓋語文及文學、創意藝術及文化與人文及社會科學等領域。  
  
開辦教育及相關學科的雙學位課程，並與其他高等院校合辦學位課程。
- ▶ Increase the knowledge transfer and application value of our programmes by enriching them with the latest developments in research, and having our research centres working in unison with teaching departments.

促進知識轉移與提升課程的應用價值，以最新的研究成果支援教學，並加強研究中心與學系之間的合作。





## Assuring quality education 確保優質教育

- ▶ Realign our quality assurance and enhancement systems to meet the needs of newly devolved academic and decision-making structures.

重整本校質素保證與提升機制，以配合學術與決策權責下放的發展方向。
- ▶ Lead in student-focused and outcome-based learning through the promotion of innovative curriculum design, the application of Information and Communication Technology, new pedagogies and assessment that facilitates learning.

藉推廣創新課程設計、資訊科技及有助促進學習的嶄新教學與評估方法，倡導學生為本及成果導向的學習模式。
- ▶ Implement a proactive language policy in support of our undergraduate students' acquiring biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) competencies, through a range of measures designed to create and sustain a trilingual campus.

締造三語並重的校園，加強本科生兩文（中文及英文）和三語（廣東話、普通話與英語）的能力。
- ▶ Move towards a quality enhancement culture that will create an environment of self-regulating continuous improvement.

提倡優質文化，建立自我完善、力求精進的學風。
- ▶ Design incentive systems that will recognize outstanding contributions to the enhancement of teaching and learning as well as to the development of support services that enhance student learning.

設立獎勵機制，對在提升教學與支援學生學習方面表現優異的員工，予以表揚。



## Nurturing students to be intellectually active, socially caring and globally aware

### 培育學生敏於思考、關懷社會、放眼世界

- ▶ Foster students' whole person development and holistic learning experience, and nurture their leadership capacities through formal and informal educational experiences in both local and cross-cultural contexts.  
透過本土與跨文化環境的正規及非正規的教育體驗，促進學生的全人發展與整全學習經驗，並培養其領導能力。
- ▶ Support our students to become independent, analytical, critical and creative learners and thinkers through curriculum design and campus activities.  
透過課程設計與校園活動，培育學生能獨立思考，具分析、批判與創意思維能力。
- ▶ Broaden our students' national and international outlook through diversification of the student population, development of cross-cultural and multi-ethnic understanding, and attachment experience in the Mainland and overseas.  
擴闊生源，促進跨文化與多元種族認知，推展與內地及海外交流，以拓展學生的國家及國際視野。
- ▶ Provide a rich and collaborative learning environment, including the Learning Commons that integrates library, technology and other campus services, which is conducive to social and intellectual engagement, appreciation of arts and culture, commitment to environmental sustainability, and care for the community and humanity.  
提供豐富的協作互動學習環境，整合圖書館、科技與其他校園服務，形成「學習共享空間」，以鼓勵學生投入社羣作學術交流，提升藝術文化鑑賞力，支持可持續發展意識及關懷社區與人類福祉。

## Advancing postgraduate education and training future researchers

### 發展本科後深造課程，培訓未來研究人才

- ▶ Expand the variety of specializations within our Master and Doctor of Education degree programmes to meet local and regional in-service needs.  
擴展教育碩士與博士課程，以配合本地與鄰近地區在職教師進修的需要。
- ▶ Develop International Executive Master of Arts and Doctor of Education degrees in collaboration with overseas universities, to respond to the rising international demands for senior-level professional education.  
與海外大學合作開辦國際高級行政人員文學碩士 / 教育博士課程，以回應國際上對高級專業教育人才的熱切需求。
- ▶ Train future researchers through active research postgraduate degree programmes at MPhil and PhD levels within our main areas of research expertise, benchmarked against international standards.  
就本校專長的主要研究領域，開辦達國際水平的哲學碩士及哲學博士程度研究生課程，以培育研究人才。



## Promoting the teaching profession and working with our graduates

### 與畢業生攜手並肩，提升教師專業

- ▶ Enhance public recognition with regard to the professional commitment and achievements of our graduates. 讓公眾認識本校畢業生在教育專業所作出的貢獻與成就。
- ▶ Strengthen links to our alumni and involve them in our teaching and learning, professional development, student mentoring, and institutional advancement activities. 邀請校友參與本校的教學工作、學生啓導事務及其他拓展活動。
- ▶ Support our alumni in their education work and open up campus facilities to them. 支援校友的教育工作，並開放校園設施供其使用。
- ▶ Develop students' attitudes and skills towards ongoing professional development, so that future teachers will also be researchers with the capacity to enhance the scholarship of teaching in the community. 培養持續專業發展的觀念及技能，使畢業生成為具研究能力的明日之師，提升教學人員在社會中的學術地位。

*Alumnus Mr Leo Lu Kwong-fai shares his insights with our students.*  
「豐盛人生·回饋社會」分享會上，校友盧光輝校長與同學交流。



Strategic Areas 策略範疇



## Transforming Our Capacity

改造自身，提升實力

To become a University of Education that supports and leads quality education developments, we will continue to build up the capacity of our academic, teaching and administrative staff through proactive human resource policies and staff development strategies. We cherish the contribution by all staff, and aim to foster a climate where staff members see self-improvement as critical to personal as well as organizational success. We aim to sustain a governance and management structure which encourages participation and openness, creativity, co-operation and academic freedom, within a framework of equal opportunities. We will provide and develop an environment which promotes the health, wellness and safety of the Institute community.





為邁向成為支援與領導優質教育發展的教育大學，我們繼續優化人力資源政策及員工發展策略，以增強教職員的質素。我們珍惜每位員工的貢獻，並鼓勵員工自我提升，以促進個人與機構發展。我們致力維持良好管治架構，在平等機會的原則下，鼓勵員工參與校務，締造重視開放、創新、合作、學術自由及身心健康的校園。

## Expanding staffing capacity

### 增強員工能量

- ▶ Support the development of all staff members proactively, and review policies on staff development, exchange and sabbatical leave. 積極支援所有員工力求精進，並檢討員工培訓、交流與在學休假的政策。
- ▶ Adopt a proactive succession strategy which prepares staff at Assistant Professor and Associate Professor levels for extended roles and academic advancement. 推行進取的人才培育策略，為助理教授與副教授級人員，在學術及其他崗位提供發展機會。
- ▶ Continue strengthening the academic capacity and leadership of the Institute through global strategic recruitment. 繼續透過全球策略招聘，加強本校的學術及領導實力。
- ▶ Widen staff exposure and encourage exchanges and collaborations with other universities locally and overseas. 擴展與本地及海外大學的協作交流，拓闊員工視野。

## Nurturing and sustaining active researchers and policy advocates

### 培育與支持優秀的研究與政策倡議人才

- ▶ Install a new research infrastructure with identified Institute-level and Faculty-level research centres, in order to nurture a critical mass in identified areas of research strength and to build up cutting-edge 'centres of excellence'. 建立全新校級及院級研究中心架構，在既有研究實力的範疇，重點滙聚及培育專家人才，以奠定「卓越研究中心」的領導地位。
- ▶ Support staff research through funding, mentoring and assistance with grants application and research publication; and nurture an active research culture through targeted incentives. 透過撥款、啓導、支援研究撥款申請及研究著作發表等措施，支援教員的研究工作；並透過特定獎勵方法，培養積極活躍的研究文化。
- ▶ Promote applied research that facilitates knowledge transfer and application to teaching and learning, and professional practice, and has academic, curriculum, policy and wider social impact. 推展有助於知識轉移、教學應用與專業實踐的應用研究，以期在學術、課程、政策與社會方面均能產生重大的影響。
- ▶ Support staff in their advocacy role in policy innovation and reform. 支持教職員在政策創新與改革方面提出倡議。



## Enhancing governance and management 提升管治與管理

- ▶ Promote people-based Institute governance and organizational efficiency and responsiveness, through a culture of continuous self-improvement and change, participation and consultation, trust and mutual support. 透過培養持續自我提升、參與諮詢及互信互助的機構文化，建立以人為本、高效率與回應力強的管治架構。
- ▶ Implement academic restructuring, including the reorganization of academic departments, so as to consolidate academic strengths within better delineated disciplinary areas. 落實學術架構重整計劃，包括重組學系，在更明晰界定的學科領域上，鞏固學術實力。
- ▶ Develop a resource management model to assure the sustainability of long term development plans of the Institute. 建立資源管理模式，以確保學院長遠規劃得以持續發展。
- ▶ Empower middle-level line managers with the introduction of one-line budget and performance accountability systems. 引入單項預算撥款機制與績效問責制度，強化中層人員的管理權力。
- ▶ Improve staff performance appraisal and reward systems so that they are grounded in a holistic, fair and objective basis. 改善員工考績及獎懲機制，務求做到全面、客觀及公正。
- ▶ Enhance transparency in policy formulation, improve internal and external communication, and strengthen the information technology support infrastructure. 提升政策制訂的透明度，改善對內與對外溝通，並且加強資訊科技支援設施。







## Strategic Areas 策略範疇

# Transforming Schools and the Community

## 改造學校與社區

As a University, we value our primary mission to disseminate knowledge from one generation to the next, and as a place for the communication of liberal ideas and thought. We nurture professional teachers and promote a learning society. We are devoted to the advancement of scholarship through knowledge creation and transfer. We actively foster partnerships with the wider educational community, in particular our schools. We are an evolving model of the university with a societal mission – one that contributes to lifelong learning and human betterment in Hong Kong, the Mainland and the region, where education has long been regarded as the principal engine of social progress and mobility.



*The "Public Forum on the MOI (Medium of Instruction) Fine-tuning Policy" provided a platform for different stakeholders to share their views and explore possible solutions for the government's consideration.*

「微調教學語言政策公開研討會」上，不同持份者就有關方案踴躍提出意見。



作為大學，我們的首要使命是傳承知識，並使校園成為激發自由思潮的土壤。我們培育專業教師，提倡學習型社會，透過知識創造及轉移提升學術水平。我們積極與學界（尤其是與學校）結成夥伴。作為肩負社會使命的新型大學，我們致力促進香港、中國內地與亞洲地區的終身學習文化與人文發展，以體現區內教育作為推動社會進步與流動的原動力。

## Engaging the teaching profession and schools 聯繫教師專業與學校

- ▶ Promote and support the early establishment of a General Teaching Council as the main statutory body for registration and professional development within the teaching profession. 鼓勵及支持早日成立教學專業議會，作為專責業內註冊及專業發展的法定組織。
- ▶ Work in partnership with the education community to raise the professional status of the teaching profession in the society. 與業界合作，提升教師在社會上的專業地位。
- ▶ Respond to the professional development needs of teachers and schools, in key areas such as early years education, the New Senior Secondary curriculum reform, assessment, pedagogical innovation, school-based management, and catering for diversity. 回應教師與學校的專業發展需要，特別在幼兒教育、新高中學制改革、評估、創新教學法、校本管理及照顧不同學習需要等領域。
- ▶ Strengthen links with the HKIEd Jockey Club Primary School and the HKIEd HSBC Early Childhood Learning Centre, and help them to serve as role models. 強化與香港教育學院附屬賽馬會小學及滙豐幼兒發展中心的聯繫，以協助兩校成為教學楷模。

## Forging partnership 連結夥伴

- ▶ Strengthen our partnership networks with schools to support our Field Experience and internship schemes, and provide schools support initiatives such as Demo Classroom and an Institute channel available through school broadcasting facilities. 加強與各學校結成夥伴合作網絡，以支持本校學生的駐校體驗實習計劃，並為學校提供支援服務，包括設立示範教室，透過學校的廣播設施播放教院頻道。
- ▶ Involve schools in our research projects and applied work, especially in longitudinal 'tracking' studies which evaluate student progress. 鼓勵學校參與本校的研究與應用項目，特別涉及評估學生進度的長期追蹤研究。
- ▶ Provide training programmes to cater for the needs of members of school boards, teaching assistants and support staff in schools, as well as parents. 為學校校董會成員、教學助理、教學支援人員以至家長等，提供培訓課程。
- ▶ Strengthen our collaboration with education stakeholders, such as organizing the Hong Kong School Principals' Conference and Parent-Teacher Summit. 加強與各教育持份者的協作與互動，例如舉辦香港校長研討會及家長教師合作高峰會。



## Engaging external stakeholders

### 聯繫校外持份者

- ▶ Engage and collaborate with the Education Bureau, and have regular sharing with education officials of views on curriculum and assessment reform, and of the findings of our research and applied work. 加強與教育局的聯繫與協作，定期與教育局官員就課程與評估的改革及本校研究與應用的工作成果，進行交流。
- ▶ Undertake major courses and projects commissioned by Government. 承辦政府委托的進修課程與培訓項目。
- ▶ Engage and collaborate with education-related statutory bodies and advisory committees. 與教育事務相關的法定組織及諮詢委員會加強聯繫與協作。
- ▶ Collaborate with associations of school principals, teacher associations, parent-teacher associations, school sponsoring bodies, education interest groups, arts and culture groups and non-government organizations. 與校長會、教師會、家長教師會、辦學團體、教育關注團體、文化與藝術團體及非政府組織等加強協作。

## Engaging and serving the community at large

### 聯繫社區，服務社會

- ▶ Take the lead in promoting a 'learning society' through the whole array of our programmes and activities, including elder learning programmes and scholarship. 透過不同課程與活動，包括長者學習課程及學術研究，提倡「學習型社會」。
- ▶ Expand our activities in the workplace context to engage in professional and pedagogical training for trainers as well as employees in different industrial and professional sectors. 為不同行業的僱員及其培訓導師，提供專業進修與教學法培訓。
- ▶ Set up a 'Hong Kong Museum of Education' on the Tai Po campus, as part of the larger project to preserve and study Hong Kong's education heritage. 成立校內「香港教育博物館」，以保存及研究香港的教育傳承。
- ▶ Open up campus facilities and activities to the wider community – such as the Library, the Museum of Education, sports and conferencing facilities, public lectures and seminars, and cultural and performing arts activities. 向廣大社區開放校園設施及活動，例如圖書館、教育博物館、體育及會議設施，以及公開演講、研討會及文化與表演藝術活動。
- ▶ Acquire a conveniently located permanent Town Centre that will serve as an integrated centre for educational programmes and resources, public lectures and seminars, and community education programmes. 在交通便捷的地區設立永久的市區分校，提供正規教育課程與教學資源，並舉辦公開演講、研討會及社區教育課程。
- ▶ Seek to influence education policy and practice through public seminars, forums and the dissemination of research-based policy papers. 透過公開研討會、論壇及政策研究報告，影響教育政策與實踐。
- ▶ Enhance communication and organize events which engage the public, and actively seek community support of the Institute through fundraising and other activities. 加強與公眾溝通，透過籌款及其他社會活動爭取社會支持。

*Left: The Institute and the HKIEd Jockey Club Primary School collaborated on a project exploring the use of video to enhance learning.*

左：本校與香港教育學院賽馬會小學合辦「教學實習錄像研究計劃」，探討如何善用錄像提升學與教的質素。

## Strategic Areas 策略範疇



# Transforming Regional Education Landscape

## 改變區域教育面貌

We will build on our strong commitment to providing national and international experiences that will broaden the global horizons of the Institute community on and off campus. We will continue to diversify our student population and strengthen links with partner institutions on the Mainland and overseas, so that students and our scholarship will gain a global perspective, learning from and sharing in the diversity and experiences of our counterparts around the world. We will also play a leading role in promoting regional collaboration and networking. While the strategic development of Teacher Education in Hong Kong remains our first priority, we will also contribute actively towards Hong Kong's role as a regional education hub. The impact of our teaching and research will enhance education development and quality not just locally, but on the Mainland and throughout the Asia Pacific region.





*Presidents and representatives of about 30 universities of education and normal universities attended the inaugural Asian Roundtable of Presidents of Universities of Education, sharing their valuable experience and insights on preparing universities to meet challenges in an era of change.*

約三十所教育大學及師範大學校長及代表雲集本校，參與首屆「亞洲地區教育大學校長論壇」，就大學如何迎接時代轉變的挑戰等課題，分享心得、交流意見。



我們致力於校園內外提供與內地及海外的交流經驗，以擴闊學生的國際視野。我們繼續拓寬生源，與內地及海外夥伴機構緊密合作，加強學生與學術研究的國際面向，達致「全球學界共享、彼此學習」的理想。我們也會在地區協作與網絡方面加強領導角色。本港教師教育的策略發展固然是我們的要務，與此同時，推動香港成為區域教育樞紐亦是我們的工作目標。我們教研工作所發揮的影響力，將有助提升本地、內地以至亞洲地區教育的發展與質素。

## Forging strong regional and global links 加強區域及全球連繫

- ▶ Engage in collaboration with other educational institutions and scholarly associations outside Hong Kong that forges mutual capacity development, with special focus on but not limited to universities of education and normal universities.
 

與海外教育機構與學術組織協作，增強相互實力。重點協作夥伴為區內教育大學與師範大學，也包括其他高等院校。
- ▶ Forge strategic alliances and partnerships with selected universities in the Mainland and overseas.
 

與內地及國外特選大學，締結策略性聯盟，加強夥伴合作關係。
- ▶ Pursue active staff and student exchange, extra-curricular and cultural activities, and academic visits, with overseas and Mainland universities.
 

積極與海外及內地大學進行師生交流、聯課與文化活動及學術互訪。
- ▶ Contribute to Hong Kong's positioning as the regional education hub, through recruitment of non-local students and providing educational services (including accrediting services for teachers).
 

透過招收非本地學生與提供教育服務（包括教師資格評審服務），推動香港成為區域教育樞紐。
- ▶ Establish an International Advisory Board that can tap the expertise and experience of world renowned scholars and university leaders, especially in the Education field.
 

成立國際顧問委員會，延攬教育範疇的國際知名學者與大學領導，借鑒其經驗，汲取其專長。

## Closer collaboration with Mainland universities 與內地大學緊密合作

- ▶ Consolidate our links with strategic partners on the Mainland, especially normal universities and education research institutions at national and provincial levels, through our newly established Mainland Development Office.
 

透過新成立的內地發展事務處，鞏固與內地策略夥伴（特別是國家級及省級師範大學及教育研究機構）的連繫。
- ▶ Set up a dedicated Centre for China Education Research and Development to promote education services and research on the Mainland.
 

成立專責的中國教育研究與發展中心，促進內地教育服務及研究。
- ▶ Contribute to education development in the Pan-Pearl River Delta region, and take an active role in the Coalition of Teacher Education Institutions in the Pan-Pearl River Delta.
 

為泛珠江三角地區的教育發展作出貢獻，並在「泛珠江三角區域教師教育聯盟」內擔當積極角色。





## Establishing regional leadership

### 區域領導

- ▶ Shape regional and global research agendas for education. 促進區域與全球教育研究，主導研究課題。
- ▶ Undertake regional research initiatives for specific areas where the Institute has a critical mass, such as Education Leadership and Change, Measurement and Testing, Language Education and Acquisition in Multilingual Societies, Comparative Education, and Governance and Citizenship Studies. 在本校研究精英匯聚的特定領域內，包括教育領導與變革、評估及測量、多元社會語文教育、比較教育、及管治與公民研究等，帶動區域研究。
- ▶ Host international conferences and symposia, and engage in international research studies and collaborations and build up sustained networks. 召開國際會議與研討會，參與國際研究與協作項目，建立長遠合作網絡。
- ▶ Play an active role in regional and international networks such as the Asian Roundtable of Presidents of Universities of Education, the Asia-Pacific Educational Research Association and the World Education Research Association. 在區域與國際網絡中，例如亞洲地區教育大學校長論壇、亞太教育研究學會及世界教育研究學會內，擔任積極推動角色。

*Professor Philip Hallinger (front left), Chair Professor and Director of the Asia Pacific Centre for Leadership and Change at the HKIEd, and Professor Chu Hongqi (front right), Vice Dean of the Faculty of Education at Beijing Normal University, sign the Memorandum of Understanding on educational leadership.*

本校亞太領導與變革研究中心講座教授兼中心總監賀靈傑教授（前左）與北京師範大學教育學部副部長褚宏啟教授（前右）簽署推動教育領導合作備忘錄。



# Key Milestones by 2012

## 重要里程碑 (至 2012 年)

### By 2012, we will have:

我們期於 2012 年達成以下目標：

#### Curriculum and quality assurance review

- ▶ Restructured the undergraduate curriculum – to provide for a solid general education, professional specialization, academic Majors, Minors and a wide range of electives, an Honours Project for capstone experience, field experience and practicum as applicable, as well as international/Mainland exchange and immersion opportunities – in time for the implementation of the new '334' academic structure of Hong Kong.
- ▶ Successfully gone through the Quality Audit by the Quality Audit Council of the University Grants Committee.

#### 檢討課程與質素保證

重組本科課程結構—提供全面的通識教育、專業研習、主修/副修科目、選修單元、畢業論文、學校體驗及國際/內地交流與沉浸活動—以配合「三三四」新學制的實施。

成功通過大學教育資助委員會屬下質素保證局的質素保證評審。

#### Diversification of undergraduate programme offerings

- ▶ Become the preferred provider in pre-service and in-service teacher education for early childhood and primary education, and in Liberal Studies and cultural subjects in secondary education.
- ▶ Successfully launched three undergraduate degree programmes in the new complementary discipline areas of (a) Language and Literature, (b) Creative Arts and Culture, and (c) Humanities and Social Sciences.
- ▶ Fully prepared for the introduction of 'double degrees' (in Education and complementary discipline areas) in our undergraduate curriculum.

#### 本科課程多元化

成為最受歡迎的職前及在職教師教育院校，特別在幼兒教育、小學教育、中學通識及體藝科目等方面領先同儕。

在三個新學科領域，包括(甲)語文及文學、(乙)創意藝術及文化、與(丙)人文及社會科學，成功開辦本科課程。

為引入「雙學位」(教育及相關學科)本科課程作好準備。

#### Expansion of higher degree and self-financed education

- ▶ Developed a quality research training infrastructure, including the setting up of a Graduate School.
- ▶ Admitted the initial cohorts of research postgraduate students (MPhil and PhD degrees).
- ▶ Successfully launched new International Executive Master of Arts degree and Doctor of Education degree programmes, and further diversified our MEd/MA programme offerings.
- ▶ Increased the student enrolment in higher degree programmes by 30%.
- ▶ Increased the student enrolment in self-financed award-bearing programmes by 30%.

#### 擴展研究生及自費課程

優化研究培訓架構，成立研究院。

錄取首批研究深造課程學生(即哲學碩士及哲學博士學位)。

成功推出全新國際高級行政人員文學碩士/教育博士課程，並加強教育碩士/文學碩士程度課程的多元發展。

高等學位課程收生數目增加30%。

自費的頒授學歷課程收生數目增加30%。

#### Active research environment

- ▶ Set up an active research infrastructure with Institute-level and Faculty-level research centres in the following areas: Language Acquisition and Education; Assessment and Evaluation; Leadership and Change, Governance and Citizenship; Small Class Teaching, Religious and Spirituality Education, Interdisciplinary and Liberal Studies, Early Childhood, Special Needs and Inclusive Education, Lifelong Learning, and Chinese Literature.
- ▶ Increased our number of Professors and Chair Professors to at least 15% of the total academic staff strength.
- ▶ Increased the average percentage of active researchers to around 60% of the total academic staff strength.

#### 進取的研究氛圍

強化研究架構，成立多個校級及院級的研究與發展中心，範疇包括：語文教育、評估、領導與變革、管治與公民研究、小班教學、宗教與心靈教育、跨學科與通識教育、幼兒教育、特殊需要及融合教育、終身學習及中國文學等。

增加教授及講座教授數目至學術人員總數15%以上。

增加活躍研究人員的平均比例至學術人員總數約60%。

### Learning and culture-rich campus

- ▶ Implemented a proactive trilingual language policy (Cantonese, Putonghua and English) on campus with enhancement support and requirements for all undergraduate students.
- ▶ Extended the concept of Learning Commons throughout the campus.
- ▶ Re-designed and optimized the usage of campus space, to achieve an environmentally friendly, and learning and culturally rich campus.

### 學習與文化氣息濃厚的校園

推行積極的三語政策（廣東話、普通話與英語），對本科學生加強支援並提高要求。

推展校園「學習共享空間」的概念。

重新設計與善用空間，營造一個支持環保、散發學習與文化氣息的校園。

### Academic restructuring and governance reform

- ▶ Completed the reorganization of academic departments to sharpen cognate academic discipline strengths.
- ▶ Completed the review and revamping of major structures and operating processes within the Institute, with enhanced participation, transparency, devolution, quality assurance, accountability, efficiency and effectiveness.

### 學術架構重整與管治改革

完成學系重組，以加強核心學科實力。

完成校內主要架構與運作程序的重整，以利提升參與度、透明度、權力下放、質素保證、問責文化、工作效率及成效。

### Internationalization and Mainland outreach

- ▶ Allowed every full-time undergraduate student the opportunity to undertake at least one international or Mainland experience during his/her course of study.
- ▶ Increased the number of full-time non-local students from the current 10% to 15%.
- ▶ Consolidated our strategic partnerships with key universities and schools of education within the Region, built upon the Asian Roundtable of Presidents of Universities of Education.

### 國際與內地活動

讓所有全日制本科學生在修讀期間，有至少一次到海外或內地學習的機會。

非本地全日制學生的比例，由現時 10% 增至 15%。

在亞洲地區教育大學校長論壇的基礎上，鞏固與區內主要教育大學及院校的策略夥伴關係。

### School and Community outreach

- ▶ Become a leading advocate in education reform and innovation.
- ▶ Increased in the number of schools establishing partnership with the Institute.
- ▶ Developed an active plan for establishing a permanent off-campus Museum of Education, building upon the museum on campus.
- ▶ Opened up more of our campus learning, cultural and research facilities to the teaching profession and the community at large.

### 學校與社區活動

在教育改革與創新方面發揮先導倡議者的作用。

與更多學校建立合作夥伴關係。

於校內教育博物館的基礎上，積極在校外覓地興建永久的教育博物館。

向專業教師及廣大社羣開放校園內的學習、文化及研究設施。

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