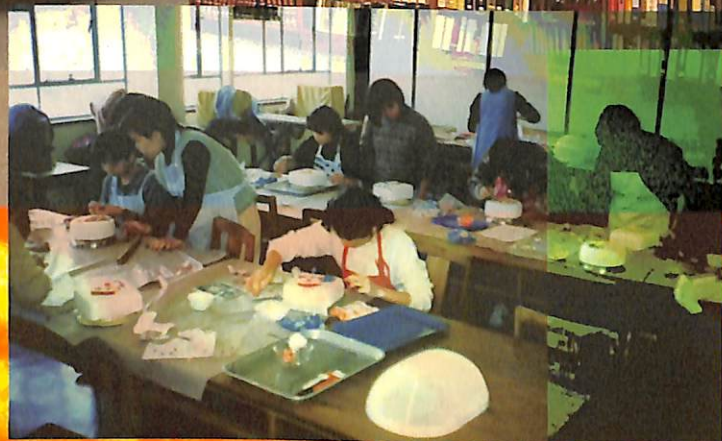


課程概覽

COURSE HANDBOOK

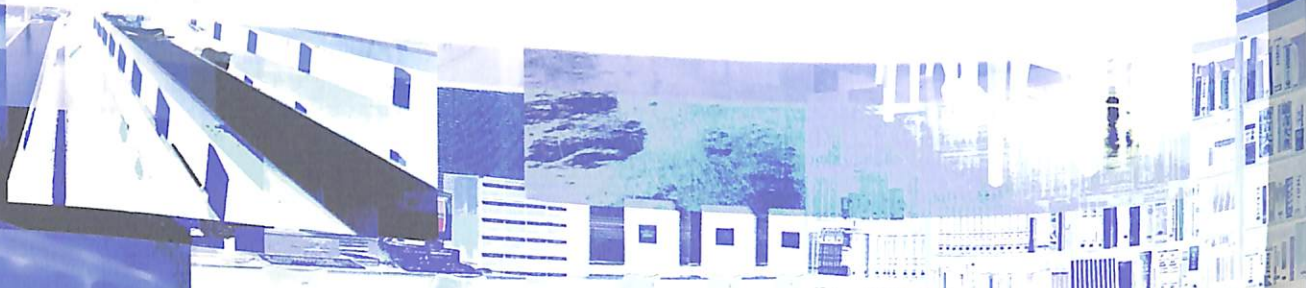
1995-96



The Hong Kong
Institute of Education
香港教育學院

The Mission of the Hong Kong Institute of Education

The overall mission of the Hong Kong Institute of Education is to establish itself as a centre of excellence in teacher education and continuous professional development for teachers in Hong Kong and later on, in the region. It aims to attract good quality students with the professional aptitude necessary to become successful teachers; recruit and retain high quality staff; set and sustain standards of academic and professional excellence in all programmes offered; achieve a status comparable to a university; and develop research in teacher education to become an internationally recognized centre.



This Course Handbook provides basic information about the various courses offered by the Institute in 1995-96. Detailed information about admission to the 1995-96 Certificate of Education Courses (CE) may be obtained by consulting the CE Prospectus which will be available in May 1995.

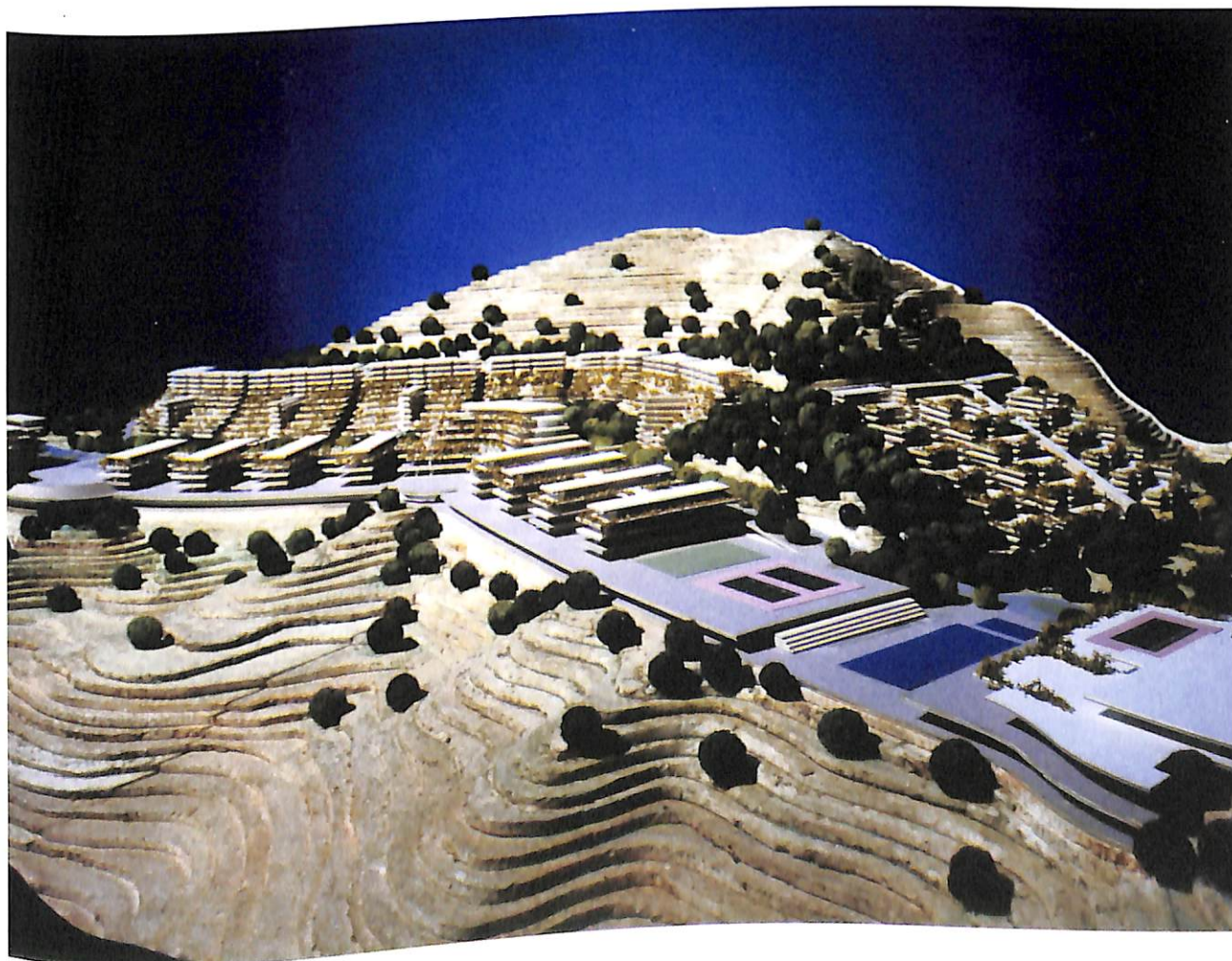
Every effort has been made to ensure that the information contained in this Handbook is correct at the time of printing, but it should be noted that changes may be made at a later stage. In addition, the contents of this publication is presented for information only and does not constitute part of any contract between the Hong Kong Institute of Education and the applicants.

Enquiries about the Institute and its courses should be addressed to the Registrar at the following address:

Address: Registrar
The Hong Kong Institute of Education
11/F Sunning Plaza
10 Hysan Avenue
Causeway Bay
Hong Kong

Telephone: 2805 7401
2805 7483

Fax No. : 2895 4197



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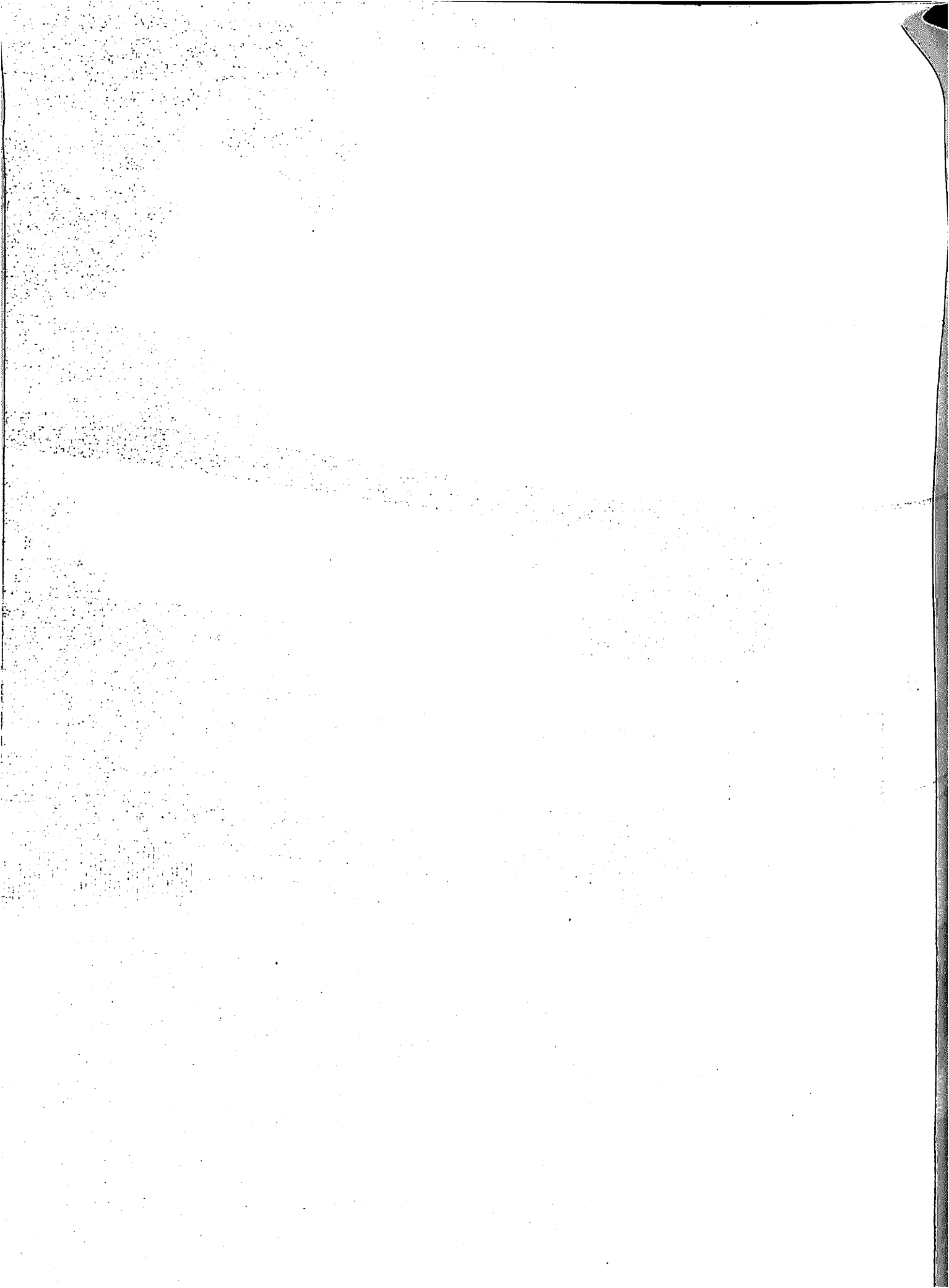
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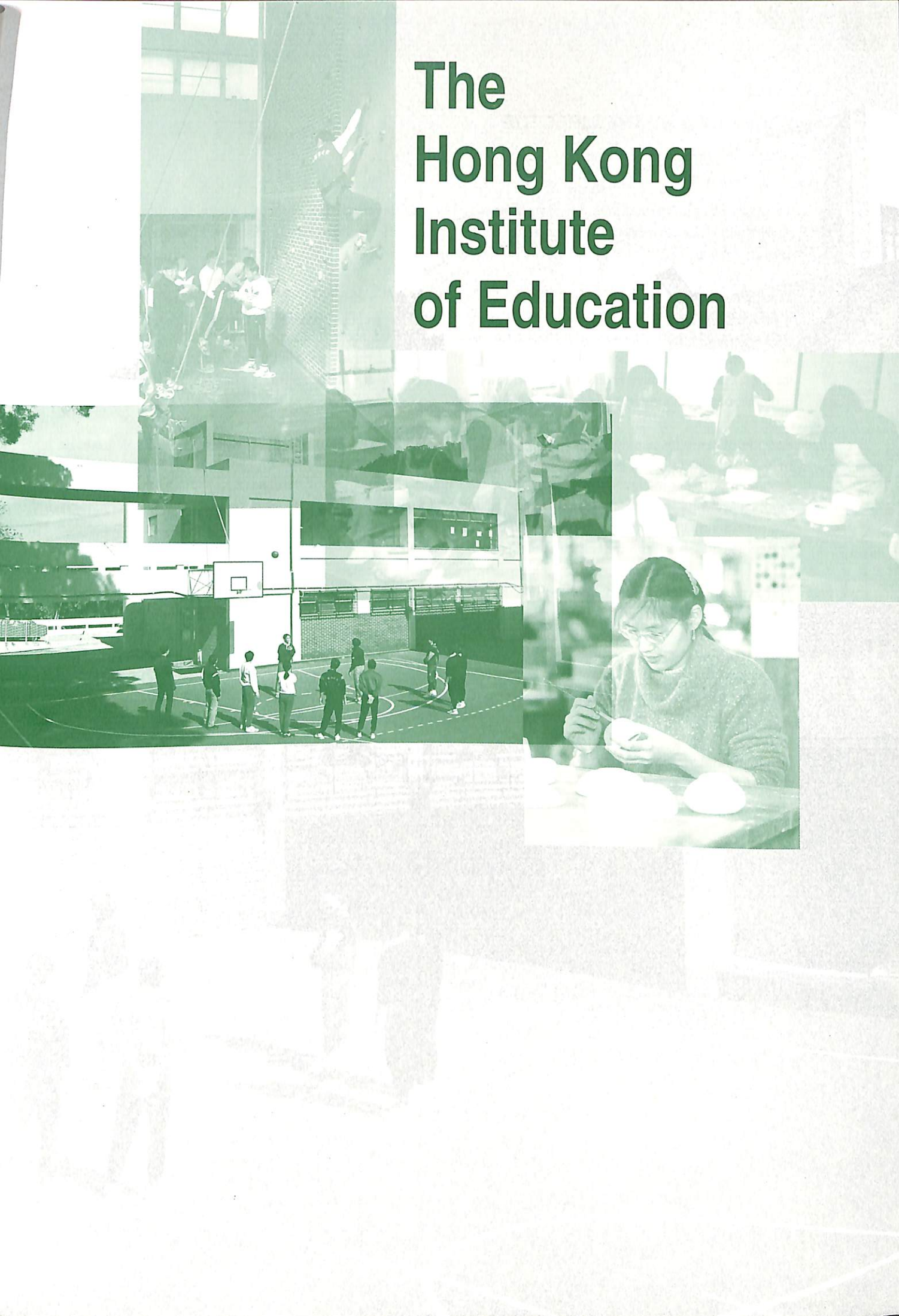
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The Hong Kong Institute of Education



FOREWORD BY THE DIRECTOR

I am very pleased to introduce this Handbook to you which describes the extensive range of courses offered by the Hong Kong Institute of Education. This will be particularly valuable to those who are interested in teacher education and who are anticipating of joining the profession of teaching.

The Institute was established in April 1994 in accordance with the provisions of the Education Commission Report No. 5 (ECR5), following the amalgamation of the four former Colleges of Education (Grantham College of Education, Northcote College of Education, Sir Robert Black College of Education, and Hong Kong Technical Teachers' College) and the Institute of Languages in Education. The Institute aims to develop into a unitary, autonomous tertiary institution for 5,000 full-time equivalent students and to become a centre of excellence in teacher education and in continuing professional development for teachers in Hong Kong.

At present, we offer teacher education programmes at pre-degree level and will introduce degree, postgraduate and research programmes as soon as possible. Having identified this target, the Institute will gradually upgrade some of its programmes to degree level. In fact, plans are being made to modularize the courses of such programmes, and suitable modules will form the building blocks of the Institute's future degrees. The Institute also places equal emphasis on both pre-service and in-service programmes to meet the needs of the community, aiming at imparting academic knowledge and professional skills as well as enhancing social consciousness.

This Handbook covers all the teacher training courses offered by the Institute in 1995-96. Information related to these courses comprises aims and objectives, entry requirements and curriculum structure. Thus, apart from acquiring the necessary information on the Institute's courses to explore your academic interests and vocational aspirations, you may also know how to prepare yourselves to fulfil the entry requirements to gain admission to these courses.

Additional to this, we have included in the Handbook the major events, recent academic and physical developments, as well as a section on the academic support services to enable you to obtain an over-all impression of the Institute.

I do hope that you will find the contents of this Handbook informative and useful in your plans for future studies and careers, and that you will share our commitment in quality teacher education.

Professor Leung Chi Keung, OBE, JP
Director
The Hong Kong Institute of Education

ROLE OF THE INSTITUTE

The Institute has identified its role in the overall development of higher education in Hong Kong, as follows:

GENERAL

- (a) As a centre of excellence in teacher education and continuous professional development for teachers in Hong Kong;

SPECIFIC

- (b) To provide comprehensive and balanced teacher education for Hong Kong school teachers in all phases of teacher education - initial, induction and in-service, from sub-degree to degree and postgraduate levels;
- (c) To develop teachers of high quality, competent both professionally in education and in academic subject knowledge;
- (d) To conduct and promote relevant educational research at all levels of education from kindergarten, primary to secondary;
- (e) To offer expert advice in the formulation and evaluation of policy on school education and education issues in general in Hong Kong;
- (f) To offer professional advice and service to the community in leading and supporting the advancement of schools and school education;
- (g) To promote the quality and welfare of the teaching profession;
- (h) To contribute professional advice and support in the areas of tertiary teaching and curriculum design and development;
- (i) To serve as a centre for international exchange in teacher education.

The role identified above will serve as a guide for the Institute in its future work and activities.

THE HONG KONG INSTITUTE OF EDUCATION

THE DIRECTORATE AND THE MAJOR ADMINISTRATIVE OFFICERS

DIRECTORATE

		校長室	
Director	Prof LEUNG Chi Keung, OBE, JP	校長	梁志強教授, OBE, JP
Deputy Director	Dr PANG King Chee	副校長	彭敬慈博士
Associate Director (Administration)	Dr Michael LUK	助理校長 (行政)	陸人龍博士
Associate Director (Academic)	Prof Raymond M ANDERSON	助理校長 (教務)	安偉文教授

DIVISION DIRECTORS

		學部主任	
Acting Director, Division of Secondary Technical & Special Education	Mr TSOI Heung Sang	中學、工商及特殊 教育學部署理學部長	蔡香生先生
Acting Director, Division of Primary Education	Mrs MAK CHEN Wen Ning	小學教育學部署理學部長	麥陳尹玲女士

DEPARTMENT HEADS/UNIT HEADS

		部門主管	
Academic Secretary	Mrs Winifred IP	學務秘書	葉霍奐儀女士
Educational Technology Officer	Ms Julianne WONG	教育科技處主任	王衛燕女士
Estates Manager	Mr Anthony WONG	物業經理	黃志成先生
External Relations Officer	Ms Nelly CHILDE	外務長	蔡志純女士
Finance Officer	Ms Alice WONG	財務長	黃雅麗女士
General Office, Senior Executive Officer	Mrs Amy CHAN	總務處高級行政主任	陳方清珠女士
Human Resources Manager	Mrs Janice LEE	人力資源經理	李黃靜堅女士
Information Technology & Services, Head	Mr Danny TANG	資訊科技服務處長	鄧華厚先生
Librarian	Ms Myrna CHAK	圖書館長	翟慧芳女士
Registrar	Mr Dominic LEE	教務長	李揚芬先生
Student Affairs Officer	Mrs Carol TANG	學生事務長	鄧陳嘉樂女士

Campus Principals

		分校院長	
Black Campus Principal	Mrs Teresa KONG	柏立基分校院長	江李志豪女士
Bonham Campus Principal	Dr John CLARK	般舍分校院長	簡閱達博士
Grantham Campus Principal	Mrs Irene CHIU	葛量洪分校院長	趙蘇麗珍女士
Morrison Campus Principal	Mr LAM Tin Sik	摩利臣分校院長	林天錫先生
Northcote Campus Principal	Mrs MAK CHEN Wen Ning	羅富國分校院長	麥陳尹玲女士

ACADEMIC ORGANIZATION & STRUCTURE

A new academic structure has been devised to enable the Institute to carry out its role and activities effectively and to smooth its transformation into a tertiary institution. The new structure of the Institute comprises 3 Divisions, namely the Divisions of early childhood, primary and secondary/technical/special education, 1 Centre for Research and Development, and 12 Departments covering the major school subjects. These departments are organized into 4 Boards of Studies, namely Educational Studies, Language in Education, Social and Business Studies, and Mathematics, Science and Technology. This structure is designed to fit in with the cross-curricular nature of teacher education work, with emphasis on both the 'programme' side and the 'department' side. Related to the academic structure, the Institute firmly believes that in all its programmes, competence of its staff and students in academic subject area and professional skills are equally important. Hence a dual emphasis on professionalism and subject depth should be achieved. It aims to provide comprehensive, high-quality teacher training as well as tertiary level subject specialization.

STAFF DEVELOPMENT & PHYSICAL UPGRADING

The Institute has a strong commitment to its staff and has made plans to provide as many opportunities as possible within its resources to upgrade the qualifications and enhance the research capability and performance of its teaching staff. For these purposes, it has established Staff Development Grants, Conference Grants and Research Grants, and members of staff are encouraged to apply for such grants. On the physical side, in order to improve teaching and learning facilities, site-upgrading work has been made, including major features such as the provision of computer and language laboratory facilities, art, music and physical education facilities, public address systems, science laboratory facilities, and air-conditioning for some classrooms and laboratories. At the same time, the Institute is pushing ahead with the design of its campus at Taipo and the early provision of an Interim Central Library, to meet the need of students and staff in the upgrading process.

EXTERNAL ASSESSMENT

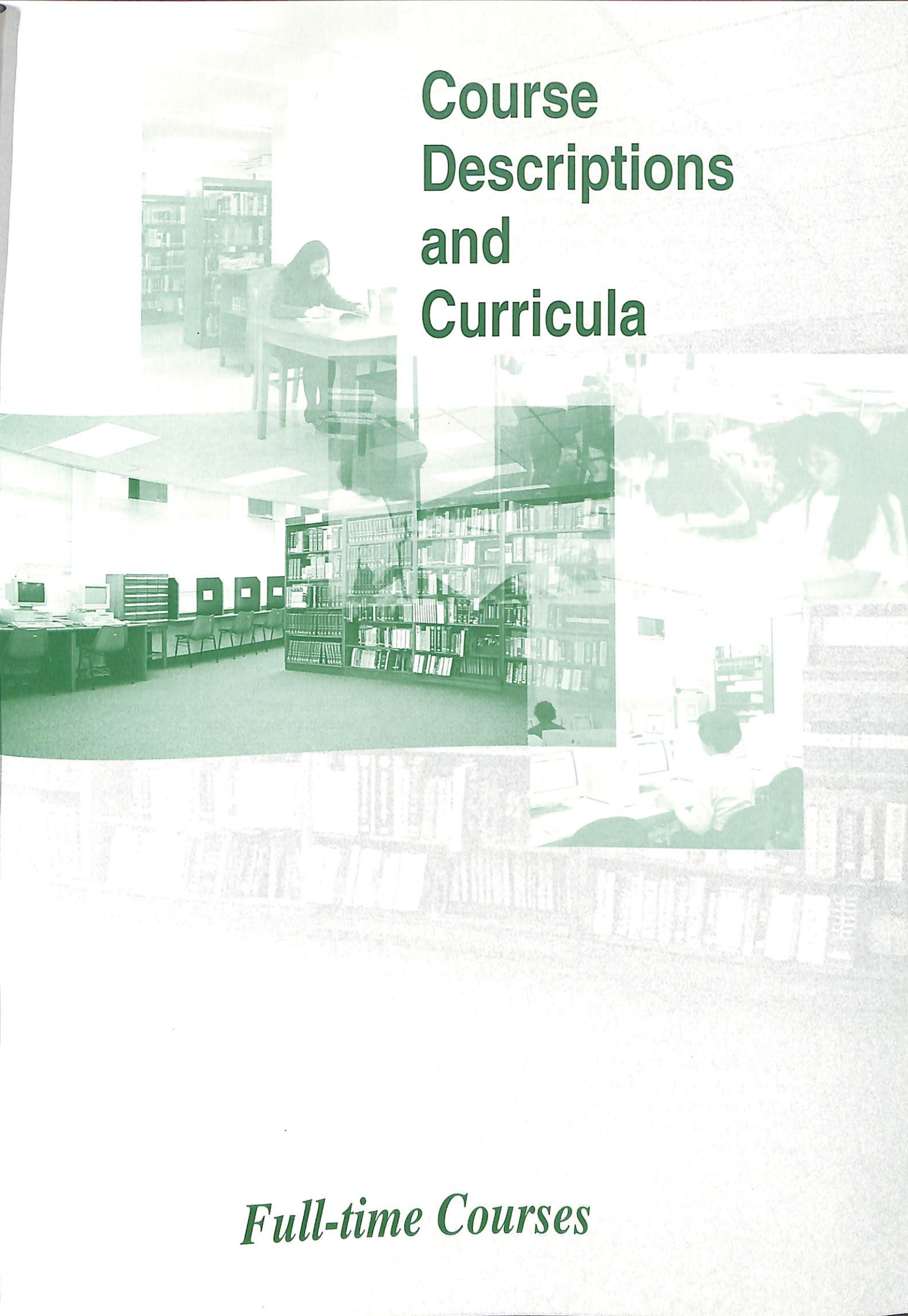
The Institute has already obtained the approval of the Secretary for Education and Manpower under the delegated authority of the Governor for an institutional review to be conducted by the Hong Kong Council for Academic Accreditation (HKCAA), to assess the suitability of its academic environment and processes for the development, introduction, conduct and maintenance of degree and related programmes. It is anticipated that eventually programme accreditation will follow.

ACADEMIC UPGRADING & QUALITY ASSURANCE

The Institute's emphasis on activities related to academic organization and structure, staff development, physical upgrading and external assessment at this stage aims to enhance its role in the teacher education and higher education of Hong Kong, and to upgrade and assure the quality of its academic activities.



Course Descriptions and Curricula



Full-time Courses

POST-GRADUATE CERTIFICATE IN EDUCATION (PRIMARY)*

A new one-year full-time post-graduate course designed to qualify graduates of subject disciplines as primary school teachers will be introduced in 1995/96. The course may also be offered on a part-time basis, subject to sufficient demand. The course is structured into 4 domains including professional studies, curricula studies, general studies and practicum. In 1995/96, emphasis will be placed on producing graduates capable of teaching languages, music and physical education.

* The offering of this course is provisional only, subject to final approval of the Institute's Governing Council.

CERTIFICATE IN PRIMARY EDUCATION COURSES

THE CERTIFICATE IN PRIMARY EDUCATION COURSES INCLUDE

1. Certificate in Primary Education Course (Chinese) (Two-year full-time);
2. Certificate in Primary Education Course (Chinese) (Three-year full-time).

COURSE OBJECTIVES

The Certificate in Primary Education Course (Two-year full-time) prepares Secondary 7 graduates to become qualified teachers to teach the core subjects (i.e. Chinese, Mathematics, General Studies) plus one elective subject in primary school using Chinese as the medium of instruction.

The Certificate in Primary Education Course (Three-year full-time) prepares Secondary 5 graduates to become qualified teachers to teach the core subjects (i.e. Chinese, Mathematics, General Studies) plus one elective subject in primary schools using Chinese as the medium of instruction.

COURSE ENTRY REQUIREMENTS

1. Certificate in Primary Education Course (Chinese)(Two-year full-time)

Applicants should

- a) normally reach the age of eighteen by 30 September 1995;
- b) have obtained Grade E or above in at least SIX DIFFERENT subjects, including Mathematics, Chinese Language, and English Language (Syllabus A or Syllabus B) at HKCEE level in not more than two sittings, with at least four subjects in one sitting; and
- c) have possessed Grade E or above in at least TWO subjects at A-Level; OR ONE subject at A-Level and TWO subjects at AS-Level in the Hong Kong Advanced Level Examination.

2. Certificate in Primary Education Course (Chinese)(Three-year full-time)

Applicants should

- a) normally reach the age of seventeen by 30 September 1995;
- b) have possessed Grade E or above in at least SIX DIFFERENT subjects, including Mathematics, Chinese Language and English Language (Syllabus A or Syllabus B) at HKCEE level in not more than two sittings, with at least four subjects in one sitting; and
- c) have scored at least 11 points¹ for the best six subjects in the HKCEE examination(s) mentioned in (b) above.

COURSE CURRICULUM

The students of the two-year full-time primary course will study the following curriculum which consists of 5 areas of study :

1. Curriculum Studies

A student will study the primary school curriculum,

Note¹ : Grades A to E should be given the number

with particular emphasis on the core subjects of Chinese, Mathematics, General Studies and Personal Social Education, plus one other primary school subject of the student's choice. The purpose is to acquaint students with the curriculum objectives, design rationale and subject content of the core and elected subjects.

2. Academic Studies

Students will pursue more in depth academic studies of a range of subjects, including some subjects of their choice. The purpose is to provide them with more academic development as well as more solid foundations to support their teaching.

3. Professional Studies

These studies aim to provide students with an essential understanding of the teaching and learning process, as well as to help them acquire the basic interaction and instructional skills. The purpose is to equip student with the necessary knowledge, skills and attitudes for them to function as competent beginning teachers on graduation, as well as to enable them to seek and benefit from continued professional development in their subsequent teaching careers.

4. General Studies

The ranges of subjects are designed to extend students' language proficiency, study skills, personal/social competencies, as well as their awareness and appreciation of culture and arts. The purpose is to facilitate students' studies and enhance their personal development.

5. Practicum

This component of the course includes a range of practicum seminars, school visits, attachments, trial teaching, and block teaching practice. The purpose is to provide students with the necessary practical experience and help them link theory to practice.

The first year of the three-year full-time Certificate in Primary Education (Chinese) Course is a preparatory course where there are four domains, the modules of which are as follows :

1. Academic Studies:

All students are required to study three modules selected from Environmental Studies, Science and Technology, the Modern World, China and Chinese Culture.

In addition, students are required to study three subjects, including Chinese, Mathematics, and one subject from the following electives : Music, Physical Education, Putonghua, Science, Social Studies, Art & Craft, Computer Studies and English.

2. General Education :

Students are required to study Lifeskills I & II, and two other modules selected from Visual Studies / Visual Studies & Studio Art, Introduction to Western Music Appreciation, Social Dance.

3. Language Studies :

College English, English for Communication, 實用寫作訓練, 聽說訓練。

4. Professional Studies :

Role of a Teacher.

The second-year students of the three-year full-time Primary Course will join the first-year counterparts of the two-year Primary Course and these two groups of students will then study the same curriculum.

COURSE DURATION

1. Two years for the Certificate in Primary Education Course (Two-year full-time);
2. Three years for the Certificate in Primary Education Courses (Three-year full-time).

MEDIUM OF INSTRUCTION

All subjects other than English will be taught in the medium of Chinese.

CERTIFICATE IN SECONDARY EDUCATION COURSES

THE CERTIFICATE IN SECONDARY EDUCATION COURSES INCLUDE

1. Certificate in Secondary Education Course (Chinese) (Two-year full-time);
2. Certificate in Secondary Education Course (English) (Two-year full-time);
3. Certificate in Secondary Education Course (Chinese) (Three-year full-time);
4. Certificate in Secondary Education Course (English) (Three-year full-time).

COURSE OBJECTIVES

The Certificate in Secondary Education Courses (Two-year full-time) prepares Secondary 7 graduates to become qualified teachers to teach 2 subjects in secondary schools up to the level of Secondary 3 using Chinese as the medium of instruction for the Chinese Course, or using English as the medium of instruction for the English Course.

The Certificate in Secondary Education Courses (Three-year full-time) prepares Secondary 5 graduates to become qualified teachers to teach 2 subjects in secondary schools up to the level of Secondary 3 using Chinese as the medium of instruction for the Chinese Course, or using English as the medium of instruction for the English Course.

COURSE ENTRY REQUIREMENTS

1. Certificate in Secondary Education Course (Chinese) (Two-year full-time)

Applicants should

- a) normally reach the age of eighteen by 30 September 1995;

- b) have obtained Grade E or above in at least SIX DIFFERENT subjects, including Chinese Language and English Language (Syllabus A or Syllabus B), at HKCEE level in not more than two sittings, with at least four subjects in one sitting; and

- c) have possessed Grade E or above in at least TWO subjects at A-Level; OR ONE subject at A-Level and TWO subjects at AS-Level in the Hong Kong Advanced Level Examination.

2. Certificate in Secondary Education Course (English) (Two-year full-time)

Applicants should

- a) normally reach the age of eighteen by 30 September 1995;

- b) have obtained Grade E or above in at least SIX DIFFERENT subjects, including Chinese Language and English Language (Syllabus B) at HKCEE level in not more than two sittings with at least four subjects in one sitting; and

- c) have possessed Grade E or above in at least TWO subjects at A-Level; OR ONE subject at A-Level and TWO subjects at AS-Level in the Hong Kong Advanced Level Examination.

3. Certificate in Secondary Education Course (Chinese) (Three-year full-time)

Applicants should

- a) normally reach the age of seventeen by 30 September 1995;

- b) have possessed Grade E or above in at least SIX DIFFERENT subjects, including Chinese Language and English Language (Syllabus A or Syllabus B) at HKCEE level in not more than two sittings, with at least four subjects in one sitting; and

- c) have scored at least 11 points² for the best subjects in the HKCEE examination mentioned in (b) above.

Note¹ : An achievement of Grade C in English Language (Syllabus A) should be regarded as equivalent to Grade E in English Language (Syllabus B).

Note² : Grades A to E should be given the numerical values of 5 to 1 respectively for the purpose of calculating points.

4. Certificate in Secondary Education Course (English) (Three-year full-time)

Applicants should

- a) normally each the age of seventeen by 30 September 1995;
- b) have possessed Grade E or above in at least SIX DIFFERENT subjects, including Chinese Language and English Language (Syllabus A or Syllabus B) at HKCEE level in not more than two sittings, with at least four subjects in one sitting; and
- c) have scored at least 11 points¹ for the best six subjects in the HKCEE examination(s) mentioned in (b) above.

COURSE CURRICULUM

The students of the two-year full-time secondary courses (Chinese/English) will study the following curriculum which consists of 5 areas of study :

1. Curriculum Studies

Students will study the secondary school curriculum, with particular emphasis on two elective subjects. The purpose is to acquaint students with the curriculum objectives, design rationale and subject content of these elective subjects.

2. Academic Studies

Students will pursue more in depth studies of the 2 subjects they have elected to teach in future. The purpose is to provide them with more academic development as well as more solid foundations to support the teaching of their elective subjects.

3. Professional Studies

These studies aim to provide students with an essential understanding of the teaching and learning process, as well as to help them acquire the basic interaction and instructional skills. The purpose is to equip students with the necessary knowledge, skills and attitudes for them to function as competent beginning teachers on graduation, as well as to enable them to seek and benefit from

continued professional development in their subsequent teaching careers.

4. General Studies

The range of subjects are designed to extend students' language proficiency, study skills, personal/social competencies, as well as their awareness and appreciation of culture and the arts. The purpose is to facilitate students' studies and enhance their personal development.

5. Practicum

This component of the course includes a range of practicum seminars, school visits, attachments, trial teaching, and block teaching practice. The purpose is to provide students with the necessary practical experience and help them link theory with practice.

The first year of the three-year full-time Certificate in Secondary Education (Chinese/English) Courses is a preparatory course where there are four domains, the modules of which are as follows :

1. Academic Studies :

All students are required to study three modules selected from Environmental Studies, Science and Technology, the Modern World, China and Chinese Culture.

In addition, students are required to study two of the electives from Art and Design, Chinese, Chinese History, Commerce, Computer Studies, Design & Technology, Economic & Public Affairs, English, Geography, History, Home Economics, Mathematics, Music, Physical Education, Putonghua, Science, Social Studies and Technical Drawing.

2. General Education :

Students are required to study Lifeskills I & II, and two other modules selected from Visual Studies / Visual Studies & Studio Art, Introduction to Western Music Appreciation, Social Dance.

3. Language Studies :

College English, English for Communication, 實用寫作訓練・聽說讀訓練。

Note¹ : Grades A to E should be given the numerical values of 5 to 1 respectively for the purpose of calculating points.

4. Professional Studies :

Role of a Teacher

The second year of the three-year full-time Secondary courses (Chinese/English) will join the first-year counterparts of the two-year Secondary courses (Chinese/English) and these two groups of students will study the same curriculum.

COURSE DURATION

1. Two years for the Certificate in Secondary Education Course (Two-year full-time);
2. Three years for the Certificate in Secondary Education Course (Three-year full-time).

MEDIUM OF INSTRUCTION

1. For the Chinese Courses (Two-year full-time and three year full-time), all subjects other than English will be taught in the medium of Chinese.
2. For the English Courses (Two-year full-time and three-year full-time), all subjects other than Chinese, Chinese History and Putonghua will normally be taught in the medium of English.

ONE-YEAR FULL-TIME TECHNICAL TEACHERS' COURSE

COURSE AIMS

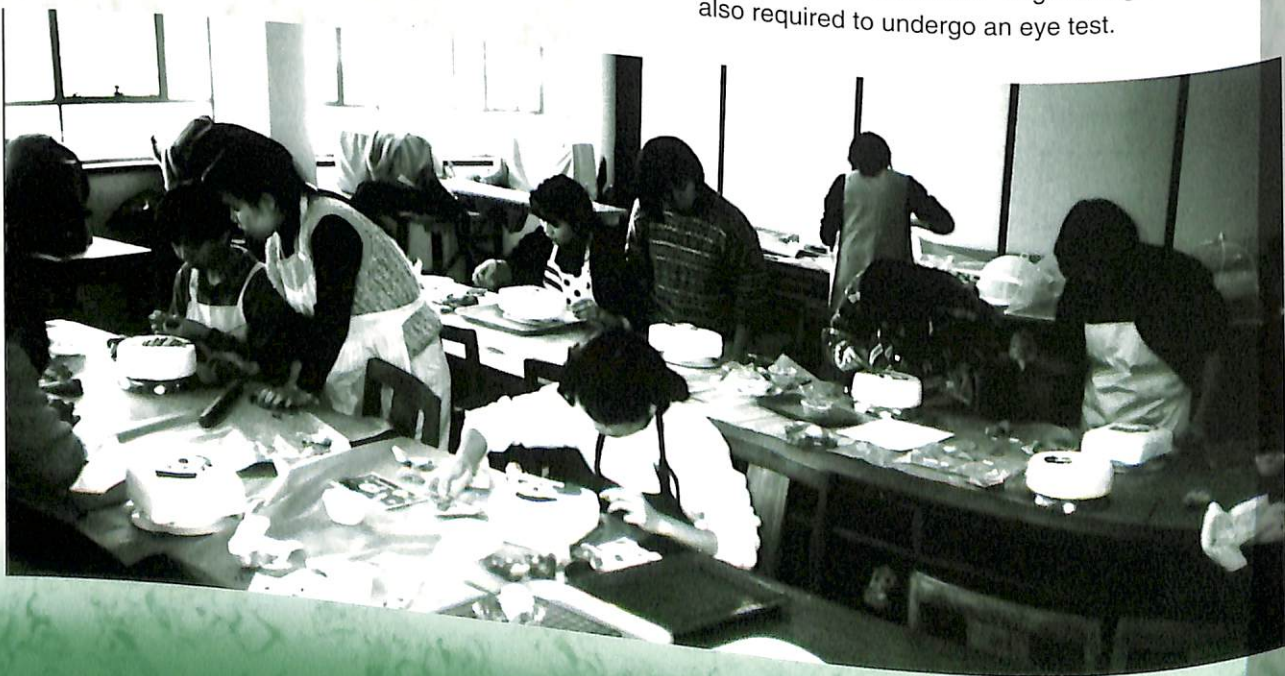
This is a full-time pre-service course of one academic year duration, from early September to mid-July.

The Course aims at preparing students with suitable technical qualifications to teach:

1. One technical subject, and
2. Mathematics or Technical Drawing or Science at junior secondary level in prevocational schools.

COURSE ENTRY REQUIREMENTS

1. Applicants must possess either a Diploma, Higher Certificate or Higher Diploma in relevant engineering subjects awarded by a Polytechnic or a Technical Institute or equivalent qualifications.
2. Applicants should have at least two years of relevant post-qualification industrial experience.
3. Successful applicants must satisfy the Institute as to their health and physical capacity for teaching. They are required to undergo an X-ray examination before final acceptance. Applicants taking the Electrical and Electronic Engineering Elective are also required to undergo an eye test.



COURSE CURRICULUM

The Course consists of 4 areas of studies:

Area A : Professional Studies:
 Education
 Methodology
 Educational Technology

Area B : Elective Studies:
 Technical Subjects (Mechanical Engineering or Electrical/Electronic Engineering)
 Mathematics or Technical Drawing or Science

Area C : Practical Teaching

Area D : General Studies:
 Language Skills (Chinese)
 Language Skills (English)
 Complementary Studies

COURSE ASSESSMENT

The One Year Full-time Course is organized in units grouped into the above 4 areas of studies. These units will be time-tabled in 2 terms for each academic year. On successful completion of a unit, a student will be awarded a number of credit points (CPs) depending on the duration of the unit. Normally, one credit point is equivalent to 12-15 time-tabled periods of study. For each successfully completed unit, a student's performance is categorized into grades A, B and C which are awarded to students who have successfully completed the unit :

Grade A - indicates that a student ranks within the top 10% of those who have successfully completed the unit,

Grade B - indicates that a student ranks within the next 50% of those who have successfully completed the unit, and

Grade C - indicates that a student ranks within the next 40% of those who have successfully completed the unit.

ADVANCED COURSE OF TEACHER EDUCATION (One-year full-time)

COURSE AIMS

The Advanced Course of Teacher Education aims to equip non-graduate teachers of cultural, practical and technical subjects to teach these subjects up to Secondary 4 and Secondary 5 level. Students are expected to devote a greater proportion of their time to their subject of specialization so as to achieve a standard of excellence sufficient to meet the requirements for teaching the subjects at senior forms.

Teachers attending the course are granted full-pay study leave and schools releasing the teachers for the course are provided with temporary replacement teachers.

COURSE ENTRY REQUIREMENTS

1. This Course is open to all two-year and three-year trained serving teachers in aided / government secondary or primary schools, in caput / bought place schools, or in secondary schools participating in the Direct Subsidy Scheme. However, in exceptional circumstances, one-year trained or I.C.T.T. (Secondary) trained teachers may be considered. Teachers in aided primary schools cannot normally be considered unless a sponsoring body is able to guarantee transfer to a teaching post in a secondary school on completion of the Course.



- Applicants should normally have two years' full-time post-training experience in the subject for which application is made and should, presently be engaged in teaching that subject.
- Applicants are required to attend selection tests and interviews.

COURSE CURRICULUM

1. Professional & General Studies

This is a compulsory programme consisting of studies in :-

- Education
- Educational Technology
- Complementary Studies
- Language Skills (Chinese and English)

2. Elective Studies

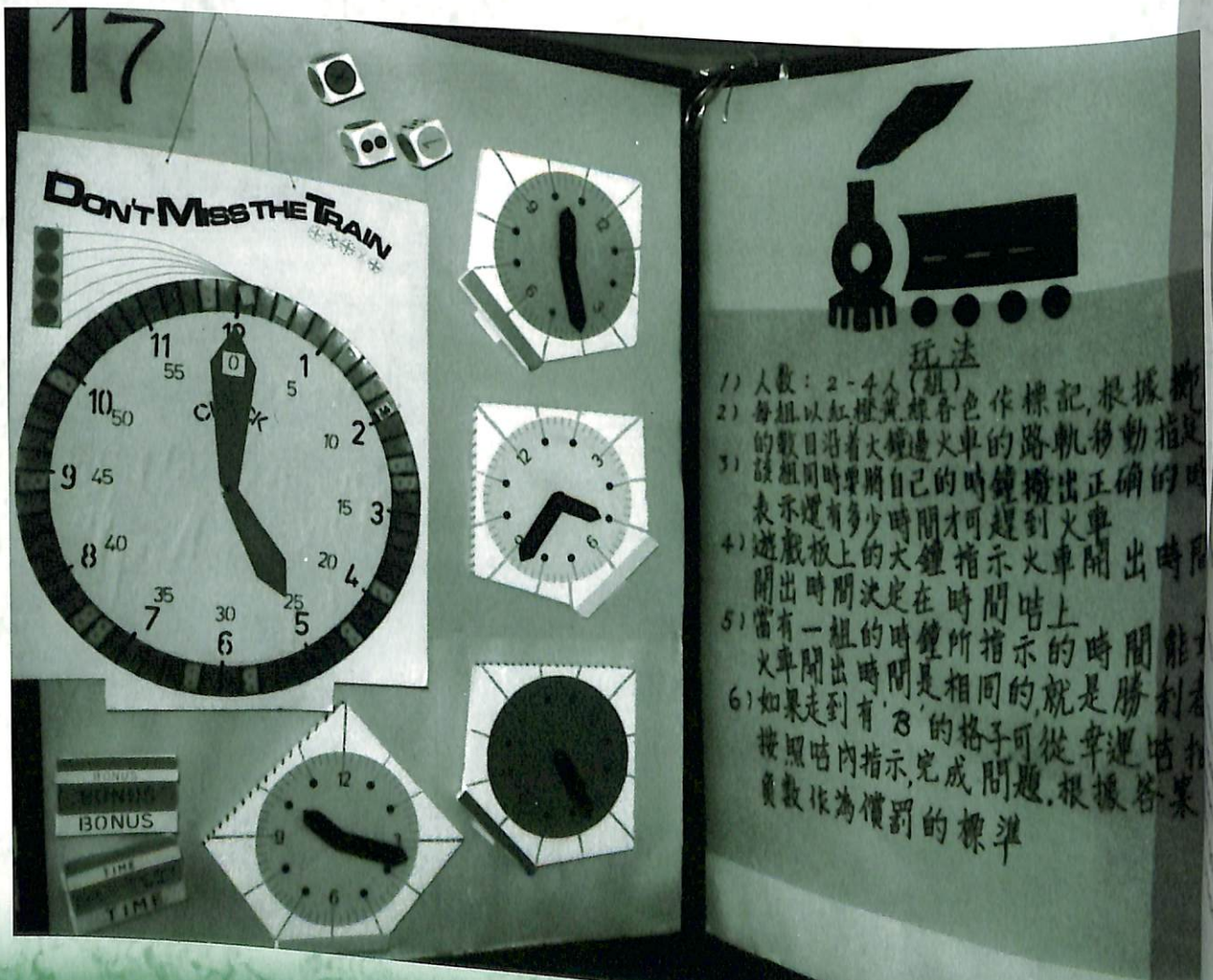
In addition to the compulsory programmes, each student will undertake specialized studies in one of the following subjects: Art & Design, Commerce, Design & Technology, Home Economics (Dress & Design), Home Economics (Home Management), Music and Physical Education.

3. Practical Teaching

Practical teaching in schools or a period of attachment to industry or to commercial firms will form an integral part of the course

COURSE AWARD

On satisfactory completion of the course, students will be awarded an Advanced Course in Teacher Education Certificate.



ONE-YEAR FULL-TIME COURSE FOR TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

COURSE AIMS

The course provides initial training in special education for teachers of special schools and special education classes. Teachers attending the course are granted full-pay study leave and schools releasing the teachers for the course are provided with temporary replacement teachers.

COURSE ENTRY REQUIREMENTS

Applicants must be:

1. Qualified non-graduate or graduate teachers with a recognized initial teacher training qualification; and
2. Employed full-time and not on a temporary basis to teach in special schools or special education classes; and
3. Recommended by supervisors / heads of their schools.

COURSE CURRICULUM

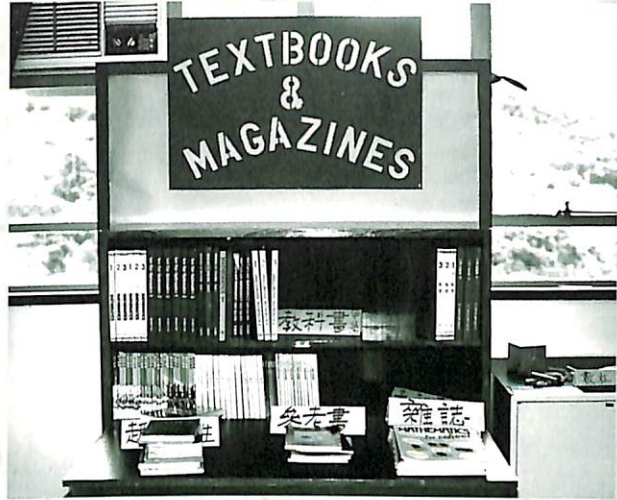
1) Theoretical Studies

a. Common Core Studies

The Common Core Studies programme is designed to help course participants acquire basic knowledge of special education and to gain an overall understanding of the generic elements common to the education of children with various types of educational needs.

b. Specialized Studies

Each trainee will be required to take up a major and a minor elective to study in depth the adaptation and teaching techniques for two types of special educational needs (SEN) children. The major elective should be related to the category of school in which the trainees work while the minor elective



will be another category of handicapped children. Trainees are required to select 1 major & 1 minor elective from the following areas of studies:

- Education of children with learning difficulties
- Education of mentally handicapped children
- Education of visually handicapped children
- Education of hearing impaired children
- Education of maladjusted and socially deprived children
- Education of physically handicapped children
- Management of children with speech and language problems

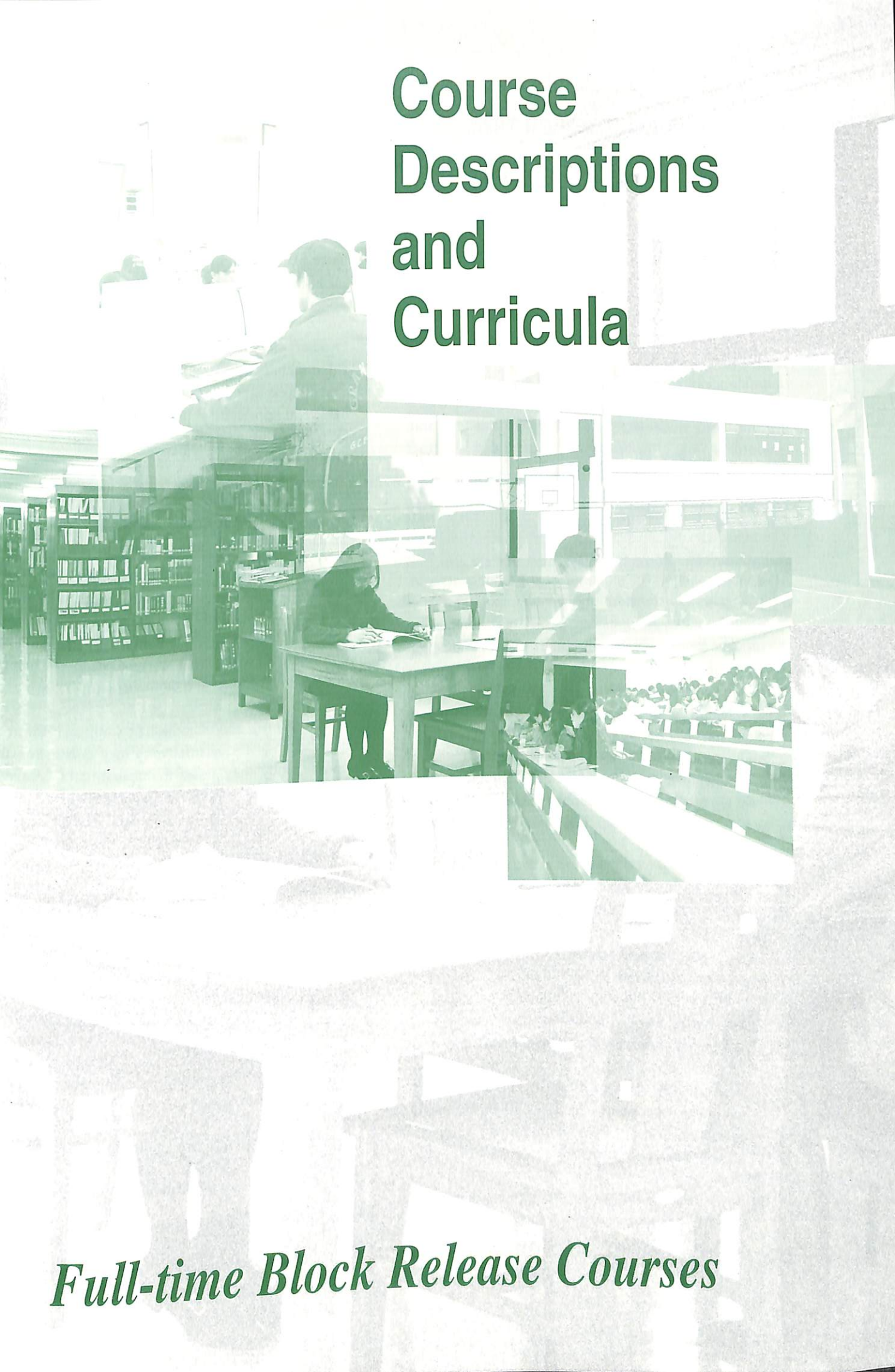
2) Practical Teaching

Course participants are required to practise teaching in special schools or special education classes under the supervision of the lecturers of the Institute.

The emphasis is on the effective application and adaptation of theoretical concepts in their daily teaching.

COURSE AWARD

To qualify for the award of a Certificate for Teachers of Children with Special Educational Needs at the end of the course, a trainee must have successfully completed every learning theme in the Common Core Studies and the Major Elective of the Specialized Study. The trainee must also acquire grade C or above in Practical Teaching and in the Minor Elective of the Specialized Study.

The background of the page is a collage of green-tinted photographs. The top left shows a student in a library. The middle left shows a student at a desk in a library. The middle right shows a student at a desk in a classroom. The bottom right shows a lecture hall. The text is overlaid on the top right of the collage.

Course Descriptions and Curricula

Full-time Block Release Courses

FOUR-WEEK COURSE FOR TEACHERS OF SCHOOL-BASED REMEDIAL SUPPORT PROGRAMME

COURSE AIMS

The course is to acquaint serving teachers with recent methods and approaches in remedial teaching for the 3 basic subjects in secondary schools, i.e. Chinese, English and Mathematics. It also aims to promote further understanding of the special needs of the target group of students, to help teachers develop a positive attitude towards these students, and to be aware of their role and responsibilities. It also provides teachers with the knowledge and skills in curriculum planning and adaptation.

The objectives of the Course are to :

1. enable teachers of students of the bottom 10% in the secondary school to better understand the needs of these students.
2. provide teachers with a thorough understanding of their role and responsibilities.
3. provide teachers with the opportunities for developing a positive attitude towards these students.
4. equip teachers with the knowledge and skills in curriculum planning and adaptation.
5. train teachers to be competent in remedial teaching.
6. enable teachers to help students in all aspects of their development.

COURSE ENTRY REQUIREMENTS

1. To be eligible for admission to the course, applicants should
 - (a) be employed on a full-time but not on a temporary basis and should be teaching one of the basic subjects to some of the academically bottom 10% students studying in junior secondary classes in mainstream schools. Priority will, however, be given to teachers of Secondary One students.
 - (b) be qualified graduate or non-graduate teachers. Priority, however, will be given to non-graduate teachers.

2. Applicants must be nominated by Heads of schools.

COURSE CURRICULUM

1. Core Studies

This programme includes the following topics :

The School-based Remedial Support Programme
Understanding the needs of students
The attitude and the role of teachers
Teaching approach
Behaviour management
Organizing remedial support in the school
Working with parents and other professionals

2. Elective Studies

Besides the core studies, each course participant is required to choose one of the basic subjects, English, Chinese and Mathematics as an elective study. Throughout the course, the training programme will include lectures, workshops, discussion, tutorials and case studies.

The medium of instruction will be Chinese. However, in order that the trainees may fully benefit from the course, they may need to use first-hand reference materials in the medium of English.

COURSE AWARD

Course participants will be awarded a Certificate of Attendance issued by the Institute on successful completion of the course.



FIVE-WEEK RETRAINING COURSE FOR PRIMARY SCHOOL TEACHERS

COURSE AIMS

This course has two streams to cater for heads and teachers of primary schools.

The aim of the course for heads of schools is to familiarize serving heads of primary schools with concepts and techniques of school management, current trends of curriculum development and modern teaching methods at primary level and the use of resources.

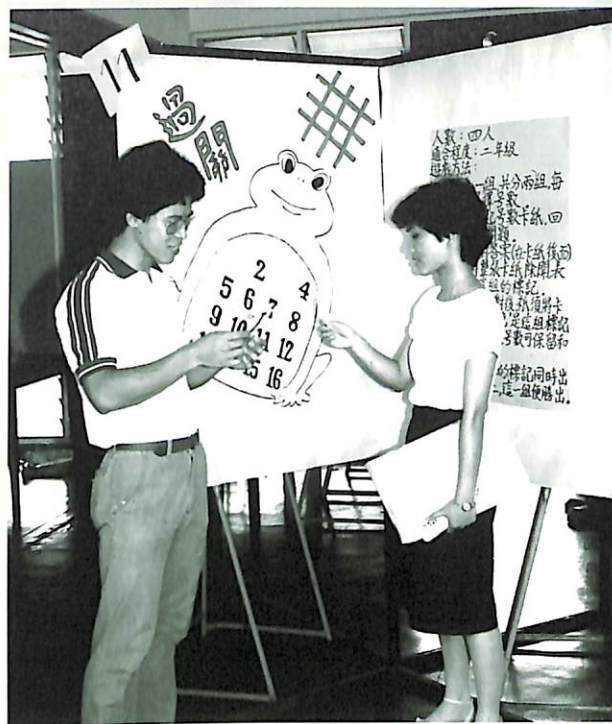
The aim of the course for teachers is to acquaint serving teachers with modern teaching methods and approaches at primary level, to promote further understanding of the use of resources, and to introduce new concepts in curriculum development.

COURSE ENTRY REQUIREMENTS

1. Teachers are nominated by heads of schools to attend this retraining course. Interested heads of schools may be nominated by their school supervisors or they may submit applications of their own accord. They are released from normal school duties to attend the course on a full-time basis. Replacement teachers are employed to stand in for the teachers receiving training. Private schools have to secure and pay for their own replacement teachers.
2. These primary school heads and teachers should normally have at least 5 years' teaching experience after their initial training.
3. School heads and teachers are permitted to attend this retraining course the second time approximately 10 years after the first, the third time approximately 10 years after the second and so on.

COURSE CURRICULUM

1. The 5-week Retraining Course involves the use of distance-learning techniques.
2. The course will be of benefit to all primary school



heads and teachers, whether or not the Activity Approach in class teaching is adopted in their schools.

3. Apart from lectures, tutorials, workshops and seminars, the 5-week course involving the use of distance-learning techniques has the additional component of independent self-paced study. To ensure its efficiency and effectiveness, learning packages comprising audio, video and printed materials will be used throughout the course.
4. Participants of the 5-week course will attend 3.5 hours of lecture / tutorial / seminar at the Institute, which will be followed by another 3.5 hours of self-paced independent study at home or at the Institute, making up a daily total of 7 hours. For this purpose, the Institute will make available a number of rooms equipped with A/V equipment. Course participants are welcome to make use of these provisions for self-paced study or group discussion if they wish to do so.

COURSE AWARD

Assessment is based on participation in and contribution to workshops, seminars, tutorials and lectures. Certificates will be issued to participants who meet the performance and attendance requirements of the Institute.

IN-SERVICE COURSE FOR TEACHERS OF CHINESE IN PRIMARY SCHOOLS

CREDIT TRANSFER

This Course is designed to create a reflective stance in teachers in relation to the practices of primary Chinese teaching in Hong Kong. It is taught at the Bonham Campus of the Hong Kong Institute of Education. Teachers who satisfy the assessment requirements will be able to obtain credits on automatic transfer to the following in-service B.Ed. courses :

- a. B.Ed. (Hons.) Primary Education run by the Open Learning Institute of Hong Kong (10 credits)
- b. B.Ed. (Hons.) Primary Education Course jointly run by the School of Continuing Education of Hong Kong Baptist University, the School of Professional and Continuing Education of The University of Hong Kong and the Institute. (6 units)

COURSE AIMS

The course aims to further develop the teaching competence and language proficiency of Chinese Language teachers in primary schools. The course will enable teachers to improve their classroom practices, with the intention of raising the professional standard of Chinese Language teaching in the primary schools in Hong Kong.

COURSE ENTRY REQUIREMENTS

Applicants should :

- (1) be qualified teacher of Chinese in public or government-aided primary schools;
- (2) have 5 years or above post-qualification teaching experience;
- (3) be of the 5 years' teaching experience, a minimum of 50% of 2 academic years must be focused on the teaching of Chinese.

COURSE CURRICULUM

The course covers two main areas, namely

Area 1 : Knowledge of and Proficiency in Chinese Language

Area 2 : Theories and Practice of Chinese Language Teaching

Topics included in each area are summarized as follows :

Area 1 : Knowledge of and Proficiency in Chinese Language

- (1) Knowledge of Chinese Language : Chinese Characters, Phonetics, Grammar, Rhetoric in Modern Chinese, and Lexicology in Modern Chinese.
- (2) Language-Proficiency : Appreciation of Literature, Reading, Writing, Listening and Speaking.

Area 2 : Theory and Practice of Chinese Language Teaching

- (1) Theories in language teaching : Methodology in Teaching Chinese Language, Psycho-Linguistics, Testing and Assessment of Language Learning, Classroom Research.
- (2) Pedagogical Skills : Teaching of Reading, Writing, Speaking and Listening, Supplementary Reading, Retrieval Systems of Chinese Characters.
- (3) Classroom-based project : Action Research and Experimental Teaching.

COURSE ASSESSMENT

There are three Tutor-Marked Assignments (TMAS), one of which will be a report of an action research conducted by the students during their experimental teaching.

In addition, there is a final three-hour written examination. Participants who do not want to have the credits transfer, written examination will be exempted

IN-SERVICE COURSE FOR TEACHERS OF ENGLISH IN PRIMARY SCHOOLS

The 16-week full-time day-release course takes place twice a year, starting normally in February and in September.

CREDIT TRANSFER

The course consists of two modules, the English Language Teaching Module and the Language Improvement Module. The ELT Module is now recognized as credit-bearing towards the B.Ed. (Hons) for primary teachers being offered by two consortia: one led by the Open Learning Institute of Hong Kong and the other by the School of Continuing Education of Hong Kong Baptist University.

COURSE AIMS

The general aim of the course is to develop participants' abilities to teach effectively in the context of the primary English curriculum for Hong Kong through reflecting upon theory and practice.

These aims are realized through two major course components:

- English Language Teaching Module
- Language Improvement Module

COURSE ENTRY REQUIREMENTS

Applicants should:

- (1) be qualified teachers of English in public or government-aided primary schools;
- (2) have 5 years or above post-qualification teaching experience;
- (3) be of the 5 years' teaching experience, a minimum of 50% of 2 academic years must be focused on the teaching of English.

COURSE CURRICULUM

The 16-week full-time course with 30 working hours per week is composed of 7 learning areas in the two modules with some related or supporting activities.

Module 1 English Language Teaching

Area A: Perspectives on the English Language

Area B: Perspectives on Hong Kong Language Education

Area C: Perspectives on Primary English Language Teaching

Area D: School-Based Work

Module 2 Language Improvement

Area A: English for Academic and Professional Purposes

Area B: English for Social Communication, General Interest and Aesthetic Purposes

Area C: English Language System: Knowledge and Practice

METHOD OF WORK

A wide range of teaching methods are used including plenary lecture, group seminars and workshops, and assigned reading. There is an emphasis on participants developing independent study and learning strategies.

School-based work is given prominence as potentially the most effective way to bridge the theory/practice gap.

There are two blocks of school-based work. The first block involves participants returning to their school to try out two experimental task-based lessons while the second block requires them to teach a minimum of six lessons.

Participants who wish to be considered for B.Ed. credits are also required to take a three-hour examination based on the three areas of the course.

IN-SERVICE COURSE FOR TEACHERS OF ENGLISH IN SECONDARY SCHOOLS

The In-service Course for Teachers of English in Secondary Schools is a 20-week Course. It takes place twice a year, starting normally in February and in September. It is a full-time course divided into 2 phases :

Phase 1 is a 16-week full-time Course in The Hong Kong Institute of Education (Bonham Campus).

Phase 2 is a 4-week course in an English Language Teaching Institute in Britain, with participants lodged individually with a family or in the hostel of the Institute they are allocated to. This takes place once a year in June/July.

It is possible for teachers to opt for Phase 1 only. A short orientation programme will be offered to participants who are joining the Phase 2 Course.

PHASE 1 : 16-WEEK FULL-TIME COURSE

COURSE AIMS

The overall aims for the course are to further develop participants' abilities to use English for professional purposes; to teach the English Language curriculum effectively; and to enhance their professionalism.

These aims are realized through two major course components :

- Language Improvement
- English Curriculum Improvement

COURSE ENTRY REQUIREMENTS

Applicants should :

- (1) be qualified teachers of English in public or government-aided secondary schools;
- (2) have 5 years or above post-qualification teaching experience;

- (3) be of the 5 years' teaching experience, a minimum 50% of 2 academic years must be focused on the teaching of English.

COURSE CURRICULUM

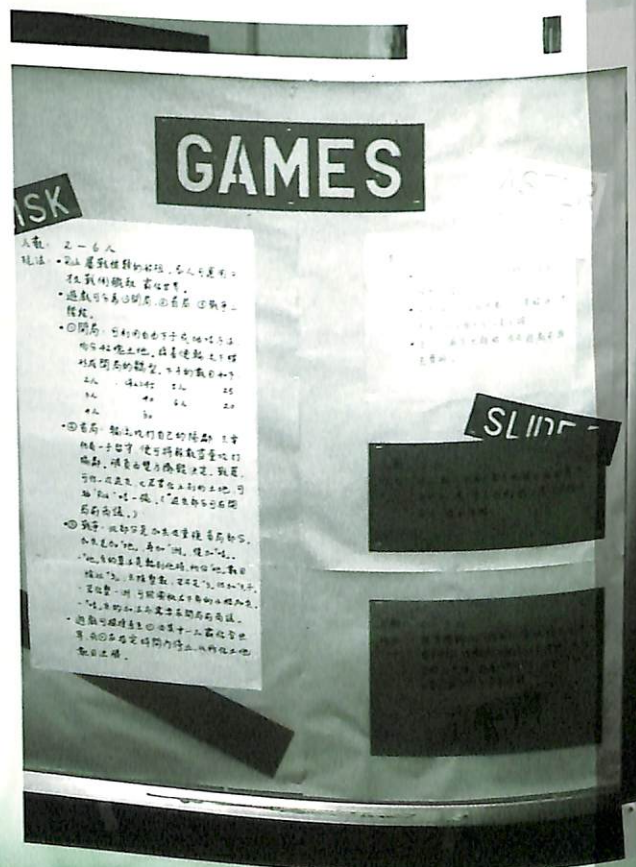
The 16-week full-time course is composed of 8 learning areas in two modules with some related or supported activities as follows :

Module 1 : Language Improvement Module

- Area A : English for Professional and Academic Purposes
- Area B : English for Social Communication, General Interest and Aesthetic Purposes
- Area C : English Language System : Knowledge and Practice

Module 2 : English Curriculum Improvement Module

- Area A : Reflection on Present Practice
- Area B : Language & Education in Hong Kong
- Area C : Learning through Language
- Area D : Teaching for Learning
- Area E : School-Based Work



PHASE 2 : 4-WEEK FULL-TIME EXTENSION COURSE (IN A LANGUAGE CENTRE IN GREAT BRITAIN)

A short orientation programme is offered to participants before the Phase 2 Course begins. This programme takes place in the Institute in June to prepare them for the experiences they will encounter in Britain. The Phase 2 course is organized by Centres in Britain on the basis of guidelines provided by the Department of Education and the Hong Kong Institute of Education. Participants spend 4 weeks in carefully selected Language Centres in Great Britain. Each Centre receives 1 or 2 groups of participants, and participants are accommodated individually, either with a family near their Centre or in a hostel on the campus (if available). Participants are in the same group as those in which they work in the Hong Kong Institute of Education.

COURSE AIMS

The aim of this Course is to extend the fluency and confidence of participants in spoken English, to introduce them to aspects of life in an English-speaking culture, to observe a different education system in action and to provide them with an opportunity to collect and study language samples (on tape, video or in written form) of use to themselves as students of English, some of which should also be of use to pupils in their schools on return to Hong Kong.

COURSE CURRICULUM

Each Centre in Great Britain is responsible for establishing its own timetable of components, but guidelines are provided by the Hong Kong Government Education Department/the Hong Kong Institute of Education. These indicate that the following components should be covered:

- Developing listening and speaking skills.
- Theme-based project work involving visits to places of interest in the community, collection of language data, examination and organization of it, and where time permits treatment of it for pedagogical purposes.
- A programme of planned cultural / educational visits, including visits to schools where possible.
- Language study

METHOD OF WORK (Phases 1 & 2)

A wide range of teaching and learning methods are used including plenary lectures, group seminars and workshops, assigned reading, examining, evaluating and trying out teaching materials, and school visits.

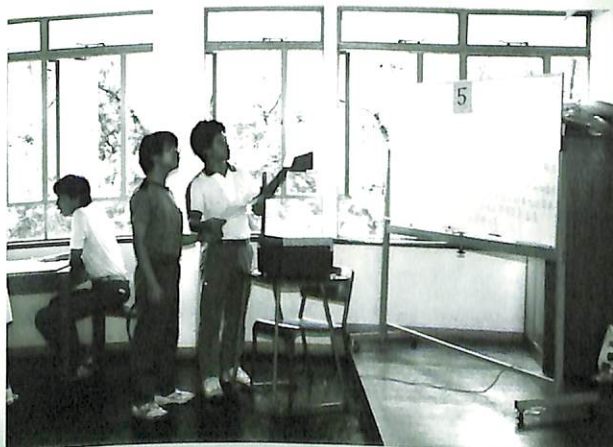
For most sessions, like discussions and activity workshops, participants work in tutorial groups of about 13. Assignments on the preparation, adaptation and evaluation of teaching materials are normally undertaken individually or in small groups.

There is an action research project towards the end of the course which gives participants an opportunity to bridge the gap between theory and practice. Participants work on this project individually or in small groups, exploring an area of concern in ELT, and where possible, try out some of the materials created in the project in the classroom, and evaluate the effectiveness of these materials. They will also propose an action plan for the implementation of ELT methodology learnt on the course.

COURSE ASSESSMENT (Phases 1 & 2)

Participants are assessed on their language proficiency in Pre-Course and Post-Course tests (the Association of Recognized English Language Schools Higher Certificate in Spoken English and Comprehension Examinations i.e. ARELS) to determine the efficacy of the course in bringing about language improvement.

On the course, constant feedback on assignments is provided. The Action Research Project is assessed globally on the effectiveness of the teaching materials designed, the literature survey made, the presentation of the argument, and the thoroughness in the preparation of the project.



IN-SERVICE COURSE FOR TEACHERS OF CHINESE IN SECONDARY SCHOOLS

COURSE OBJECTIVES

1. To broaden the participants' outlook and to update their concepts on Chinese language teaching.
2. To make the participants aware of modern trends in the techniques and strategies of Chinese language teaching and to ensure their mastery of such techniques and strategies.
3. To make the participants familiar with basic knowledge in linguistics and to improve their proficiency in Chinese.
4. To strengthen the awareness of participants on continuous self-improvement in Chinese language and Chinese language teaching.
5. To train the participants' ability in speaking and listening to Putonghua and to make them aware of relevant materials.

COURSE ENTRY REQUIREMENTS

Applicants should :

- (1) be qualified teacher of Chinese in public or government-aided secondary schools;
- (2) have 5 years or above post-qualification teaching experience;
- (3) be of the 5 years' teaching experience, a minimum of 50% of in 2 academic years must be focused on the teaching of Chinese.

COURSE CURRICULUM

DIMENSION 1 : PROFESSIONAL KNOWLEDGE AND SKILLS

Modules : Linguistics and Information
Language Proficiency
Professional Skills

DIMENSION 2 : PUTONGHUA

DIMENSION 3 : EDUCATIONAL THEORY AND TEACHING PLANNING

Modules : Innovations and Concepts
Curriculum
Methodology
Evaluation

DIMENSION 4 : WORKSHOP ON TEACHING AND APPLICATION OF RESOURCES

Modules : Workshop on Teaching
Experimental Teaching

IN-SERVICE COURSE FOR PANEL CHAIRPERSONS OF CHINESE IN SECONDARY SCHOOLS

Two full-time day-release courses are run for panel chairpersons of Chinese in secondary schools. The 16-week course takes place once a year, starting normally in February. The 5-week course starts normally in May.

COURSE OBJECTIVES

The objective is to explore the role and responsibilities of a panel Chairperson and to provide opportunities to share experiences with one another.

COURSE ENTRY REQUIREMENTS

Preference will be given to teachers who

1. are qualified teachers of Chinese in public or government-aided secondary schools;
2. have had 5 years or more post-qualification teaching experience;
3. have devoted 50% or more of their teaching time to the teaching of Chinese during the last two academic years;
4. are incumbent Panel Chairpersons of Chinese.

COURSE CURRICULUM

A. 16 WEEK COURSE

The 16-week full-time course, of 25 contact hours per week, is composed of 12 modules under four dimensions, with some related or supporting activities.

DIMENSION 1 : PROFESSIONAL KNOWLEDGE AND SKILLS

- Modules :
1. Linguistics and Information
 2. Language Proficiency
 3. Professional Skills

DIMENSION 2 : PUTONGHUA

DIMENSION 3 : EDUCATIONAL THEORY AND TEACHING PLANNING

- Modules :
1. Innovations and Concepts
 2. Curriculum
 3. Methodology
 4. Evaluation

DIMENSION 4 : CORE TOPICS FOR PANEL CHAIRPERSON

- Modules :
1. Curriculum Planning
 2. Course Development & Personnel Management
 3. Professional Development
 4. Workshop on Special Topics

B. 5 WEEKS

DIMENSION : CORE TOPICS FOR PANEL CHAIRPERSON

- Modules :
1. Curriculum Planning
 2. Course Development & Personnel Management
 3. Professional Development
 4. Workshop on Special Topics

IN-SERVICE COURSE FOR PANEL CHAIRPERSONS OF ENGLISH IN SECONDARY SCHOOLS

The In-service Course for Panel Chairpersons of English in Secondary Schools is a 12-week Course. It takes place once a year, starting normally in April. It is a full-time Course divided into 2 phases:

Phase 1 is an 8-week full-time Course in the Institute (Bonham Campus).

Phase 2 is a 4-week full-time Course in an English Language Teaching Institute in Britain, with participants lodged individually with a family or in the hostel of the institute they are allocated to. This takes place once a year in June/July.

It is possible for participants to opt for Phase 1 only. A short orientation programme will be offered to participants who are joining the Phase 2 Course.

COURSE ENTRY REQUIREMENTS

Preference for selection will be given to teachers who :

- (1) are qualified teachers of English in public or government-aided secondary schools;
- (2) have 5 years or above post-qualification teaching experience;
- (3) are of the 5 years' teaching experience, a minimum of 50% of 2 academic years must be focused on the teaching of English;
- (4) are incumbent panel chairperson of English. Content of the course covers 4 areas : English & education, curriculum planning, departmental management, and developing classroom practice.

PHASE 1 : 8-WEEK FULL-TIME COURSE

COURSE AIMS

The overall aims for the Course are to further develop participants' abilities to use English for professional purposes; to teach the English Language curriculum effectively; to manage an English department in a school; and to enhance their professionalism.

COURSE CURRICULUM

The 8-week full-time Course is composed of 6 learning areas as follows:

- Area A:** Teaching for Learning
- Area B:** Reflection on Present Practice
- Area C:** Language & Education in Hong Kong
- Area D:** Learning through Language
- Area E:** Departmental Management
- Area F:** Project Work

PHASE 2 : 4-WEEK FULL-TIME EXTENSION COURSE (IN A LANGUAGE CENTRE IN GREAT BRITAIN)

A short orientation programme is offered to participants before the Phase 2 Course begins. This programme takes place in the Institute in June to prepare them for the experiences they will encounter in Britain. The Phase 2 course is organized by Centres in Britain on the basis of guidelines provided by the Department of Education and the Hong Kong Institute of Education. Participants spend 4 weeks in carefully selected Language Centres in Great Britain. Each Centre receives 1 or 2 groups of participants, and participants are accommodated individually, either with a family near their Centre or in a hostel on the campus (if available). Participants are in the same group as those in which they work in the Institute.

COURSE AIMS

The aims of this Course are to extend the fluency and confidence of participants in spoken English, to introduce them to aspects of life in an English-speaking culture, to observe a different education system in action, to provide them with an opportunity to collect and study language samples (on tape, video and in written form) of use to themselves as students of English, and to update their knowledge of Educational Management within secondary school English Departments and apply the knowledge to their home situations.

COURSE CURRICULUM

Each Centre in Great Britain is responsible for establishing its own timetable of components, but guidelines are provided by the Hong Kong Government Education Department/the Hong Kong Institute of



Education. These indicate that the following components should be covered:

- Developing listening and speaking skills;
- Theme-based project work involving visits to places of interest in the community, collection of language data, examination and organization of it;
- A programme of planned cultural/educational visits, including visits to schools where possible;
- Departmental management (i.e. looking at schools, managing people, managing learning.)

METHOD OF WORK (PHASES 1 & 2)

A wide range of teaching and learning strategies are used, including plenary lectures, group seminars and workshops, assigned reading, examining, evaluating and trying out teaching materials and school visits.

Participants are divided into groups of about 13 who work together with the tutor assigned to them throughout the Course. Discussions and assignments, which are normally related to the preparation of teaching materials, are undertaken individually or in small groups.

There is also a project to be completed individually or as a group towards the end of the Course. The project aims to provide participants with an opportunity to investigate matters of concern relating to their professional role and propose action plans to be implemented on return to school. Alternatively, the participants can do a scheme of work project in which they plan, document and present a long-term scheme of work for use in their own school.

COURSE ASSESSMENT (PHASES 1 & 2)

Participants are assessed on their language proficiency in Pre-Course and Post-Course tests (the Association of Recognized English Language Schools Higher Certificate in Spoken English and Comprehension Examination i.e. ARELS) to determine the efficacy of the Course in bringing about language improvement.

On the Course, constant feedback on assignments is provided whereas the project is assessed at the end of the Course.

IN-SERVICE COURSE FOR SECONDARY TEACHERS USING ENGLISH AS THE MEDIUM OF INSTRUCTION

This is a 16-week full-time course which takes place twice a year, starting in February and in September.

The course is intended for teachers of any subject from schools which use or will use English as the medium of instruction.

COURSE AIMS

1. To improve teachers' understanding of the relationship between language and learning.
2. To improve teachers' language proficiency in English for teaching their subject and to strengthen their confidence in using English as the medium of instruction.
3. To assist teachers to develop classroom strategies for the effective use of English as the medium of teaching and student learning.
4. To introduce teachers to language across the curriculum strategies.

These aims are realized through three major course components:

- Language Improvement Module
- Medium of Instruction Module
- Project Module

On completion of the course, teachers should have a greatly enhanced ability to maintain English throughout a lesson teaching their own subjects. They should be able to plan, resource and teach units of work for their subject which demonstrate an understanding of the part language plays in the teaching and learning of that subject. They should be able to participate actively in and in some cases lead planning for the use of English as the medium in their schools, both within their own subjects and across the curriculum. They can be expected to participate in and lead discussions on medium of instruction issues and to hold seminars for groups of their colleagues on issues raised on the course.

COURSE ENTRY REQUIREMENTS

Preference for selection will be given to the following applicants :

- Teachers teaching in lower secondary forms
- Language Across the Curriculum Co-ordinators
- Panel Chairpersons

COURSE CURRICULUM

The 16-week full-time course, with 30 working hours per week, is made up of 3 sequential blocks each leading to project work. Formal language improvement work takes place throughout the course and accounts for about 30% of the course time. The chief content in each block is as follows:

BLOCK 1

- A. Project Module : Language and Content Relationships
- B. Medium of Instruction Module

Background to EMI
Teaching and Learning through English
Resourcing EMI - Evaluating and Selecting Materials
Developing Students' Vocabulary
Dealing with Difficult Tests

C. Language Improvement Module

Language and Content
Language Support
Grammar Practice
Pronunciation
Vocabulary Development

BLOCK 2

A. Project Module : Maintaining English in the Classroom; Language Support; Developing Language Skills

B. Medium of Instruction Module

Developing Students Reading and Writing Skills
Developing Students Listening and Speaking Skills
Teacher Language
Lesson Observation

C. Language Improvement Module

Grammar Practice
Pronunciation
Reading
Options

BLOCK 3

A. Project Module : Teaching through English Development; Classroom Interaction

B. Medium of Instruction Module

Managing Language across the Curriculum
Assessment

C. Language Improvement Options

D. Preparing for Return to School

METHOD OF WORK

A wide range of teaching methods are used including lectures, group seminars and workshops, assigned reading, and independent study. Language improvement is both tutor-led and undertaken on a guided self-access basis.

There are two blocks of school-based teaching within the projects during which participants are expected to try out strategies and techniques they have developed during the course. One of these takes place in the teacher's own school, while for the other a small team of teachers representing different subjects teach their own subjects to the same class over a three-day period.

COURSE ASSESSMENT

Participant's progress is assessed through assignments, tests, experimental teaching and project work.



IN-SERVICE COURSE FOR SECONDARY TEACHERS USING CHINESE AS THE MEDIUM OF INSTRUCTION

The 8-week full-time day-release course takes place four times a year.

COURSE AIMS

1. To improve teachers' understanding of the relationship between language and learning;
2. To improve teachers' language proficiency in Chinese for teaching their subject, and to strengthen their confidence in using Chinese as the medium of instruction;
3. To assist teachers to further develop classroom strategies for the effective use of Chinese as a medium for teaching and for student learning;
4. To enable teachers to make effective use of the resources available;
5. To introduce teachers to language across the curriculum strategies.

COURSE ENTRY REQUIREMENTS

Preference for selection will be given to the following applicants :

- Teachers teaching in lower secondary forms
- Language Across the Curriculum Co-ordinators
- Panel Chairpersons

COURSE CURRICULUM

The 8-week full-time day-release course with a total of 200 hours duration is composed of 6 modules:

MODULE 1 : Using Chinese As the Medium of Instruction and Language Across the

Chinese Curriculum:

Introduces theories on language teaching and learning and establish the social, cognitive and linguistic framework for the course.

MODULE 2 : Basic Knowledge of Modern Chinese Language:

Focuses on the introduction of basic knowledge of Chinese language.

MODULE 3 : Language Improvement:

Focuses on improving the language proficiency of teachers in both their own subject discipline and in general Chinese.

MODULE 4 : Planning a Unit of Learning:

Focuses on classroom teaching strategies. This part includes theories and practice.

MODULE 5 : Use of Teaching Resources:

Includes the introduction and use of reference materials, computing in Chinese and production of teaching kits.

MODULE 6 : Putonghua (Elective):

Focuses on the training in basic proficiency in Putonghua.

METHOD OF WORK

A wide range of teaching methods are used including lectures, workshops and experimental teaching.

COURSE ASSESSMENT

Participants are required to take an 1½ hour examination on the modules of Basic Knowledge of Modern Chinese Language and Language Improvement. The performances of participants in selecting and implementing teaching strategies, through experimental teaching, are also assessed.

IN-SERVICE COURSE FOR TEACHING AND INSTRUCTIONAL STAFF OF SKILLS CENTRES FOR THE DISABLED

COURSE AIMS

The Short Course for Teaching and Instructional Staff of Skills Centres for the Disabled (SCSC) is designed to provide new staff of skills centres, sheltered workshops or day activity centres basic exposure to the essential knowledge and skills required for carrying out teaching and instructional duties in their workplace.

COURSE CURRICULUM

The course is operated on a mixed mode of attendance. Participants attend classes for one week-block release followed by 5 weeks of part-time day-release mode on a one-day per week basis and two Saturday mornings. The course consists of four modules of study with a total of 66 hours' duration. The four units are listed below :

- Unit 1 : Understanding Handicapped Persons
- Unit 2 : Principles & Techniques of Teaching Mentally Handicapped Persons
- Unit 3 : Workshop Instructional Techniques
- Unit 4 : Vocational Rehabilitation in Hong Kong

COURSE AWARD/REQUIREMENTS

In order to obtain the certificate of attendance, the participants must fulfill the following requirements :

- (1) a minimum of 90% attendance; and
- (2) a satisfactory performance for all the course assignments, skill demonstration, practice and micro-teaching.

IN-SERVICE COURSE FOR TEACHERS OF PUTONGHUA IN PRIMARY SCHOOLS

The 16-week full-time day-release course takes place twice a year, starting normally in February and September.

CREDIT TRANSFER

The Course consists of four areas : Professional Knowledge and Theories, Teaching Competence, Professional Development Competence, and Language Competence. The first three areas are recognized for automatic credit transfer towards the B.Ed. (Hons) for primary teachers being offered by the consortium led by the Open Learning Institute of Hong Kong.

COURSE AIMS

The course is intended to provide continuous education for primary school teachers of Putonghua to further enable them to meet the needs of Hong Kong society. On successful completion of the course, teachers should have a broader outlook on language teaching issues, a wider range of abilities in the use of language and language teaching, possess competence in professional development and a positive approach to teaching. They should be able to fulfill the role of classroom teacher and have the ability to undertake classroom research.

COURSE ENTRY REQUIREMENTS

Priority will be given to applicants who :

- a. have 5 years or more of teaching experience and having obtained recognized qualified teacher status
- b. are now teaching Putonghua or know that they will be doing so in the coming academic year.

Teachers on probation should not be nominated.

COURSE CURRICULUM

- Area 1 Professional Knowledge and Theories (112 hours)**
- Unit 1 Modern Standard Spoken Chinese (65 hours)
 - Unit 2 Language Teaching (31 hours)
 - Unit 3 Teaching and Learning of Putonghua in Hong Kong (16 hours)
- Area 2 Professional Development Competence (102 hours)**
- Unit 1 Action Research (60 hours)
 - Unit 2 Professional Information and Professional Development (20 hours)
 - Unit 3 Self Access Learning Development (22 hours)
- Area 3 Teaching Competence (86 hours)**
- Unit 1 Classroom Teaching Competence (48 hours)
 - Unit 2 Teaching Plans and Use of Teaching Materials (28 hours)
 - Unit 3 Language Evaluation Competence (10 hours)
- Area 4 Language Competence (non credit-bearing, 80 hours)**
- Unit 1 Listening Comprehension (15 hours)
 - Unit 2 Speaking Competence (20 hours)
 - Unit 3 Oral Recitation (20 hours)
 - Unit 4 Error Detection (10 hours)
 - Unit 5 Transcription Ability (15 hours)

METHOD OF WORK

A wide range of teaching methods are used including plenary lecture, group seminars and workshops, and assigned reading. There is an emphasis on participants developing independent study and learning strategies.

School-based work, the action research, is given prominence as potentially the most effective way to bridge the theory/practice gap.

COURSE ASSESSMENT

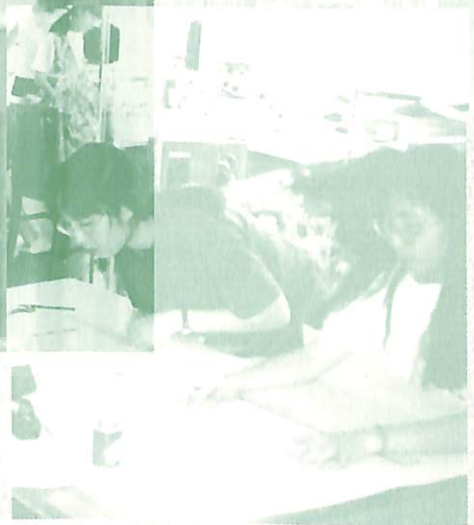
Area 3: Teaching Competence is assessed through 2 assignments of at least 3000 - 4000 words each covering Units 1, 2 & 3 (as detailed above). Area 4: Professional Development Competence is assessed through an Action Research project.

Participants who wish to be considered for B.Ed. credits are also required to take a three-hour examination based on the Area 1 of the course.





Course Descriptions and Curricula



Part-time Evening Courses

TWO-YEAR PART-TIME IN-SERVICE COURSE OF TRAINING FOR TEACHERS IN PRIMARY SCHOOLS

COURSE AIMS

The aim is to enhance the quality of teaching to meet the urgent demand for trained and qualified teachers. This course of in-service training is provided for teachers employed in government, aided or private schools who, although suitably qualified academically, do not possess the professional qualifications which would make them eligible for classification as "Qualified Teachers".

COURSE ENTRY REQUIREMENTS

1. Eligibility

Applicants should be :

- (a) graduates of Hong Kong Baptist College (from 1970), Hong Kong ShueYan College (from 1976) or Lingnan College, Hong Kong (from 1979).

or (b) final year students at Hong Kong Shue Yan College or Lingnan College, Hong Kong.

or (c) holders of a Higher Diploma awarded by the Hong Kong Polytechnic University (previously named Hong Kong Polytechnic) or the City University of Hong Kong (previously named City Polytechnic of Hong Kong).

or (d) candidates who have passed Parts One and Two of the Non-Graduate Teacher Qualification Assessment (NGTQA).

2. Teaching Requirements on Admission and throughout the Course:

All applicants should be full-time primary teachers teaching at least 22 periods per week or 26 per 6-day cycle including at least 6 periods per week or 7 per 6-day cycle in each of their elective subject*, and 8 periods per week in general subjects.

* For the Combined Elective Subjects, the applicants should teach at least 3 periods per week of Chinese and 3 periods per week of Mathematics. These 6 periods should not be counted into the above-said 8 periods of general subjects.

Loop

A section of a program which is performed repeatedly is called a loop.

Sum of squares: $1^2 + 2^2 + \dots + n^2$

```

graph TD
    Start([START]) --> Input[INPUT n]
    Input --> S0[S = 0]
    S0 --> N0{n = 0}
    N0 -- YES --> PrintS[PRINT S]
    PrintS --> End([END])
    N0 -- NO --> Splus[S = S + n^2]
    Splus --> Minus[n = n - 1]
    Minus --> N0
    
```

Conditional Calculation

Calculation must sometimes be done in different ways under different conditions, usually depending on the input data.

```

graph TD
    Start([START]) --> Question{?}
    Question -- YES --> Path1[ ]
    Question -- NO --> Path2[ ]
    
```

Calculator Program

```

graph TD
    Start([START]) --> Input[INPUT a, b, c]
    Input --> Dcalc[D = b^2 - 4ac]
    Dcalc --> D0{D = 0}
    D0 -- YES --> Xcalc[X = -b / 2a]
    Xcalc --> PrintX[PRINT Real Root = X]
    PrintX --> End([END])
    D0 -- NO --> Dgt0{D > 0}
    Dgt0 -- YES --> X1calc[X1 = (-b + sqrt(D)) / 2a]
    X1calc --> PrintX1[PRINT Real Root = X1]
    Dgt0 -- NO --> Ycalc[Y = -b / 2a]
    Ycalc --> PrintY[PRINT Complex Root = X + yi]
    PrintY --> End([END])
    
```

Solving Quadratic Equation:

$$ax^2 + bx + c = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

COURSE CURRICULUM

1. Basic Subjects

This is a compulsory programme and consists of studies in : -

- i) Theoretical Foundations
 - (a) Education and Core Methodology
 - (b) Educational Technology
- ii) Primary Studies
 - (a) Primary Chinese
 - (b) Primary Mathematics
 - (c) Primary Social Studies
 - (d) Primary Science
 - (e) Health Education

2. Elective Subjects

In addition to the Basic Subjects, trainees are required to study one of the following subjects :

- (i) Art and Design
- (ii) Chinese and Mathematics (Combined Elective Subjects)
- (iii) English
- (iv) Music
- (v) Physical Education

3. Supplementary Subject : English Language Skills

Those Post Non-graduate Teacher Qualifications Assessment (NGTQA) trainees who have not passed the subject "English as a Medium of Instruction" (P220) in the Assessment will have to take this subject.

4. Practical Teaching

Practical teaching by trainees in their schools is

supervised throughout the two-year training period. Trainees serving in Special Schools / Centres are required to undergo practical teaching in an ordinary primary school for a period of four weeks in each year.

COURSE AWARD

Having satisfied the requirements of the course, the participant will be awarded a certificate of "Two-year Part-time In-service Course of Training for Teachers of Primary Schools" upon the successful completion of the course.

TWO-YEAR PART-TIME IN-SERVICE COURSE OF TEACHER TRAINING (TECHNICAL)

COURSE AIMS

This is a course of initial teacher training for serving technical and commercial teachers in secondary schools or other educational institutions. After completing the course, trainees will be able to :

1. plan, design, deliver and evaluate instruction effectively;
2. develop and maintain productive relationship with pupils, parents and related personnel;
3. function effectively as a member of an educational organization and contribute to the fulfillment of its goal; and
4. practise teaching according to sound educational principles and professional ethics.

COURSE ENTRY REQUIREMENTS

A. Academic Qualification

Applicants must possess either a Diploma / Higher Certificate / Higher Diploma in a technical or commercial discipline awarded by a local technical institute, polytechnic or a registered post-secondary college (after the date of its registration), or an equivalent qualification.

B. Teaching Practice Requirements

Trainees are required to undertake, in each academic year, a period of eight weeks of teaching practice. The teaching practice will normally take place in the schools or educational institutions the trainees serve. For trainees teaching in special school/classes, the teaching practice will take place for a period of four weeks in an ordinary school/ordinary classes arranged by the Institute. The trainee must have acquired a passing grade of each teaching practice for the award of a Teacher's Certificate.

COURSE CURRICULUM

The course operates on a part-time evening mode with a duration of two years. Trainees are required to attend classes on three evenings per week, each of two hours duration, for 35 weeks in each of the two years of study.

The course is organized into units. On the successful completion of a unit, a trainee will receive credit points proportional to the duration of the unit. One credit point is equated with 10 hours of instruction. The course has two components: Professional Studies and Practical Teaching. The two components in the two years are as follows:

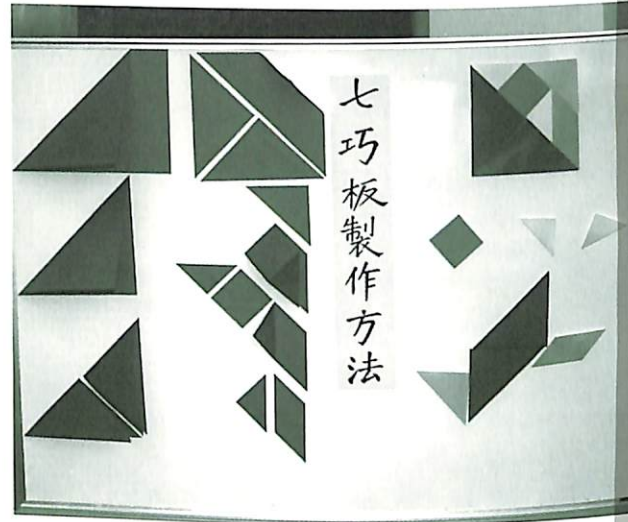
Year One	Credit Point
1. Professional Studies	18
2. Practical Teaching	5
Total :	23
Year Two	
1. Professional Studies	18
2. Practical Teaching	5
Total :	23

Units totalling up to 36 credit points are offered in the Course.

COURSE AWARD / REQUIREMENTS

A trainee will be awarded a certificate of "Two year Part-time In-service Course of Teacher Training (Technical)" on condition that he/she has fulfilled the following requirements :

1. a minimum of 80% attendance of the total lecturing hours for each academic year of the course; and
2. successfully completed sufficient number of course; and
3. a passing grade in the Practical Teaching assessment in both Year One and Year Two.



THREE-YEAR PART-TIME IN-SERVICE COURSE OF TRAINING FOR TEACHERS IN PRIMARY SCHOOLS

COURSE AIMS

This course of training for in-service teachers is for teachers employed in government, aided or private schools who, although suitably qualified academically, do not possess the professional qualification as a certificate master/mistress. The aim is to enhance the quality of teaching to meet the urgent demand for trained and qualified teachers.

COURSE ENTRY REQUIREMENTS

A. Academic Qualifications

- (1) (i) 5 subjects at Grade E or above, including Chinese Language in the Hong Kong Certificate of Education Examination.
or
(ii) Diploma holders of a full-time 4-year Post-Secondary Course or equivalent

Appropriate consideration will be given to applicants with qualifications claimed to be at equivalent to those specified in (1) above.

Entry Requirements

Teaching commitments are required at the time of application. However, priority will be given to those with teaching experience at primary schools.

Applicants must be

currently teaching full-time at primary level;

using Chinese or English as the medium of instruction;

and have been teaching on admission and throughout the course of training 22 periods per week, including at least 6 periods per week in the elective subject offered to them, and 8 periods per week in general subjects.

COURSE CURRICULUM

Core Curriculum

This is a compulsory programme of studies. It consists of studies in :

Theoretical Foundations

- (a) Education and General Methodology
- (b) Educational Technology

Primary Studies

- (a) General Subjects :
Chinese / Mathematics / Social Studies /
Science / Health Education
- (b) Integrated Cultural Units :
Art and Craft / Music / Physical Education

Elective Studies

Course participants are required to study one of the following subjects :

Art and Craft / English / Music / Physical Education / Chinese and Social Studies

3. Practical Teaching

Course participants are supervised in their teaching throughout the 3-year course.

COURSE AWARD

Having satisfied the requirements of the course, the participant will be awarded a certificate of "Three-year Part-time In-service Course of Training for Teachers of Primary Schools" at the end of the academic year by the Institute upon successful completion of the course.

PART-TIME (DAY-RELEASE / EVENING) IN-SERVICE QUALIFIED ASSISTANT KINDERGARTEN TEACHER TRAINING COURSE

COURSE AIMS

The course is open to serving kindergarten teachers who are untrained. The course aims to provide participants with some fundamental knowledge of the characteristics of pre-school children and of various curriculum area in pre-school education. It also aims to equip participants with some basic skills in kindergarten teaching: e.g. the choice of teaching materials, the selection and organization of activities and classroom management.

COURSE ENTRY REQUIREMENTS

1. The Course is open to serving untrained kindergarten teachers.
2. An applicant for admission to the Course should currently be a full-time registered or permitted kindergarten teacher in a registered kindergarten and have a minimum of one-year teaching experience.

COURSE CURRICULUM

Trainees are required to attend four 2-hour sessions per week over a period of 12 working weeks and to go on 4 visits to educational institutions during the course.

The course content is divided into two main areas plus supervised teaching:

1. Professional Studies
 - Development of Pre-school Education
 - Child Development
 - Play
 - Role of the Kindergarten Teacher
 - Classroom Management
 - Assessment and Recording
 - Teaching Approaches
2. Curriculum Studies
 - The Pre-school Curriculum
 - Language Experience
 - Early Mathematics Experience
 - Social Experience
 - Early Science Experience
 - Music Activities
 - Physical Play
 - Art & Craft
3. Supervised Teaching

The 6-month post-course supervised teaching is an integral part of the training. Trainees are required to remain a full-time kindergarten teacher in a registered kindergarten throughout the Course i.e. 12 working weeks at the Institute and the following 6 months (excluding long school holidays) for supervised teaching.

COURSE AWARD

A trainee with satisfactory performance throughout the Course and in the post-course supervised teaching, and with a satisfactory record of attendance and active participation in all areas of study (approved leave not exceeding 20% of the total possible attendance) will be awarded a Certificate of "Qualified Assistant Kindergarten Teacher".

SHORT COURSES FOR TECHNICAL AND COMMERCIAL TEACHERS IN SECONDARY SCHOOLS

COURSE AIMS AND OBJECTIVES

Short courses aim at updating the subject matter knowledge of technical/commercial teachers on selected topics of interest. Each course has its own specific objectives and the ranges of topics offered vary according to the latest curriculum developments.

COURSE ENTRY REQUIREMENTS

Applicants for Short Courses for Technical Teachers must be serving teachers in secondary schools teaching technical or commercial subjects, or part-time lecturers in Technical Institutes.

COURSES OFFERED

These short courses are organized in collaboration with the Advisory Inspectorate (Technical Subjects) of the Education Department for in-service technical and commercial teachers. All short courses are conducted in the evening with a duration of two or three hours' duration per evening.

1. Basic Techniques in Airbrush for Technical and D&T Teachers
2. Basic Uses of Computer-Numerically-Controlled (CNC) Lathe
3. Development of Computer Assisted Learning (CAL) Packages
4. Computer Control Technology for Technical Teachers
5. The Use of Wordprocessor (Word for Windows) for Commercial Teachers
6. The Use of Spreadsheet (Microsoft Excel) for Commercial Teachers

COURSE AWARD

Course participants are expected to attend the course punctually. Participants who satisfy the attendance requirement (minimum 80%) will be eligible for the award of a letter certifying their attendance in the course and their attendance will also be reported back to their school principals for information.

PUTONGHUA LANGUAGE COURSE

COURSE AIMS

The purpose of the course is to give teachers wishing to teach Putonghua in secondary or primary schools the opportunity to improve their Putonghua proficiency.

COURSE ENTRY REQUIREMENTS

All registered teachers of secondary and primary schools are eligible to apply.

COURSE CURRICULUM

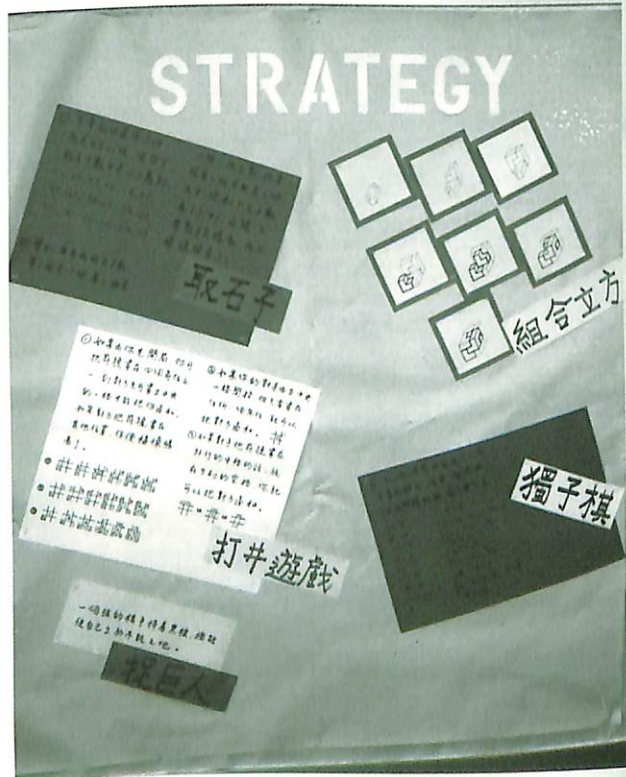
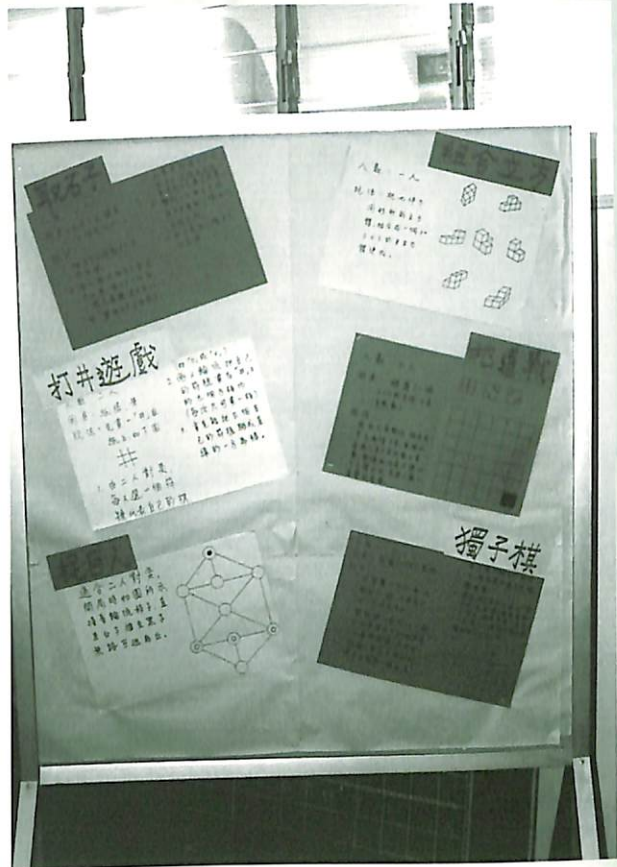
The Course is operated on a part-time evening basis, with one two-hour meeting per week, over 33 weeks; that is, 66 contact hours in total.

The Course includes the following areas:

1. Introduction to Tones, Initials and Finals
2. The Use of Hanyu Pinyin and Mandarin Phonetic Letters
3. Listening and Speaking Skills

COURSE AWARD

Course participants who complete the course and attend at least 80% of the classes will be awarded a certificate of attendance.



Course Descriptions and Curricula



Part-time Day-release Courses

TWO-YEAR PART-TIME IN-SERVICE COURSE OF TEACHER TRAINING FOR LECTURERS IN TECHNICAL INSTITUTES ICTT(TI)

COURSE OBJECTIVES

Course objectives are to enable the trainees to:

1. plan, design, deliver and evaluate instruction effectively;
2. develop and maintain productive relationships with pupils, parents and related personnel;
3. function effectively as a member of an educational organization and contribute to the fulfillment of its goals; and
4. practise teaching according to sound educational principles and professional ethics.

COURSE ENTRY REQUIREMENTS

Serving lecturers of technical institutes supported with VTC nomination.

COURSE CURRICULUM

This is a two-year part-time day-release course. Course participants are required to attend classes one day per week for 29 weeks each year.

There are two major areas, Professional Studies and Practical Teaching the details of which are as follows:

A. Professional Studies

The units offered are:

Year One

Learning and Instructional Decisions
Understanding the Adolescent
Fundamentals of Educational Technology
Instructional Design and Planning
Presentation Skills
Understanding Self and Others

Designing and Producing Teaching Packages
Classroom Management
Social Dimensions of Education

Year Two

Curriculum and Methodology Studies
Educational Evaluation
Educational Philosophy
Helping Students with Special Educational Need
Models of Teaching
Modes of Instructional Delivery
Moral Education
Teacher-pupil Interaction
Designing and Producing Self Learning Packages
Organizational Dimensions of Teaching

B. Practical Teaching

A course participant will be supervised three times per year on teaching at his / her technical institute staff of the Institute.

COURSE AWARD

A trainee having satisfied the requirements of the course will be awarded a Certificate of "Two-year Part-time service Course of Training for Lecturers of Technical Institutes".

TWO-YEAR PART-TIME (DAY-RELEASE) IN-SERVICE COURSE OF TRAINING FOR KINDERGARTEN TEACHERS - CHINESE / ENGLISH

COURSE AIMS AND CURRICULUM

The course aims at equipping trainees with foundation knowledge and skills to become professional kindergarten teachers, such as child development, children's learning and motivation, educational principles and instructional techniques, administrative skill and managing a kindergarten and curriculum studies.

1. The course content is divided into three main areas:
 - (a) **Professional Studies** aims at providing trainees with an understanding of young children,

foundation knowledge of educational principles and techniques, and some basic knowledge in administrative skills in managing a kindergarten.

(b) **Curriculum Studies** aims at providing trainees with the necessary background information and skills in the curriculum areas and the respective subject matter for kindergarten teaching, but the main emphasis is on their practical application in kindergarten education. Classes are often conducted in the form of workshops, practical sessions and discussion.

(c) **General Studies** aims at assisting trainees to become better kindergarten teachers.

2. Practical teaching is an integral part of the course and trainees will be supervised in their schools throughout the two-year training period.

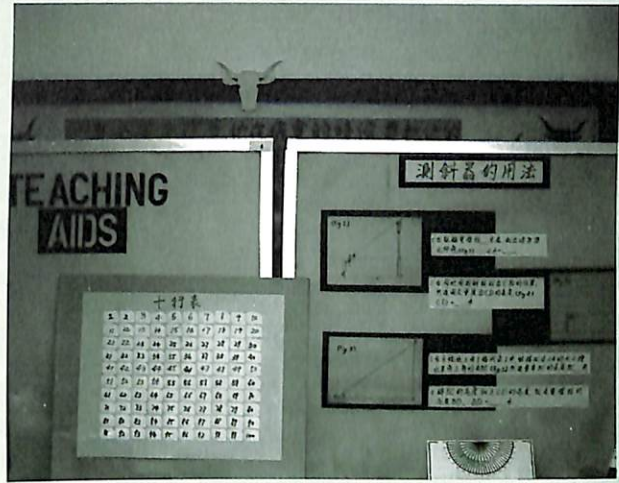
COURSE ENTRY REQUIREMENTS

An applicant for admission to the Course should:

- (1) currently be a full-time permitted or registered kindergarten teacher in a registered kindergarten and have a minimum of one year's teaching experience;
- (2) have attained grade E or above in at least 2 subjects in the Hong Kong Certificate of Education Examination. For the Chinese Course, one of the two subjects must be Chinese Language or Chinese Literature. For the English Course, one of the two subjects must be English Language (Syllabus B). Teachers with equivalent qualifications may also apply.

COURSE AWARD

Having satisfied all the course requirements, a trainee will be awarded the Certificate of Qualified Kindergarten Teacher Status by the Institute at the end of the second year upon the completion of the course.



REFRESHER TRAINING COURSE FOR SERVING SECONDARY SCHOOL NON-GRADUATE TEACHERS

COURSE AIMS

The aim of the course is to acquaint serving teachers with modern teaching methods and approaches at secondary level, to promote further understanding in the use of resources, and to introduce new concepts in curriculum development.

COURSE ENTRY REQUIREMENTS

Applicants should be qualified secondary school teachers who normally have at least five years of teaching experience after their completion of a course of basic teacher training. Applications must be supported by Heads of schools.

COURSE CURRICULUM

This course includes two areas of studies :

1. Professional Studies

This programme which occupies half of the total lecture time includes the following :

- (1) Educational Ideology and School Practices
- (2) Educational Technology

- (3) Each participant is also required to choose two optional subjects, one from each of the following two sets :

- Set (I) (a) Computers in Teaching
(b) Skills of Conducting Small Group Discussions
(c) Holding Parent-Teacher Conferences
(d) Juvenile Delinquency
(e) Democracy and Classroom Management

- Set (II) (a) Mixed Ability Teaching
(b) Computers in School Administration
(c) Educational Evaluation
(d) Workshop on Video Programme Production
(e) Education for Democracy - Clarification of concepts

2. Elective Studies

This programme occupies half of the total lecture time and each participant is required to choose one of the following subjects :

- Art & Design
- Chinese
- Chinese History
- Economic & Public Affairs
- English
- Geography
- History
- Home Economics
- Mathematics
- Music
- Physical Education
- Integrated Science
- Social Studies
- Student Counselling & Guidance

The subject chosen should normally be one of those subjects the teacher took during his initial professional training.

COURSE AWARD

A course participant with satisfactory attendance throughout the course will be awarded a Certificate of Attendance.

REFRESHER TRAINING COURSE FOR SERVING SECONDARY SCHOOL TECHNICAL TEACHERS

COURSE AIMS

The aims of the course are to acquaint serving technical or commercial subject teachers with recent methods and approaches to teaching in secondary schools and to promote further understanding of the use of resources and new concepts in curriculum development.

COURSE ENTRY REQUIREMENTS

Applicants must be serving secondary technical teachers nominated by their school heads.

COURSE CURRICULUM

The curriculum comprises two main areas: Professional Studies and Elective Studies. Professional Studies consist of studies in Education and Educational Technology. Elective Studies are concerned with subject disciplines pursued and taught by the course participants.

The Course operates on 18 alternate Saturday mornings (from 8:45 a.m. to 12:00 noon) and a weekday afternoon of 3 hours per week for a duration of 33 weeks. The Saturday mornings are for lectures and the weekday afternoons for independent studies, assignments, projects, tutorials, seminars and visits. Attendance is also required on attachment basis one day per week for 4 weeks.

COURSE AWARD

Certificate of Attendance will be awarded to participants whose performance is satisfactory.

RETRAINING COURSE FOR SPECIAL EDUCATION TEACHERS

COURSE AIMS

The course aims to provide experienced teachers of children with special educational needs with an opportunity to update their professional knowledge and skills in special education.

COURSE ENTRY REQUIREMENTS

Applicants must

1. be qualified non-graduate or graduate teachers with recognized initial teacher training qualification;
2. have had at least 5 years of special education teaching experience after completion of a basic special education training course;

3. be employed full-time and not on a temporary basis to teach children with special educational needs in special schools or special education classes; and
4. be recommended by supervisors or heads of their schools.

COURSE CURRICULUM

This course includes two areas of studies below :

1. Optional Studies

This area covers both i) the latest developments in theory and practice in the generic domain of special education and ii) a variety of issues in special education aiming at catering to the diversified needs and interests of individual participants. Contents of this area are organized into modules and trainees are required to select 7 out of the modules offered in that year.

2. Specialized Studies

The areas of studies are as follows:

- Education of children with learning difficulties
- Education of mentally handicapped children
- Education of visually handicapped children
- Education of hearing impaired children
- Education of maladjusted and socially deprived children
- Education of physically handicapped children
- Management of children with speech and language problems

Participants are required to select an area of specialized study in accordance with the category of children with special educational needs they are teaching and to complete their school-based project work in one of the above areas of specialty. The specialized studies would also include lectures and tutorials on recent development and contemporary issues.

COURSE AWARD

A certificate of attendance will be awarded to participants whose performance is satisfactory.



BASIC COURSE IN INSTRUCTIONAL TECHNIQUES

COURSE AIMS

The course caters for instructors and trainers of industries and firms and is designed to develop the course participants' competence in the design and delivery of instruction. Upon satisfactory completion of the course, participants are expected to be able to employ effective instruction techniques and skills to pass on their trainees in workshops or classroom settings.

COURSE ENTRY REQUIREMENTS

Applicants must be in-service instructors or trainers in industries, firms, school workshops, or training centres. Employees who will take up training or instructional duties may also apply.

COURSE CURRICULUM

(1) Organization

The course has **two** separate streams: Stream A and Stream B. About 80% of the course content is common to both streams and the remaining part is specially designed to meet the particular training needs of participants.

Stream A caters for workshop instructors while Stream B is for trainers from firms and industries who undertake their training duties mainly in a non-workshop setting.

No trade matter will be taught in the course. Both streams are conducted in Cantonese but some English terminology will be used.

(2) Mode of Attendance

Both Stream A and Stream B offer **three** modes of attendance:

Mode A : **Block Release**

Full-time attendance at the Institute for 10 days (2 consecutive weeks) is required, making a total of 60 contact hours.

Mode B : **Part-time Day-release**

Weekly attendance at the Institute for one whole day is required for a period of 10 weeks, making a total of 60 contact hours.

Mode C : **Part-time Evening**

Weekly attendance at the Institute for two evenings (2.5 hours per evening) is required for a period of 14 weeks, making a total of 70 contact hours.

COURSE AWARD

A certificate in Basic Instructional Techniques will be awarded to the course participant who has satisfied all the following requirements:

- (i) A minimum of 80% attendance for the course;
- (ii) A satisfactory grade in all assignments and practical work.

ADVANCED COURSE IN INSTRUCTIONAL TECHNIQUES

COURSE AIMS AND OBJECTIVES

The Advanced Course in Instructional Techniques (AIT) is designed for graduates of our Basic Course in Instructional Techniques (BIT) who wish to update and further enhance their instructional skills and knowledge in order to execute their roles as instructors and trainers more effectively and efficiently. It aims at exposing and sensitizing course members to more advanced instructional techniques and state-of-the-art in Instructional Media.

COURSE ENTRY REQUIREMENTS

Applicants should:

1. possess the Certificate in Basic Instructional Techniques awarded by the Hong Kong Institute of Education or equivalent qualifications;
2. be serving trainers or senior instructors; and

recommended by his/her employer/company to attend this Course.

RSE CURRICULUM

Course operates on a part-time day-release mode of duration of 60 hours at one day a week for a total of 12 weeks. The Course consists of three modules of 20 hours each with topics on the theory and techniques of instructional design based upon pre-requisite knowledge and experience acquired in the BIT Course.

The course consists of THREE modules and they are:

- Module 1 : Instructional Techniques for Training Adult Learners
- Module 2 : Communication for Training Purposes
- Module 3 : Media for Training Purposes

- 2. identify and overcome obstacles to training and learning;
- 3. design, implement and evaluate training courses to meet the needs of the organization; and
- 4. work effectively in their organization.

COURSE ENTRY REQUIREMENTS

Applicants should:

- 1. be serving trainers or senior instructors;
- 2. have completed Secondary Five or above in a Hong Kong secondary school or equivalent; and
- 3. possess the Certificate in Basic Instructional Techniques offered by the Institute or equivalent.

Experienced training personnel without (3) above but with a degree or with at least five years of working experience in the training field may also apply.

COURSE CURRICULUM

The course comprises study areas on the design of training courses according to instructional design principles, educational theories and method, functions and management of training, and other useful topics relating to training.

The course extends over one academic year and participants are required to attend lectures one day per week for 17 weeks and one evening per week for 10 weeks. After completing the lectures, participants will start working on their individual projects under supervision. This will last for 2 months.

COURSE AWARD

Course participants who have a minimum of 90% course attendance and have satisfied the examiners in all aspects of assessment will be awarded a Certificate in Training and Development.

RSE AWARD

A Certificate in Advanced Instructional Techniques will be awarded to course members who have satisfied all the following requirements:

- a minimum of 90% attendance of the Course; and
- a satisfactory grade in all the course assignments.

CERTIFICATE COURSE IN TRAINING AND DEVELOPMENT

COURSE AIMS AND OBJECTIVES

The Certificate Course in Training and Development is designed to meet the growing demand in Hong Kong for systematic and effective training and for training and development planning in recent years. It aims at providing the participants with the capabilities to:

- ensure that training activities are geared to the needs and circumstances of the organization and its workforce;

TWO-YEAR PART-TIME IN-SERVICE COURSE FOR TEACHING AND INSTRUCTIONAL STAFF WORKING WITH THE HANDICAPPED

COURSE AIMS AND OBJECTIVES

This course provides training for instructors of technical/practical subjects working in institutions for the handicapped in order to equip them with the necessary knowledge, techniques and attitudes to carry out their duties more effectively.

Upon satisfactory completion of the course, participants are expected to have acquired an understanding of the nature of various types of handicap and their associated problems; acquired an understanding of the teaching and learning processes applicable to handicapped adolescents and adults; developed skills in teaching handicapped persons and developed appropriate professional attitudes.

COURSE ENTRY REQUIREMENTS

1. Applicants must be trade / workshop instructors or technical subject teachers working in special schools, vocational training centres for the handicapped, sheltered workshops, day activity centres or correctional homes.
2. All applicants must be recommended by their employers.

COURSE CURRICULUM

This course is operated on a part-time day-release or

part-time evening basis, with meetings extending over 30 weeks for each academic year.

It consists of five areas of studies:

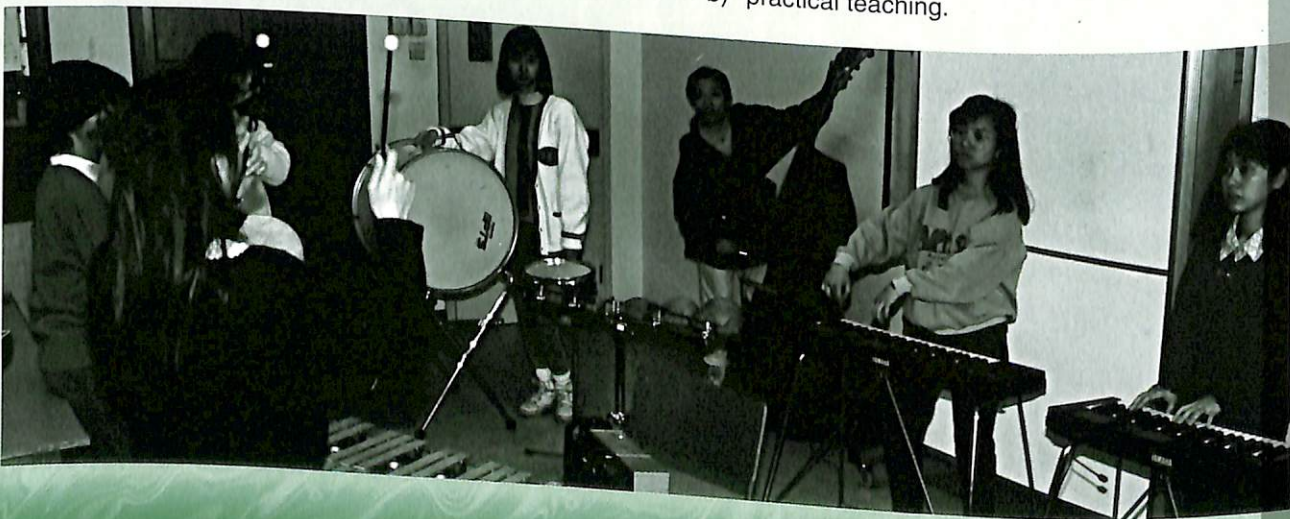
1. Special Education and Rehabilitation
2. Workshop Instructional Techniques
3. Principles and Practices of Teaching
4. Educational Technology
5. Practical Teaching

COURSE AWARD

The Institute will issue a certificate to course participants who have fulfilled all the following requirements:

- (1) Attendance
 - a) A minimum of 90% course attendance in both the first and second year.
 - b) The number of approved late-coming or early leave shall not exceed 10% of total attendance.
- (2) General suitability for the profession

This refers to the course participant's conduct, personality, attitudes, etc.
- (3) Satisfactory performance in
 - a) all units offered in first year and second year;
 - b) practical teaching.



FURTHER AND ADULT EDUCATION TEACHER'S CERTIFICATE COURSE - STAGE I

COURSE AIMS AND OBJECTIVES

The purpose of the course is, through a participatory approach, to help teachers in further and adult education gain an understanding of the principles and methods of teaching, and reflect usefully on ways to improve and develop themselves as effective practitioners. Opportunities will also be provided to enable them to explore the effective use of their personal qualities, styles of teaching and to develop knowledge, skill and experience as educators of adults.

At the end of the Stage I course, participants will be able to:

- gain an understanding of the principles and methods of learning and teaching;
- improve and develop themselves as effective practitioners;
- explore and make effective use of their personal qualities and styles of teaching; and
- develop knowledge, skill and experience as educators of adults.

COURSE ENTRY REQUIREMENTS

Applicants should:

- currently be employed as teachers or instructors of adult learners in further or adult education institutions; and
- have at least completed Secondary 5 in a Hong Kong secondary school or equivalent.

COURSE CURRICULUM

The Stage I programme is offered in the part-time evening mode. Attendance is required for one evening a week, from 6:30 p.m. to 9:00 p.m., for 15 consecutive weeks.

This programme consists of 40 hours of lectures, tutorials and micro-teaching.

The study scheme of the course comprises the following seven major areas of study:

- Principles of learning
- Principles of teaching
- Learning resources
- Course organization and curriculum development
- Assessment
- Communication
- Role

COURSE AWARD

The criteria for the award of a Course Certificate are as follows:

- Satisfactory attendance (a minimum of 80% class attendance);
- Satisfactory performance in coursework;
- Satisfactory completion of assignments and profiles.

On successful completion of the Stage I course, a participant will be awarded the Further & Adult Education Teacher's Certificate (Stage I) by the Institute, and upon payment of the required fee, may be issued a Unit Certificate in Further and Adult Education by the City & Guilds of London Institute, United Kingdom.

PUTONGHUA METHODOLOGY COURSE

COURSE AIMS

The aim of this course is for teachers wishing to teach Putonghua in secondary or primary schools and who wish to have the opportunity to enhance their teaching skills.

COURSE ENTRY REQUIREMENTS

Teachers must satisfy one of the following requirements:

1. to have passed the entrance examination, which includes a Putonghua oral part, and a written Pinyin paper. Only those who have completed the Putonghua Language Course or the Putonghua Proficiency Unit on the Institute's In-service Courses are eligible for the entrance examination; or
2. to have obtained a pass or above (in the same examination) in the transcription, reading aloud and speaking parts of the Test of Advanced Proficiency in Putonghua held by the Hong Kong Examinations Authority.

COURSE CURRICULUM

This Course is operated on a part-time day-release

basis, with one two-hour meeting per week, over 12 weeks; that is, 24 contact hours in total.

The course programme consists of the following areas:

- (i) The Putonghua Syllabus and Basic Requirements for Teachers
- (ii) Theory about the Teaching and Learning of Language
- (iii) Analysis of the Teaching Materials
- (iv) Teaching of Listening Comprehension
- (v) Teaching of Speaking Skills
- (vi) Teaching of Phonetic Knowledge
- (vii) Tests and Examinations
- (viii) Analysis of the Teaching Process
- (ix) Use of Teaching and Learning Resources

COURSE AWARD

Course participants who complete the course and attend at least 80% of the classes will be awarded a certificate of attendance.



COLLABORATION WITH OTHER TERTIARY INSTITUTIONS IN B.Ed. PROGRAMMES

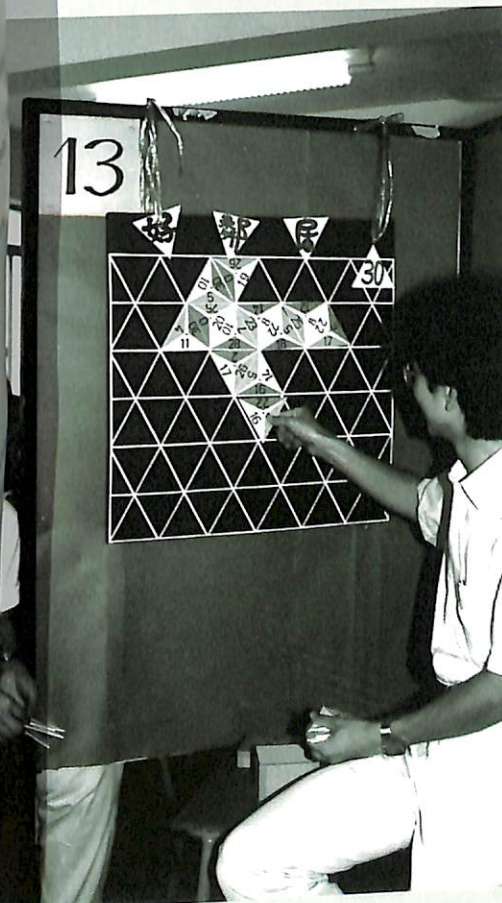
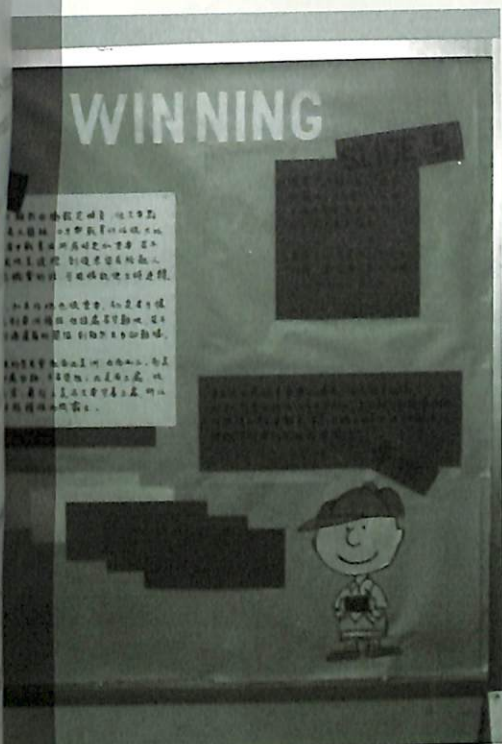
The Hong Kong Institute of Education has participated as a full member of the consortium which comprises the School of Continuing Education (SCE) of Hong Kong Baptist University and the School of Professional and Continuing Education (SPACE) of the University of Hong Kong and the Institute; and also contributed programmes to the other consortium which comprises the Open Learning Institute of Hong Kong (OLI), the Hong Kong Polytechnic University (HKPU) and the City University of Hong Kong (City UHK). The course objective of the two in-service degree programmes is to enable primary school teachers to meet various challenges successfully through the acquisition of instructional and managerial skills of higher order than they currently possess. The SCE-SPACE-HKIEd programme is conducted through a combination of distance learning and face-to-face tutorial modes; and the OLI-HKPU-City UHK programme is delivered mainly by distance learning. These courses are open to practising primary school teachers who have at least the basic two-year Teacher's Certificate (or equivalent) of initial professional training and classroom experience.

(a) SCE-HKBU/SPACE-HKU/HKIEd B.Ed. Consortium

The Bachelor of Education (B.Ed.) degree is offered by the Hong Kong Baptist University. As a member of the consortium, the Institute has participated in the preparation of course materials and curriculum design at the inception stage and academic staff members are currently serving as course writers and tutors in various subjects of the B.Ed. programme.

(b) OLI/HKPU/City UHK B.Ed. Consortium

The course is offered by the OLI. The Institute has contributed to the curriculum by restructuring 2 existing 16-week full-time Refresher Course in Chinese and Refresher Course in English offered by the Bonham Campus to act as credit-bearing courses with automatic transfer of credits towards the OLI's B.Ed. programme. Attempts are also made to re-structure the new 16-week full-time In-service Course for Teachers of Putonghua in Primary Schools for credit earning purposes towards the OLI B.Ed. programme.



Academic Support Services



OFFICE OF INFORMATION TECHNOLOGY AND SERVICES

The Office of Information Technology and Services (ITS) develops and maintains the computing environment of the Hong Kong Institute of Education to support its administration, teaching and research.

The campus network is one of the most important infrastructures of the Institute. Before the Institute moves to its permanent campus at Taipo, computing facilities are available in both the Head Office and the campuses in different physical locations. Remote campus users access the Head Office network via either 64kb/second leased lines or dial-up modems. The whole network is connected to HARNET (Hong Kong Academic and Research Network) which links all the local tertiary institutions together, and via HARNET to Internet, which links almost all major networks worldwide.

The Office of ITS supports a wide collection of network services including file and print services, e-mail, access to local and remote library systems, and a vast array of information and computing resources available on either the Institute's own network or that of other local and remote institutions.

The development of information system to support the administrative functions of the Institute and to provide management information for decision making is another major undertaking of the Office. The information system has a distributed, client-server architecture and supports a window-based Graphical User Interface (GUI).

The Institute's computing environment will be significantly upgraded after moving to the Taipo permanent campus. In the plan, the campus network will extend beyond academic and administrative buildings to staff and student residences. The network will be capable of supporting multi-media network services such as video-conferencing and video-on-demand.

INTERIM CENTRAL LIBRARY

Where it is

5/F., Trade Square
Cheung Sha Wan
(7-minute walk from Grantham Campus II)

When it opens

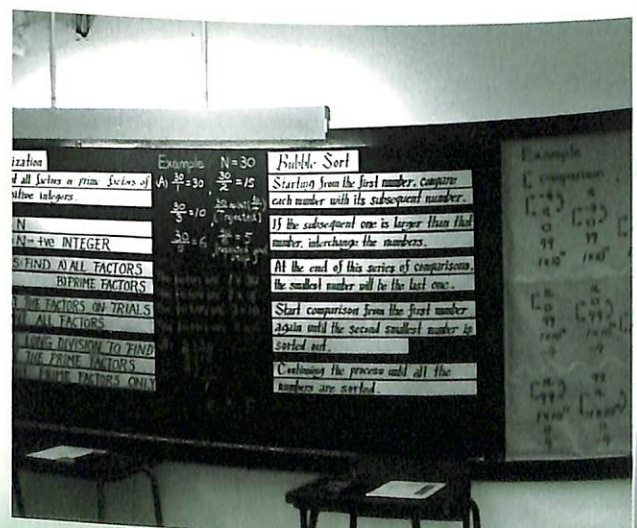
Mid - 1995

What it has

- 300+ seatings
- integrated library automated system
- books, periodicals, newsletters
- indexes and reference materials
- CD-ROM databases
- multi-media resources
- curriculum resources
- Interactive video and multi-media equipment

What it does

- answers enquiries
- performs on-line information searches
- loans materials
- coordinates collection development
- implements inter-library loan system
- procures and processes library materials for all campus libraries
- develops and maintains union catalogues and electronic databases on an integrated library system
- trains and supervises the staff of the campus libraries



STUDENT AFFAIRS OFFICE

The Office of Student Affairs is established to provide non-academic services to students with an aim of enabling them to take charge of their personal and professional growth aiming at achieving personal excellence.

In achieving this aim, the Office of Student Affairs will work towards the provision of a comprehensive range of quality service with specific objectives emphasizing:

- 1) the provision for the welfare of students, individually or as a group, so that they can maximize their benefit from their study in the Institute;
 - e.g. assisting students in need to apply for government grants and loans, providing assistance to students with special needs, providing information of various nature, managing catering/tuckshop services at various campuses etc.
- 2) the facilitation of whole-man development in students so that they have a balanced growth physically, socially, intellectually, morally and aesthetically;
 - e.g. organizing sports and recreational activities, cultural activities, social function, civic, moral and sex education programmes, leadership training programmes, complementary programmes etc.
- 3) the development of self-awareness and problem-solving skills in students so that they become better adjusted individuals, capable of self-help and self-development as well as serving others;
 - e.g. providing general guidance and counselling services of both preventive and therapeutic nature, organizing developmental programmes and social services etc.
- 4) the enhancement of professional growth in students so that they become more competent teachers, capable of initiating continuous professional development after graduation;
 - e.g. organizing orientation programmes, seminars and workshops on educational issues, career talks, induction programmes, further education programmes etc.
- 5) the strengthening of coordination between students and lecturers as well as students and the Administration of the Institute so that they can work

collaboratively to establish the Institute and contribute to the development of Hong Kong education;

e.g. conducting student survey, liaising with student representatives, facilitating the development of Student Union, organizing consultative meetings, preparing student representatives to participate in committees at Institutional level etc.



NEW CAMPUS AT TAIPO

The site of the New Campus for the Institute is at Taipo. It will provide the necessary academic, sport and amenities facilities for 5,000 full-time equivalent students. The new campus will also provide 1,500 hostel places for students, 99 quarters for senior staff and 36 units for operational staff.

The master layout of the New Campus has made use of a central spine road to divide the Campus into the upper and lower zones with residential buildings at the top and the academic facilities below. This south-north orientated spine road also links up the administration building at the main entrance to the sport and amenities building at the northern end of the Campus.

The academic complex is composed of eight blocks made up of two levels of academic staff offices and three levels of teaching facilities including classrooms, laboratories, studios, workshops, regional resources centres and computer centres. Located at the centre of the academic complex is a curved building housing the central library, a computer centre, a 600-seat lecture theatre, student activity rooms and a canteen.

At the main entrance of the Campus is a grand entrance plaza. Enclosing on one side of the plaza is the administration building. Commercial facilities are concentrated at the plaza level while Student Affairs Office and Medical Services Centre are located at the first and second floors. The rest of the building is dedicated for the administration offices. Under the podium is two levels of car parks.

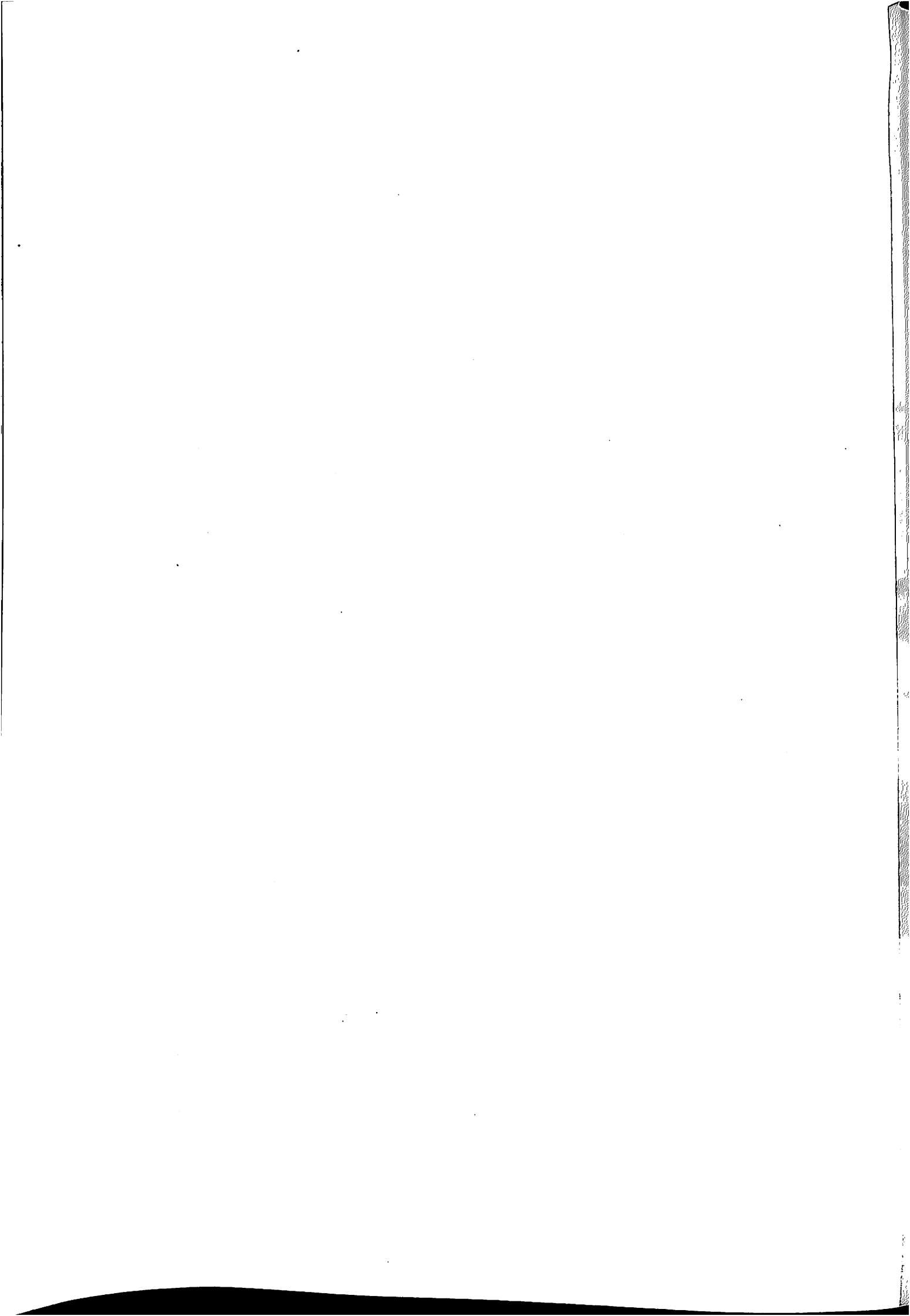
The sport complex and amenities building at the northern end of the Campus consists of a student canteen, a staff restaurant and sports facilities. The sports facilities include a swimming pool of Olympic standard, an indoor training pool, a gymnasium, a practice gymnasium and squash courts.

In addition, an off-campus sport centre would also be developed at Pak Shek Kok with a 400M running track, soccer pitch and tennis courts.

The site formation work is planned to start in early 1995. The whole campus is targeted to be completed by June 1997.



New Campus at Taipo



Additional Information



FIRST STUDENT INTAKE FOR 1994/95 WELCOMED AT THE FIRST ASSEMBLY

The Institute held its First Assembly on 22 September 1994 at the Concert Hall of the Hong Kong Cultural Centre. Secretary for Education & Manpower, Mr. Michael Leung delivered the keynote address to a capacity audience comprising over a thousand freshmen, staff as well as guests including Government officials closely associated with the establishment of the Institute. Hailing the occasion as "the dawning of a new era for teacher education", Mr. Leung congratulated the Provisional Governing Council (PGC) for accomplishing so much in just nineteen months. Chairman of Governing Council, The Hon. Simon Ip in turn thanked PGC members and its working groups, as well as the Education and Manpower Branch, the Education Department and other bodies and organizations for their co-operation in ensuring smooth progress.

Outlining the academic programme with its initial focus on pre-degree courses while preparing to offer degree and postgraduate programmes in due course, the Director, Professor C. K. Leung urged staff and students to face positively the challenges of the Institute as the newest higher education institution devoted to quality teacher education in Hong Kong.

GOVERNOR PATTEN INAUGURATES THE INSTITUTE

In a moving yet simple ceremony on 24 November 1994, over 1,650 students and academic staff as well as over 350 guests gathered for the Inauguration Ceremony of the Institute held at the Queen Elizabeth Stadium, Wanchai.

Welcoming the Right Honorable Christopher Patten, Governor of Hong Kong and President of the Institute, Chairman of the Governing Council, Mr. Ip said that the Inauguration of the HKIEd was proof that Hong Kong recognizes the importance of education and wishes to make it the foundation of its social and economic infrastructure.

After delivering the inaugural address, Mr. Christopher Patten also unveiled a commemorative plaque. Also addressing the Assembly were Chairman of the Governing Council, the Director of the Institute and Prof. Kwong Lee Dow, Dean, Institute of Education, University of Melbourne.

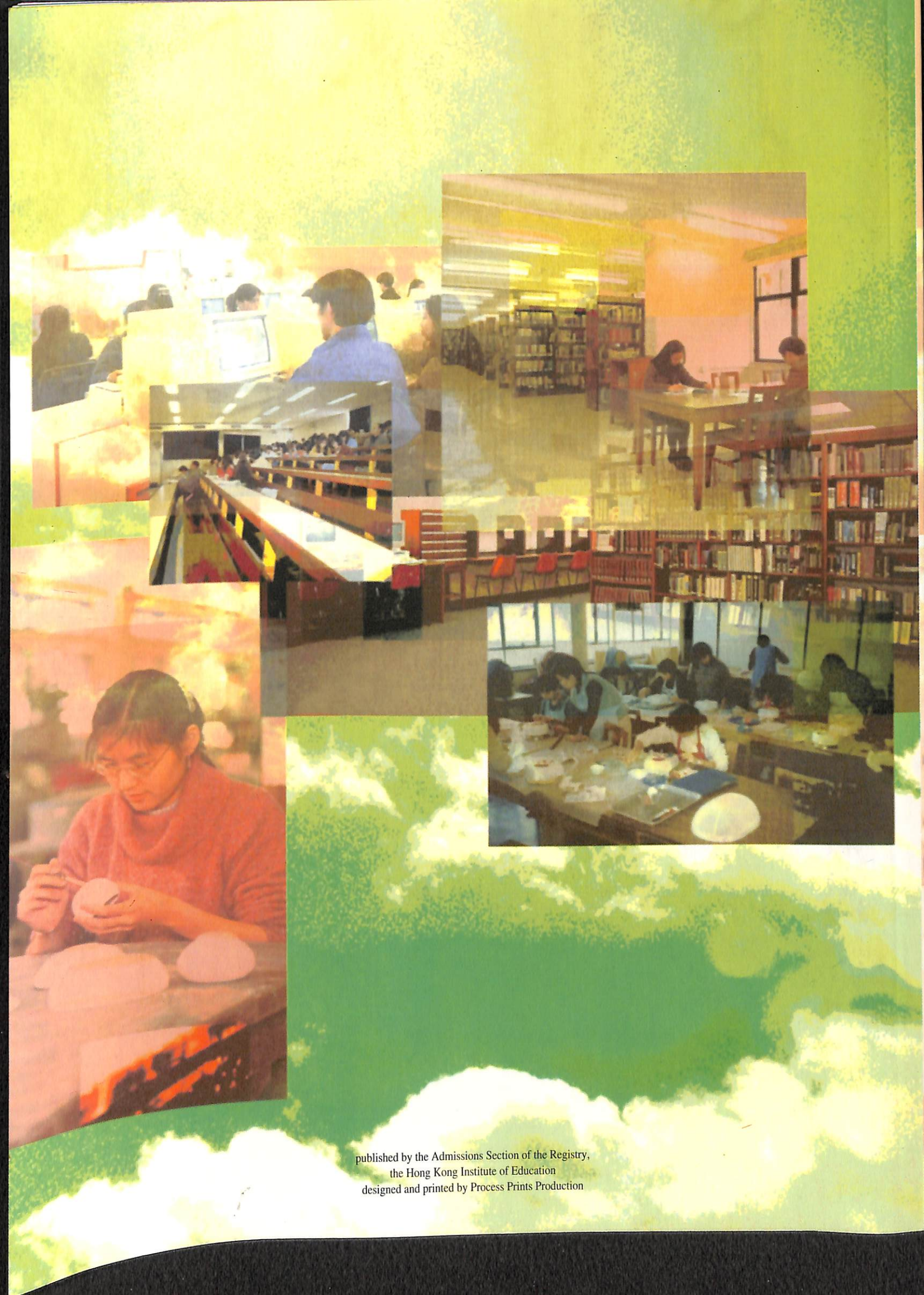
An Inaugural Dinner was later held at the Hong Kong Exhibition and Convention Centre to commemorate the historic occasion. Among the 120 guests gathered for cocktails and dinner were the President of the Legislative Council, heads of other tertiary institution; and statutory educational bodies as well as members of the Governing Council, Government officials involved in the planning of the Institute as well as community leaders and overseas educationists. A slide presentation of the Taipo main campus and a congratulatory toast rounded off this memorable and festive day.



HEAD OFFICE AND CAMPUS ADDRESSES

- Head Office : 9-11/F, Sunning Plaza, 10 Hysan Avenue
Causeway Bay, Hong Kong
Tel : 2805 7401
- Black Campus I : 6 Caldecott Road, Piper's Hill, Kowloon
Tel : 2720 4281
- Black Campus II : 8 Yuen Chau Kok, Shatin, New Territories
Tel : 2648 7077
- Bonham Campus : 2 Hospital Road, Mid-levels, Hong Kong
Tel : 2803 2433
- Grantham Campus I : 42 Gascoigne Road, Yau Ma Tei, Kowloon
Tel : 2388 5061
- Grantham Campus II : 791-881 Cheung Sha Wan Road,
Cheung Sha Wan Plaza Tower II,
Lai Chi Kok, Kowloon
Tel : 2785 0643
- Morrison Campus : 373 Queen's Road East, Hong Kong
Tel : 2574 5311
- Northcote Campus I : 21 Sassoon Road, Pokfulam, Hong Kong
Tel : 2817 1281
- Northcote Campus II : 9A Bonham Road, Mid-levels, Hong Kong
Tel : 2548 7965





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