

The Founding Year

奠基之年



ANNUAL REPORT 1994-95

一九九四—一九五年年報

THE MACE

The governance and identity of a tertiary institution has traditionally been symbolised by its mace.

The mace of The Hong Kong Institute of Education (HKIEd) has been designed to illustrate its unique history. Thus the centrepiece of the mace is a pentagon upon which have been engraved the insignias of each of the five previous institutions - the Northcote, Grantham and Sir Robert Black Colleges of Education, the Hong Kong Technical Teachers' College and the Institute of Language in Education. The mace on the cover of the Annual Report has been photographed at an angle showing the insignia of the earliest established institution, Northcote Training College (later renamed the Northcote College of Education).

At the apex of the mace stands The HKIEd logo, a visual representation of 'IE' with an orange gold sun topping the green leaves which signify the five constituent Colleges. The green leaves at once symbolise youthful aspiration, growth, energy and wholesomeness nourished by the sun, symbolic of high goals and standards, life-force, blossoming achievement, *esprit de corps* and success.

The ceremonial mace of the Institute was held aloft for the first time at the First Graduation Ceremony held on 11 July 1995.



權杖

權杖在傳統上是高等學府的管轄權力和學術地位象徵。

香港教育學院權杖的設計，顯示了它的獨特歷史。因此，權杖的中央部份是一個五角形立體，刻有組成學院的五所前師訓院校——羅富國教育學院、葛量洪教育學院、柏立基教育學院、香港工商師範學院、語文教育學院——的徽號，年報封面權杖所展示的一面，是最早成立的羅富國師範學院(後名為羅富國教育學院)的校徽。

權杖頂端是學院本身的校徽，它在視覺形象上表現了學院的英文簡寫IE。五片綠葉上面有一金黃色的太陽。綠葉代表了五間前院校，同時也象徵了青年人的理想、成長、活力和健康，孕育萬物的太陽則象徵崇高的目標、卓越的水平、生命的力量、燦爛的成果、團結的精神和成功。

學院的權杖首用於一九九五年七月十一日的第一屆畢業典禮。

The Founding Year

奠基 之年

PAI Office

ANNUAL REPORT 1994-95

一九九四 — 一九五年年報

Published by Authority of The Council
校董會授權出版

CONTENTS

目錄

CHAIRMAN'S FOREWORD	4
校董會主席前言	6
DIRECTOR'S OVERVIEW - THE FOUNDING YEAR	8
校長報告 - 奠基年概覽	12
<hr/>	
THE ESTABLISHMENT OF THE HKIEd 香港教育學院的成立	
<hr/>	
THE HISTORICAL ROOTS	19
歷史根源	
THE BIRTH OF THE HKIEd	25
學院的誕生	
<hr/>	
THE FOUNDING YEAR 奠基之年	
<hr/>	
THE COUNCIL	33
校董會	
MANAGEMENT AND PLANNING	37
管理和規劃	
ACADEMIC ORGANISATION AND DEVELOPMENT	47
教學組織和發展	
STAFF AND STUDENTS	61
教職員和學生	
ACADEMIC SUPPORT FACILITIES	71
教學支援設施	
THE TAI PO CAMPUS PROJECT	79
大埔建校工程	
FINANCIAL STATEMENT	84
財務報告	
APPENDICES 1 - 9	87
附錄一至九	

CHAIRMAN'S FOREWORD



The mission of the new Institute is to become a centre of excellence in teacher education and continuous professional development for teachers in Hong Kong and the Region. The Institute will set and sustain standards of academic and professional excellence in all programmes offered. It aims to attract students of high calibre with the personal qualities necessary to

become successful teachers; recruit and retain well-qualified and dedicated staff; and become an internationally recognised centre for research and development in the field of teacher education.

I have much pleasure in writing this Foreword to the first Annual Report of The Hong Kong Institute of Education. The Report describes the Institute's birth and first twelve months of life. As with any new-born child, changes and growth during this period have been fast. Like a new parent, I have watched the baby begin to grow with pride and joy, but at times naturally with a little anxiety.

The Hong Kong Institute of Education Ordinance was enacted on 31 March 1994. The Institute was formally established on 25 April 1994 after a gestation period of about 13 months during which the Provisional Governing Council made preparations to receive it into the world. Since then, everyone involved with the Institute has helped to nurture it, to care for it and to ensure that it is strong and healthy.

The Institute represents the union of the four Colleges of Education and the Institute of Language in Education, as recommended by the Education Commission in its Fifth report. It provides a bridge between the old and the new in teacher education. Following its motto 'Education for Tomorrow' the Institute is now focusing on upgrading the quality of teacher education to meet the needs of the 21st century.

The mission of the new Institute is to become a centre of excellence in teacher education and continuous professional development for teachers in Hong Kong and the Region. The Institute will set and sustain standards of academic and professional excellence in all programmes offered. It aims to attract students of high calibre with the personal qualities necessary to become successful teachers; recruit and retain well-qualified and dedicated staff; and become an internationally recognised centre for research and development in the field of teacher education.

I am happy to report that the Institute under the leadership of its first Director, Professor C.K. Leung, is taking firm strides to achieve its goals. In the past year, the Institute has begun a review of its curriculum and introduced enhanced staff development programmes. Significant improvements to the teaching and learning environment have been made including the establishment of an interim Central Library. Simultaneously, the design and planning of the main campus have progressed on schedule. The new campus, located on a 12.5 hectare site in Ting Kok Road, Tai Po, is due for completion by mid 1997. It will provide all essential facilities such as administrative and academic buildings, student and staff residences, sports and other major amenities. An additional sports ground will be constructed on a separate area within easy access. There will also be a centrally located town centre, convenient to part-time students and practising teachers.

Active discussions are now under way concerning the Institute's admission to the University Grants Committee (UGC). Under the UGC, the Institute will seek to expand its academic profile and enrich its programmes. In the meantime, the Institute has been collaborating with other local tertiary institutions to develop in-service Bachelor of Education (Primary) programmes.

The provision of a dedicated and well-trained teaching profession is integral to an effective school education system. The contents of this Annual Report will help to illustrate the pace and direction of the Institute's efforts to produce high quality teachers. Its commitment to the enhancement of the knowledge and professional skills of our teachers will continue. I extend my warmest thanks to all the staff for their initiative, professionalism, commitment and sheer hard work during the last year. I am also indebted to Council Members for their staunch support and generous contribution of time and effort to this worthwhile endeavour. My thanks also go to the Education and Manpower Branch, the Education Department, the Civil Service Branch, the Architectural Services Department and the Government Property Agency of the Hong Kong Government for their co-operation in expediting the establishment of the legislative, administrative and academic foundations of the Institute.

In embarking on this challenging and exciting journey over the next few years, I appeal to all sectors of the community to support the mission of upgrading the quality of teacher education for the benefit of future generations of teachers and students in Hong Kong. The success of 'Education for Tomorrow' will depend on their support!

The Hon. **Simon S. O. Ip**, OBE, JP
Chairman



新學院的使命，是要成為香港和地區的師資培訓和持續專業發展的卓越中心。學院將為其開辦的所有課程訂立並維持卓越的學術及專業水平，以吸引具備成為成功教師的能力和質素的優秀學生，聘請和保留具良好資歷和獻身教育的教職員，並成為國際認可的師訓教育研究和發展中心。

本人在此為香港教育學院的第一份年報執筆撰寫前言，實深感快慰。本報告敘述了學院的誕生及新生一年來的經歷。在這段期間，學院就像所有新生的嬰兒一樣，快速地變化和成長。像任何初為人父母的家長一樣，我以驕傲和喜悅的心情，偶而也很自然地懷著一點不安地注視著嬰兒的成長。

香港教育學院條例是在一九九四年三月三十一日通過的。同年四月二十五日學院正式成立，在此之前經過了約十三個月的醞釀。在這段期間，臨時校董會為迎接學院的誕生作出了種種準備。自學院誕生以來，所有的有關人士都對它施以培育和關心，保證它能健康、茁壯地成長。

正如教育統籌委員會在其第五號報告書中所建議，學院體現了四所教育學院和語文教育學院的結合。它為師訓教育的傳統和新生之間架設了一座橋樑。學院為實踐「教育為明天」的工作目標，現正致力於提高師資教育的質素，以迎接二十一世紀的需要。

新學院的使命，是要成為香港和地區的師資培訓和持續專業發展的卓越中心。學院將為其開辦的所有課程訂立並維持卓越的學術及專業水平，以吸引具備成為成功教師的能力和質素的優秀學生，聘請和保留具良好資歷和獻身教育的教職員，並成為國際認可的師訓教育研究和發展中心。

我可以高興地報告，學院在其首任校長梁志強教授的領導下，正在穩步實現它的目標。在過去的一年中，學院開始了課程的檢討和加強了教職員的培訓工作。教學環境也得到了很大的改善，其中包括建立在過渡時期的中央圖書館。與此同時，座落在大埔汀角路，佔地十二點五公頃的新校舍的設計和籌劃工作如期進行，預計將於一九九七年中竣工。屆時，該校舍將能提供各種重要設施，包括行政和教學大樓、學生和教職員宿舍、體育和康樂設備等。此外，在鄰近的另一地點將建立一座室外運動場。為方便兼讀的學生和實習教師，學院並將在市區內建立一所市中心分校。

關於學院加入大學資助委員會的討論正在積極進行。在該委員會轄下，學院將擴大其學術天地和進一步充實其課程。現時學院正與本港其他專上院校合作，發展在職教育學士（小學）課程。

一個有效的學校教育制度，必然擁有一支投身教育事業並經良好專業培訓的師資隊伍。這份年報的內容，將有助於說明學院在培育優秀師資工作上的步伐和方向。學院將繼續其承諾，持之以恆地提高我們教師的知識和專業技能。本人在此謹向所有在過去一年中提出創見和發揮專業精神，以及熱誠投入和辛勤工作的教職員表示衷心謝意。對各校董會成員不惜貢獻時間與精力，堅定支持這項有意義的事業，本人銘誌於心。香港政府的教育及人力統籌科、教育署、公務員事務科、建築署、以及政府產業署通力合作，迅速奠定了學院的立法、行政和教學的基礎，本人亦深為感謝。

在未來的數年間，學院正邁進一個充滿挑戰和令人興奮的歷程。際此時刻，我謹呼籲社會各界，為了本港教師和學生的美好將來，讓我們一起支持這項提升師資教育質素的使命。「教育為明天」的成功，將有賴你們的支持！



校董會主席
葉錫安議員



In order to achieve its mission, the Institute must work in two directions. One is to re-organise and develop itself into a fully-fledged tertiary institution in terms of expertise, facilities and culture, with the unique features of being a single-purpose teacher education institution. The other is to establish a sound academic framework to formulate and implement high quality academic programmes at both pre-service and in-service stages.

THE MISSION

The Hong Kong Institute of Education (HKIEd) is established on the solid foundation of over 50 years of teacher education provided by the former Colleges of Education and the Institute of Language in Education (ILE). The history of the Colleges (including the ILE) represents a great tradition of educational endeavour. The importance of providing the best possible training for teachers so that they can effectively educate the young for the good of society was succinctly spelt out by Governor Northcote in 1938, when he first conceived of establishing what later emerged to be the Northcote Training College, and said:

"When one thinks of the immense responsibility which rests upon the shoulders of those who have to teach each rising generation how to live as good citizens, it is obvious that those teachers must themselves have the best possible training."

This has become a firm belief of all educators as well as the guiding spirit for work in the Colleges over the past several decades.

It should also be remembered that over many years, the Colleges have produced generations of teachers for the schools of Hong Kong, thereby making an enormous contribution towards educating the ever-expanding population. This has in no small way accounted for the success of Hong Kong in its transformation from a small entrepot after the war to the important international financial and business centre that it is today. No society can progress without good teachers.

The HKIEd, an amalgam of the Colleges of Education and the ILE, is rooted in this tradition and treasures the immense wealth of experience in teacher education that its staff have brought with them. Yet we are fully aware of the need for change and further progress. The Fifth Education Commission Report (ECR 5) of 1992 advocated the adoption of a new institutional framework for the provision of teacher education, and its speedy upgrading to respond to today's rapid social, economic and technological developments. To meet the needs and challenges of the future, The HKIEd must develop itself into a centre of excellence in teacher education and continuous professional development for teachers in Hong Kong and the Region. This is the mission set for the Institute by its Council.

THE CONTEXT

The need for upgrading teacher education in Hong Kong has indeed never been more obvious. Quality of life depends upon both the quantitative and qualitative development of education. Developed countries of the world not only provide compulsory education for primary and secondary levels, and ample opportunities for post-secondary and tertiary learning, but also a fully qualified graduate teaching profession.

In the past 15 years or so, Hong Kong has been trying to catch up with what other people have achieved. Nine-year compulsory education for the children was introduced in 1979, followed by spectacular growth in the tertiary sector in the late 1980s and early 1990s. Teacher education must therefore also develop and re-organise itself to keep in line with these significant changes. In addition, the issue of quality in education has become an increasing concern over the years since the 1980s. While the introduction of universal education confronts educators with the challenge of sustaining standards across a greater number of students, the growing needs of society and the competitive world demand the production of an ever-better quality of students. The establishment of The HKIEd must be seen as a major component of the Government's overall effort to address this problem.

THE TASKS

In order to achieve its mission, the Institute must work in two directions. One is to re-organise and develop itself into a fully-fledged tertiary institution in terms of expertise, facilities and culture, with the unique features of being a single-purpose teacher education institution. The other is to establish a sound academic framework to formulate and implement high quality academic programmes at both pre-service and in-service stages. There are several major tasks at hand:

- (1) The first and foremost task is the planning and setting up of a sound academic organisational structure. The Provisional Governing Council, through its Academic Development Working Group, provided the initial blueprint for a matrix system. The Institute has developed the system by planning programmes and courses under three Divisions, namely Early Childhood, Primary and Secondary, Technical & Special Education with academic support provided by the various teaching departments. Admittedly, it is an untested and complex structure, but judging from the progress of implementation so far, the Institute has reasons to believe that it is the one that suits our purpose best. It is interesting to note that a variation of this model has been adopted by the foremost teacher education institution in England.

- (2) It is of primary importance that the Institute is able to build up a team of lecturing staff of the highest calibre and dedication, as the quality of the academic faculty is fundamental to the success of a tertiary institution. The HKIED lecturing staff must be good scholars and good teacher educators at the same time, and the Institute's policy is to raise the quality of its academic staff in both subject expertise and professionalism. To this end, the Institute has begun a substantial staff development programme and believes that it should be sustained and developed on a long-term basis. It is important for the Institute to create the right culture and work environment to attract new talent and retain good staff.
- (3) The Institute has a commitment to provide a full range of teacher education courses to meet the diversified needs of the schools. The more than 40 courses offered by the Institute at present consist of a large variety of pre-service and in-service programmes for Early Childhood, Primary and Secondary, Technical & Special Education. No other tertiary institution covers this range. The unique position of the Institute enables it to pool its resources, human and otherwise, to update and develop courses in a coherent way to cope with the changing needs of society. The Institute's new programmes: the new Certificate in Education courses in September 1994, the Post Graduate Diploma in Education (Primary) in September 1995, and the enhanced kindergarten teacher education courses in July 1995, represent the Institute's first initiatives in this direction. An extensive course review exercise is now underway to re-examine the content and structure of other courses, so that all the Institute's academic programmes can be improved and rationalised.
- (4) In the upgrading of the Institute's academic programmes and courses, it is crucial that the majority of courses must become credit-bearing and that their quality is assured. For the professional development of teachers, quality is as important as the provision for flexible transfer of credits toward existing certificates and future graduate and post-graduate qualifications. In this regard, the Institute believes that the introduction of B.Ed. (Hons) and post-graduate programmes should be offered as early as possible.
- (5) The promotion of research is crucial to the mission of developing the Institute into a centre of excellence for teacher education and professional development. Here again the Institute enjoys a unique advantage in that the experienced and competent staff which it has gained from the former Colleges have now been joined by an almost equal number of internationally recruited experts in teacher education. Their diverse expertise and background will no doubt generate a great deal of research and will produce results that will have an immediate impact on Hong Kong's education system as a whole.
- (6) In order to provide the necessary support for the fast expanding academic developments described above, the administration of the Institute must also be upgraded. This involves transforming the earlier bureaucratic system governing staff structure and deployment, administration, and general day-to-day operation into one more appropriate to an academic institution. This must include the establishment of management mechanisms for the efficient conduct of business and decision-making; the provision of adequate administrative support for academic units, the introduction of unified admission, examination, and external assessment systems; the introduction of systems of quality assurance; and so on.

- (7) Finally, no academic or management upgrading can be achieved without the upgrading of the teaching and learning environment and facilities. While the new, purpose-built Tai Po Campus, with all its modern teaching equipment and technology, spacious accommodation, etc., gives an enviable promise for the future, the rather stark conditions of the existing dispersed campuses must be improved. For a smooth and rapid transition to a fully-equipped tertiary institution, it is vital for the Institute to be able to provide, among other things, computer networking between its Head Office and all the campuses, connection with Internet, a well-equipped library, professional education technology services, and professional student services.

THE FOUNDING EXPERIENCE

The founding year has indeed been dynamic and challenging for the Institute. It has also been a most exciting and fruitful experience for all those involved. When The HKIED Ordinance came into effect on 25 April 1994, I was the Director (designate) and had alone worked alongside the Provisional Governing Council and its small secretariat in making plans for the Institute from January 1994. A few staff members joined in May, and the plans were quickly put into action. In the 15 months that followed, at the same time as coping with the task of running and re-organising the five institutions taken over from the Government, the Institute has established its administrative and academic infrastructures from scratch. It has also ambitiously pushed forward its upgrading and planning activities. These developments are outlined in the chapter on "Management and Planning" in this Report. Further details of the key activities are provided in the chapters that follow.

None of the above developments would have been possible without the support and contribution of a whole host of others. I therefore wish, first of all, to thank the Government, especially the Education and Manpower Branch under the leadership of its Secretary, Mr. Michael Leung, for its advice and support for the Institute. The Institute is also grateful for the guidance of the Provisional Governing Council and The Council, both under the dedicated chairmanship of The Hon. Simon S.O. Ip. In addition, the good will and support given by different social sectors and the educational community at large have been an important encouragement. The lecturing and administrative staff seconded from the Education Department deserve a special mention for their significant contribution to the successful launching of the Institute. And last but not least, my special thanks should go to the many committed and hardworking staff who have shared with me the joyful task of setting up the Institute.



Professor C. K. Leung, OBE, JP
Director



學院為了完成它的使命，必須在兩個方面努力。一是經過發展和重組，使學院在專業水平、設施和文化上，成為一所完整的高等學府，並以單一的師資培訓目標為其特色。另一方面是要建立一個健全的學術架構，以設計和推行高質素的職前和在職教學課程。

使命

香港教育學院的成立，乃建基於各前教育學院和語文教育學院逾五十年的深厚師資培訓基礎上。這些學院的悠久歷史，代表著本港教育事業的卓越傳統。早於一九三八年，當香港總督羅富國爵士初步構思成立一所師範學院（即後來的羅富國師範學院）時，曾簡要地闡述盡可能為教師提供最佳訓練的重要性，使之能有效地培育年輕的下一代，造福社會。他說：

「教師肩負了培育新一代成長中的青少年成為良好公民的重責。每念及此，這些教師們本身必須盡可能接受最完善培訓的需要就很清楚了。」

這段話不僅已成為所有教育工作者堅持的信念，也是過去數十年來各教育學院工作的指導精神。

我們應該銘記，多年以來各教育學院曾為香港的學校培養出一代又一代的教師，從而為教育不斷增長的本港人口作出了巨大的貢獻。香港從戰後一個小小的轉口港，得以成功地蛻變成為今天一個重要的國際金融和商業中心，其中教師實在有很大的功勞。事實上，沒有優秀的教師，社會將難以取得進步。

香港教育學院是由各前教育學院和語文教育學院合併而成。學院既植根於這個傳統，故此十分珍視其教職員豐富的師資培訓經驗。然而，學院沒有因而忽略了變革和繼續進步的需要。一九九二年教育統籌委員會第五號報告書建議採用新的組織架構來推行師資培訓，並迅速提升其水平，以應今日社會、經濟和科技的迅速發展所需。為了應付未來的需求和挑戰，學院必須發展成為香港及本地區教師培訓和持續專業發展的卓越中心。這是校董會為學院制訂的使命。

背景

在香港，要提高教師培訓水平的需求從未像今天這樣明顯過，而生活質素的改善實有賴於教育在量和質兩方面的發展。世界上的已發展國家不僅為人民提供強制性的小學和中學免費教育，與及大量的專上教育的機會，同時也會建立一支完全受過訓練和達到大學水平的教師專業隊伍。

在過去十五年間，香港一直不斷地追趕他人已經取得的成就。一九七九年，政府推出九年強制性免費教育。其後，在八十年代後期和九十年代初，本港的高等教育亦出現了令人觸目的發展。要配合這些重大的變化，師資培訓當然也必須進一步改進和重組。此外，八十年代以來教育質量的問題亦越來越受到關注。隨著普及教育的實施，要維持大量增加學生的學術水平，教育工作者正面臨重大挑戰。與此同時，不斷增長的社會需求和競爭激烈的世界環境，也要求我們的學生具有比以前更高的質素。香港教育學院的建立，可被視作政府為針對這些問題而作出的努力的重要一環。

任務

學院為了完成它的使命，必須在兩個方面努力。一是經過發展和重組，使學院在專業水平、設施和文化上，成為一所完整的高等學府，並以單一的師資培訓目標為其特色。另一方面是要建立一個健全的學術架構，以設計和推行高質素的職前和在職教學課程。我們主要的工作包括：

- (一) 我們的首要任務是籌劃和建立一個健全的學術組織架構。臨時校董會通過其學術發展工作小組規劃了一個矩陣式的初步藍圖。學院以幼兒、小學、中學/工商及特殊教育三個課程學部為經，進行課程的策劃，同時以各學系為緯，提供教學上的支援。我們承認這是一個未經考驗和複雜的架構，但從實行至今的進展看來，學院有理由相信這架構最能適合我們的要求。值得注意的是，英國一所處於領導地位的師資培訓學院，也採用了與此相類的模式。

- (二) 教學人員的質素是一所高等學府成功的基礎。所以，學院必須建設一支卓越和獻身工作的教學隊伍。學院的教學人員既是優秀的學者，同時又要是優秀的師資培訓者。學院的政策，是在學科專長和專業知識兩方面都能提高教學人員的質素。為了達到這個目標，學院已開始實施一項龐大的教學人員進修計劃，並要將這個計劃長期進行和繼續發展。學院必須能創造適當的學院文化和工作環境，以吸引新的人才和保留在職的優秀教職員。
- (三) 學院有責任提供一系列完整的師資培訓課程，以滿足各學校的不同需要。目前學院所開辦的四十餘項課程，包括了幼兒、小學、中學/工商及特殊教育等不同類型的職前和在職師資培訓課程。其涵蓋之廣，沒有其他的專上院校可以媲美。學院的獨特地位，使它能夠有效地運用人力和其他資源，以協調的方式更新和發展各種課程，以因應社會不斷改變的需求。學院的新課程，反映了在這一方向邁出的新步伐，其中包括了一九九四年九月新推出的教育證書課程、一九九五年九月推出的教育文憑課程（小學教育），以及一九九五年七月推出加強的幼稚園教師訓練課程。目前，我們正在進行全面的課程檢討，重新研究其他課程的內容和結構，目的是使學院的所有課程都能得到改進和合理化。
- (四) 在提升學院教學課程水平的過程中，我們必須將大多數的課程轉為學分制，並確保其質素。對教師的專業進修來說，質素的提高，和使學分可以靈活地轉移至用於獲取現時的證書資格，以至將來的學士和研究學位資格，都是同樣的重要。學院亦因此相信應該盡早開辦學士學位和研究生課程。
- (五) 我們要完成使命，發展學院成為卓越的教師培訓和持續專業發展中心，就必須促進學術研究。在這一方面，學院亦佔有獨特的優勢。一方面我們擁有來自各前教育學院的富於經驗和能幹的教學人員，也有數目相若的來自世界各地的新增聘的師資培訓專家。他們不同的專長和背景，無疑將會引發大量研究項目，並產生對本港教育制度可以發揮即時影響力的研究成果。
- (六) 為了對前述迅速擴展的學術發展提供必要的支援，學院的行政管理也必須加以改進。其中牽涉到把過去執掌人事組織、調配、行政、以至一般日常事務的官僚系統，轉變成為一種更適合於一所學術機構的管理系統。這一轉變，必須包括成立能夠有效運作和決策的管理機制，為學術單位提供充足的行政支援，引入統一的入學、考試和校外評估體系，引入質素保證制度等等。

- (七) 最後，教學環境和教學設施如果得不到改善，將無從提高學術或管理的水平。我們在大埔正在建造中的全新的，專門設計的校舍，包括其現代化的教學設施、寬敞的校園等等，固然為學院帶來了惹人盼羨的前景；但我們仍必須對目前散佈的各分校的簡陋環境加以改善。為了迅速而順利地將本校轉變成為一所設備齊全的高等學府，在要進行的工作中，必須包括以電腦網絡將總辦事處和各分校連接起來，並與全球電腦網絡聯網，還要建立設備良好的圖書館，以及提供專業化的教育科技服務和專業化的學生服務。

奠基的歷程

對學院來說，奠基之年的確是充滿了動力和挑戰。對曾參與其事者來說，也是一個令人興奮和充滿收穫的歷程。一九九四年四月二十五日學院條例生效時，本人身為候任校長，從該年一月開始是單人匹馬地與臨時校董會及其小小的秘書處，一起為學院制訂各種計劃。到了五月，少量人員加入了工作，各項計劃亦立即迅速地付諸行動。在其後的十五個月中，本學院在管理和重組從政府接管的五所教育學院的同時，也要從頭建立起本身的行政和教學架構。此外，學院更雄心勃勃地推動了各項改善和策劃的工作。這些發展將會在本報告的「管理和規劃」一章中有所敘述，並在其後的數章中對一些重要的活動加以詳述。

上述的各項發展，若非得到各方面的支持和參與，實在難以實現。在此，我首先要感謝香港政府，特別是教育統籌司梁文建先生領導下的教育及人力統籌科對學院的意見和支持。本學院亦對葉錫安主席的熱誠投入及其領導下的臨時校董會表示深切謝意。此外，社會各界和教育界人士給予我們的勉勵和支持，一直是對學院的一股重要鼓舞力量。從教育署借調的教學和行政人員對學院的成功創辦作出了重大的貢獻，應該受到特別的表揚。最後，本人特別感謝各位忘我投入、勤奮工作的教職員，和我一起分享了創建這所學院的愉快任務。



校長
梁志強教授

The Establishment of the HKIEd

THE HISTORICAL MILESTONES

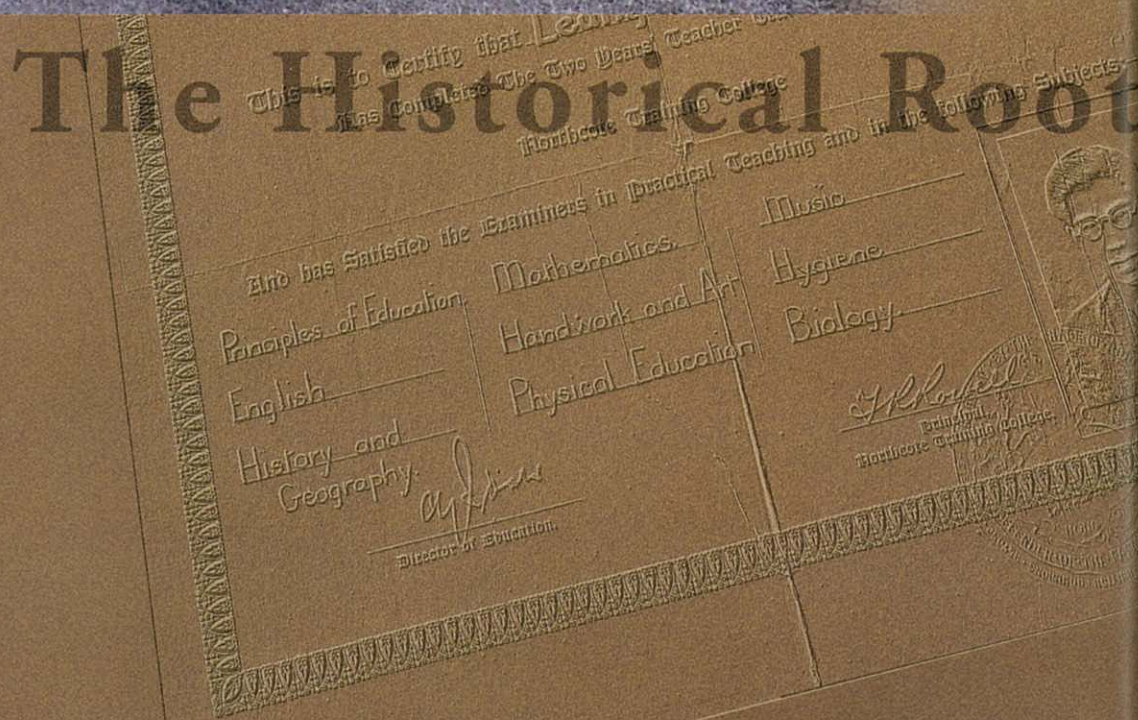
- 1853** The first formalised scheme of in-service teacher training commences in St. Paul's College at the initiative of the famed Sinologist, Reverend Dr. James Legge.
- 1921** The first Vernacular Normal Schools are established to provide initial training courses for teachers in Chinese subjects.
- 1939** The Northcote Training College, then known as the Government Teacher Training College, is established as the first formal full-time teacher training institution.
- 1951** The Grantham Training College is established.
- 1960** The Sir Robert Black Training College is established.
- 1967** The Northcote, Grantham and Sir Robert Black Training Colleges are renamed Colleges of Education.
- 1974** The Hong Kong Technical Teachers' College is established to provide courses for teachers of technical and commercial subjects in secondary and prevocational schools.
- 1982** The Institute of Language in Education is established to improve the teaching of Chinese and English as subjects and in the use of these languages across the curriculum.
- June 1992** The Education Commission in its Fifth Report recommends the establishment of a new Institute of Education by amalgamating the existing four Colleges of Education and the Institute of Language in Education to become an autonomous institution with a view to its becoming a fully-fledged tertiary institution dedicated to upgrading of teacher education.
- 4 Feb 1993** The Provisional Governing Council is established with The Hon. Simon Ip Sik On as the Chairman.
- 3 Jan 1994** Professor Leung Chi Keung is appointed as the Founding Director.
- 31 March 1994** The Hong Kong Institute of Education Ordinance is enacted.

香港教育學院成立

歷史里程碑

- 一八五三年** 在著名漢學家理雅各牧師倡導下，在聖保羅書院開辦在職師訓生培訓課程
- 一九二一年** 漢文師範學堂成立，開辦中文科的職前培訓課程
- 一九三九年** 羅富國師範學院，即當時的香港師範學院，成立為第一所正式的全日制師訓機構
- 一九五一年** 葛量洪師範學院成立
- 一九六零年** 柏立基師範學院成立
- 一九六七年** 羅富國、葛量洪及柏立基師範學院易名為教育學院
- 一九七四年** 香港工商師範學院成立，為在中學及職業先修學校教授工商科目的教師開辦課程
- 一九八二年** 語文教育學院成立，旨在改善中、英語文科教學的質素，及中、英語文在各學科中的運用
- 一九九二年六月** 教育統籌委員會第五號報告書建議，把四所教育學院和語文教育學院合併成為一所享有自主權的教育機構，旨在成為一所完整的高等學府，致力提高師訓教育
- 一九九三年二月四日** 以葉錫安議員為主席的臨時校董會成立
- 一九九四年一月三日** 梁志強教授獲委任為創校校長
- 一九九四年三月三十一日** 香港教育學院條例通過

歷史根源



歷史根源

EARLY ENDEAVOURS

The Hong Kong Institute of Education (The HKIEd) is rooted in a 140-year tradition of teacher education in Hong Kong.

During the early years of British rule in the mid-19th century, sporadic attempts were made by government officials and missionaries to provide teachers for a few newly established 'western-style' schools. In 1853, the first formalised scheme of in-service teaching training - a kind of pupil-teacher apprenticeship scheme - was started in the leading Church school, St. Paul's College, largely at the initiative of the famed Sinologist, Reverend Dr. James Legge. In 1881, the Wanchai Normal School was established by the Inspector of Schools, Ernest J. Eitel, to provide pre-service teacher training, but the project was abandoned shortly afterwards in 1883 due to the lack of government support and public interest. For about half a century, Legge's pupil-teacher scheme and its variations remained the model for teacher training in the Colony.

The first quarter of the 20th century witnessed a greater level of interest in teacher education from the Government and the public. In 1906, the Government introduced the first 'Evening Continuation Classes', which included some classes in teacher training, and they became an officially sanctioned form of teacher education in Hong Kong for some years. In 1916, the Department of Education of the newly established University of Hong Kong offered its first teacher training courses in the Faculty of Arts. Perhaps the most important endeavour in teacher education in this period was the establishment of two small Vernacular Normal Schools for Men and Women in 1921, thanks to the enthusiasm and efforts of local community leaders with the blessing of the Government. This was followed by the opening of the Government Tai Po Vernacular Normal School in 1925. These new enterprises laid a solid foundation for the development of pre-service teacher training in the region, and the Normal Schools became the major provider of teachers of Chinese subjects in the schools from the twenties to the seventies. These schools were the forerunners of Northcote Training College.

早年發展

香港教育學院乃植根於香港長達一百四十年的師訓教育傳統。

十九世紀中葉英人治港初期，政府官員和傳教士曾作出零星的努力，為一些新創辦的「西式」學校培訓師資。一八五三年，在著名漢學家理雅各牧師的倡導下，在當時居於領導地位的教會學校聖保羅書院裏，開始了最早具有組織性，和類似授徒式的師訓生培訓課程。一八八一年，學堂監督歐德理創辦了灣仔師範學堂，提供職前教師培訓，不久由於缺乏政府和公眾的支持，學堂在一八八三年便停辦了。大約有半個世紀之久，理雅各首創的和其他相類似的師訓生制度，一直是香港這個殖民地教師培訓的主要模式。

二十世紀的頭二十五年間，政府和社會大眾開始較為重視教師培訓。一九零六年，政府開辦了第一批「夜間課程」，其中包括一些教師培訓班，成為當時官方認可的教師培訓形式。一九一六年，新成立的香港大學教育系在文學院內開辦了教師培訓課程。但最重要的發展，應當是在一九二一年，在社會人士的熱心推動和努力下，得到了政府的支持，成立了兩所小規模的漢文男子師範學堂和漢文女子師範學堂。隨後政府在一九二五年又開辦了大埔官立漢文師範學堂。這些新設的學校，為本港職前教師的培訓奠定了堅實的基礎。從二十到七十年代，在香港教授中文科目的教師都主要出身自這些師範學堂。而這些師範學堂，也就是羅富國師範學院的前驅。

graduates and staff of Northcote Training College (1941)

羅富國師範學院
第一屆畢業生與
教職員
(一九四一年)

THE FIRST FOUNDATION STONE — NORTHCOTE TRAINING COLLEGE

In 1935, the Burney Report on Education pointed to the need for strengthening the institutional framework for teacher education in Hong Kong. Two years later, a committee was appointed under the chairmanship of The Hon. Mr. Justice R.E. Lindsell to review the provision of teacher education. The committee proposed the establishment of a full-time training



Premises of Northcote Training College (1940)

羅富國師範院校址（一九四零年）

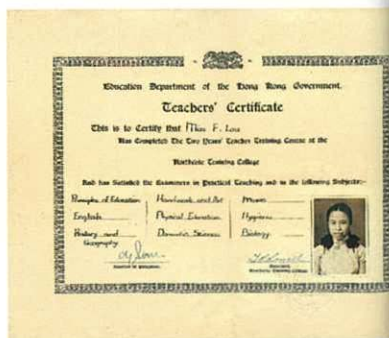
college for teachers with fully qualified staff. The proposal was taken up by Mr. C.G. Sollis, the new Director of Education in 1939, and the Government Teacher Training College was opened in September of that year in the medical quarters of the Government Civil Hospital at Hospital Road, Sai Ying Pun. Headed by its first principal, Mr. T.R. Rowell, the College had four lecturers and in its first year admitted 48 students, equally divided into English and Chinese sections. One year later, the College moved into its new premises at Bonham Road (where the present Northcote Campus II is situated) and was renamed the Northcote Training College after the Governor, Sir Geoffrey A.S. Northcote, KCMG, who officially opened the building in November 1940. In 1941, the College produced its first batch of 37 graduates, but was forced to close down in December of that year as a result of the Japanese occupation.

Despite the College's short duration in the pre-war period, its establishment was a major milestone in Hong Kong's history of teacher education. For more than four decades after the war, it was the institutional model for teacher education in the region.

第一塊基石 — 羅富國師範學院

一九三五年的賓尼教育報告書，指出港教師培訓的體制有加強的需要。兩之後，政府任命了以連素法官為主席委員會，檢討教師培訓的問題；該委會建議成立一所全日制師範學院，並請具有充分資格的教學人才任教。該議在一九三九年得到新任教育司梳利先生的接納，並於同年九月在西營盤院道國家醫院宿舍，建立了香港師範院。該學院在首任校長羅威爾先生的導下，第一年聘請了四位講師和錄取四十八位學生，平均分為中、英文部。一年以後，學院遷往位於般含道的新舍（即今學院羅富國第二分校校址）。一九四零年十一月，香港總督羅富國士正式為新校舍揭幕，學院亦重新命名為羅富國師範學院。一九四一年，第一批共三十七名學生畢業。同年十二月，學院因日軍佔領香港而被迫停辦。

羅富國師範學院在戰前雖只存在了很短的時間，其成立卻是香港師範教育史上的一座重要里程碑。戰後四十多年來，該學院一直是本港師範教育的楷模。



Certificate of one of the first graduates of Northcote Training College

羅富國師範學院第一屆畢業證書

POST-WAR EXPANSION — THE THREE COLLEGES OF EDUCATION

The Northcote Training College was reopened shortly after the war in March 1946. The demand for teachers was keen, but because of the lack of resources it took four to five years for the College to be restored to its pre-war status. By that time, the pressure for more student places and teachers had greatly increased because of the influx of immigrants from the Mainland and rising birth rates after the war. To cope with these new demands, the Government invested resources in developing elementary education and expanded teacher training facilities. The Grantham Training College was then founded in 1951, with Mr. Cheung Wing Min as the first Principal, to focus on the training of primary school teachers. Beginning with 61 students, the College operated in the King's College campus at Bonham Road for one year, and then moved to the present Gascoigne Road premises.

The demand for more teachers continued. From 1954, the Government began a 7-year primary school building programme, resulting in a greater need for primary school teachers. In addition, the demand for lower secondary school teachers also increased. Both Northcote and Grantham expanded rapidly during this period. In-service teacher training courses were also introduced to enhance professional development. In 1960, to cope with the ever-increasing needs for teacher training, the Government further established a third college in the site of the Lo Fu Ngam Primary School as an extension of Grantham. One year later, the new college became independent and was renamed the Sir Robert Black Training College. The first principal was Mr. Ho Nga Ming. In 1962, the College moved to the Kowloon Dock Memorial School in Hung Hom; and Northcote moved to its purpose-built premises in Sassoon Road. All three training colleges were renamed Colleges of Education in 1967.

戰後的擴展 — 三所教育學院

戰後不久，羅富國師範學院於一九四六年三月復校。當時社會上對教師的需求極為殷切，但因資源缺乏，學院要在四、五年後方能恢復至戰前的規模。其時大批移民正從中國大陸湧入香港，加上戰後出生率上升，大大增加了對學位和教師需求的壓力。為了應付這種情況，政府投入了新的資源以發展初等教育和師資培訓。葛量洪師範學院遂於一九五一年應運而生，以張榮冕先生為首任校長，專門訓練小學師資。該學院第一年在般含道的英皇書院上課，錄取了六十一名學生。學院其後遷至加士居道現址。

社會對教師的需求仍有增無已。一九五四年，政府開始實施擴展小學的七年計劃，使對小學教師的需求更為迫切；此外，對初中教師的需求也不斷增長。在這期間，羅富國和葛量洪兩所師範學院都迅速擴展，並開辦了在職教師的培訓課程，以提高教師隊伍的質素。一九六零年，政府為了應付師資培訓日益增長的需求，在老虎岩官立小學建立了第三所師範學院，作為葛量洪師範學院的分校。一年後，新學院獨立出來，並命名為柏立基師範學院，由何雅明先生出任第一任校長。一九六二年，該學院遷至紅磡的九龍船塢紀念學校；羅富國師範學院則遷至沙宣道的專設校舍。至一九六七年，三所師範學院易名為教育學院。



Original premises of the Black Training College in the site of the Lo Fu Ngam Primary School (1960)

柏立基師範學院在老虎岩官立小學原址（一九六零年）

TOWARDS GREATER DIVERSITY

The next major phase of development in teacher education in Hong Kong, which began in the 1970s, witnessed a growing demand for not only greater numbers but also a wider variety of teachers. Compulsory primary education was introduced in 1971. At the same time, Hong Kong was developing quickly into a major industrial and commercial centre in the region. Northcote re-claimed its former site at Bonham Road for the establishment of an annexe in 1973, and Black moved to its purpose-built campus at Caldecott Road in 1974. The most innovative move in this period, however, was the establishment of the Hong Kong Technical Teachers' College (HKTTTC) in the present Morrison campus at Queen's Road East, to provide courses for teachers of technical and commercial subjects in secondary and vocational schools. The first principal was Mr. Peter R. Smith.

Another important stage of development came in the early 1980s, when Hong Kong's growing affluence had enabled it to introduce nine-year compulsory education (1979) and invest more generously in formerly neglected areas of education. In 1981, the training of special education teachers was introduced in Black, and

courses for kindergarten teachers were launched in Grantham. By 1982, each College required an annexe. Grantham obtained a commercial building in Mongkok, and Black a secondary school site in Shatin. Meanwhile, in response to a growing concern for the declining language standards among students, the Government decided to set up the Institute of Language in Education (ILE), which was formally established in 1982 in Park-In Commercial Centre at Dundas Street, Mongkok, under the leadership of Dr. Verner Bickley. The Institute moved to the present Bonham Campus premises in 1991.



Hong Kong Technical Teachers' Training College (1974)

香港工商師範學院（一九七四年）

課程的多元化發展

在七十年代，香港師資培訓進入了另一個重要的發展階段。當時除了量的需求外，還要求更多不同類型的教師。一七一年起，政府實施強制性的免費小教育；與此同時，香港迅速發展成為一個地區性的重要工商業中心。一九七一年，羅富國教育學院收回了位於般舍的舊址，設立分校。一九七四年，柏基教育學院亦遷至郝德傑道為其專門建造的校舍。而在這一時期最具新意的發展，當數在皇后大道東，即現今摩利分校的校址，成立了香港工商師範院，為在中學及職業先修學校教授工科學目的教師開設課程。學校的首任校長是史密斯先生。

八十年代初是師資教育的另一個重要發展時期。其時，香港日益增長的經濟繁榮，提供了在一九七九年實施九年強制性免費教育的條件，也使一些在以往受重視的教育領域得到了較多的資源配。一九八一年，柏立基教育學院加設特殊教育師資培訓課程，葛量洪教育學院亦推出幼稚園教師培訓課程。至一八二年，每一所教育學院都有設立分校的需要；葛量洪教育學院在旺角的一商業大廈裡開辦了分校，柏立基教育學院則在沙田一間中學校址建立了分校。與此同時，學生語文水平下降的情況益令人關注；政府為了對此問題作出反應，決定創立語文教育學院。一九八一年，在白敬理博士的領導下，語文教育學院在旺角登打士街的柏裕商業中心成立。該學院於一九九一年遷至今天般舍分校的校舍。

NEW CHALLENGES AND CHANGING NEEDS

Although the provisions for teacher education had become quite sizeable and comprehensive by the 1980s, socio-economic developments and advances in the educational sector posed new challenges to the education system. Hong Kong's development into an international financial centre and hi-tech developments in the region and the world called for substantial improvements in the quality of education. At the same time, tertiary education in Hong Kong had greatly expanded. The teaching profession, however, seemed to be falling behind other professions as a result of a lack of support and resources. The need to upgrade teacher education and the teaching profession was now obvious. To meet new challenges and changing needs, the idea of establishing an Institute of Education with a new approach emerged in the early 1990s.

新的挑戰和不斷變更的需求

到了八十年代，香港師訓教育雖已頗具規模和相當全面，但社會和經濟的發展，以至教育界本身的不斷前進，都對本港教育制度提出了新的挑戰。香港已逐漸成為一個國際金融中心，加上在本地區和全球的高科技發展，都對教育質素的提高有極大的需求。與此同時，香港的專上教育亦迅速擴展。但是教師行業卻因為缺乏足夠的支持和資源，似乎已落後於其他專業。提升師資培訓和教師專業的必要性愈發明顯。為了應付這些新的挑戰和不斷變更的需求，九十年代初乃出現了以嶄新觀念成立一所教育學院的想法。



Director of Education, Mr. Li Yuet-ting, JP, officiating at the Opening Ceremony of the new premises of the Institute of Language in Education (1991)

教育署署長李越挺大平紳士為香港語文教育學院新校揭幕（一九九一年）

學院的誕生

The Birth of The Hong Kong Institute of Education



Signatures of distinguished guests at the Inauguration Ceremony
香港教育學院揭幕典禮
冠蓋雲集

THE BIRTH OF THE HKIED

學院的誕生

In response to a higher public expectation for quality primary and secondary school educators and the urgent need to upgrade teacher education at a time of rapid change, the Education Commission, established by the Government in 1984 to identify existing and emerging needs in the Hong Kong educational system, initiated an 18-month study into the teaching profession in January 1991. In June 1992, the Education Commission Report No. 5 (ECR 5) was issued for public consultation.

EDUCATION COMMISSION REPORT NO. 5

ECR 5 called to attention a vital issue of strategic importance to the future of the teaching profession - the institutional framework for teacher education and professional development.

隨著時代的急劇變遷，社會大眾對於中小學教師質素的期望越來越高，對提高師資教育水平的要求也越來越迫切。在一九八四年由政府成立，負責探討香港教育當前和未來各種需要的教育統籌委員會，為針對這一需求，在一九九一年一月，開始了對教師專業問題為期十八個月的研究，並在一九九二年六月發表了第五號報告書，以備公眾諮詢。

教育統籌委員會第五號報告書

報告書提出一項對教師專業的未來發展具有策略性意義的重大問題，即師訓教育及專業進修的組織架構問題。



The Directorate and Campus Principals pictured at the First Assembly held in September 1994. From left to right: Prof. Raymond Anderson (Associate Director (Academic)), Dr. Michael Luk (Associate Director (Administration)), Dr. John Clark (Bonham Campus Principal), Mr. Lam Tin Sik (Morrison Campus Principal), Prof. Leung Chi Keung (Director), Mrs. Irene Chiu (Grantham Campus Principal), Mrs. Mak Chen Wen Ning (Northcote Campus Principal), Mrs. Teresa Kong (Black Campus Principal), and Dr. Pang King Chee (Deputy Director)

於一九九四年九月舉行的第一屆開幕典禮中，校長與分校院長合照。左起助理校長（教務）安偉文教授、助理校長（行政）陸人龍博士、般含分校院長簡闊達博士、摩利臣分校院長林天錫先生、校長梁志強教授、葛量洪分校院長趙蘇麗珍女士、羅富國分校院長麥陳尹玲女士、柏立基分校院長李李志豪女士及副校長彭敬慈博士

ECR 5 recommended an autonomous Institute of Education to merge the four Colleges of Education and the Institute of Language in Education and to disestablish them from Government. This would facilitate the development of new programmes based on what is academically desirable and necessary within a framework of academic planning, resourcing and external quality assessment, following the successful mode of upgrading of the Hong Kong Polytechnic (now The Hong Kong Polytechnic University) and the Vocational Training Council.

The proposed Institute would co-ordinate the reforms of teacher education and professional development programmes to achieve the following objectives:

- (1) to ensure that all teachers have an opportunity to complete initial professional training before they enter the profession, or as soon as possible thereafter;
- (2) to ensure that initial training courses are as academically rigorous as sub-degree courses in other disciplines; are designed to meet the needs of schools; and provide a good foundation for the teacher's subsequent professional development;
- (3) to develop a structured and systematic range of courses for serving teachers to meet the needs of the schools as fully as possible;
- (4) to devise a credit-bearing structure for courses to facilitate acquisition of higher professional qualifications for teachers;
- (5) to seek external validation on all upgraded courses through the Hong Kong Council for Academic Accreditation (HKCAA); and
- (6) to achieve degree-awarding status and to accommodate the eventual transfer of pre-service degree courses in primary teacher education from other course providers.

ECR 5 emphasised the importance of access to resources in achieving these objectives and recommended raising the provision of resources to a level comparable to other tertiary institutions and providing front-end loading element to support the upgrading process.

報告書建議把四所教育學院和語文教育學院合併成一所獨立自主的教育學院並脫離政府的建制，使之能在不同的術規劃、資源運用和校外評核的架構下，根據學術理想和需要發展新的課程；並循香港理工學院（今理工大學）和職業訓練局的成功模式進行升格。

建議成立的學院將籌劃各種師訓教育專業進修的改革，以達到下列目標：

- (一) 確保所有的教師在就職以前都有機會完成專業的職前培訓，或就職後能盡快接受培訓；
- (二) 確保教師職前培訓的課程在學上像其他學科的準學士課程一樣嚴格；課程的設計應能符合學的需求；並為教師日後的專業發展提供堅實的基礎；
- (三) 盡量針對學校的各種需要，為職教師發展一系列嚴謹而有系統的課程；
- (四) 設計學分制的課程，使教師能取得較高的專業資格；
- (五) 由香港學術評審局對所有升格課程進行校外評核；及
- (六) 建立頒授學位的地位，並在日後吸納由他校提供的小學師資職學位課程。

報告書強調，要達到這些目標，充分的資源是非常重要的。報告書建議將提供給教育學院的資助提高到相當於其他專院校的水平，以及在學院升格的過程中提供額外的啟動資金。

THE PROVISIONAL GOVERNING COUNCIL

Guided by the Education and Manpower Branch (EMB) of the Hong Kong Government, a Provisional Governing Council (PGC) was set up in February 1993, with The Hon. Simon S.O. Ip as Chairman, to plan and prepare for the establishment of the proposed Institute of Education, eventually named The Hong Kong Institute of Education. Six working groups on Administration, Academic Development, Campus Development, Staff Matters, Finance, and Senior Staff Search were set up by the PGC to examine essential issues and formulate policy and operational frameworks for the planned autonomous Institute of Education. On 3 January 1994, Professor C.K. Leung, the Institute's founding Director (designate) was appointed as Consultant to the Secretary for Education and Manpower (SEM) and assisted the PGC in its preparatory tasks.

THE BIRTH OF THE HKIED

In the spring of 1994, the work of the PGC was near completion. The Hong Kong Institute of Education Ordinance was enacted on 31 March 1994, and took effect formally on 25 April 1994. 11 community members, three public officers and two ex-officio members were appointed to The Council by the President of the Institute, The Rt. Hon. Christopher Patten, Governor of Hong Kong. With The Hon. Simon S.O. Ip as Chairman, The Council held its first meeting on 10 May 1994. At the meeting, The Council adopted the mission statement for the Institute.

臨時校董會

一九九三年二月，臨時校董會在香港政府教育及人力統籌科的引導下成立，以葉錫安議員為主席，負責策劃和籌備成立擬議中的教育學院（學院其後定名為香港教育學院）。臨時校董會成立了行政、學術發展、校舍發展、人事、財政和高級教職員招聘六個工作小組，為策劃中將獨立自主運作的教育學院研究各項主要問題，並為其制訂基本政策和運作架構。一九九四年一月三日，學院的首任（候任）校長梁志強教授獲任命為教育統籌司的顧問，協助臨時董事會的工作。

香港教育學院的誕生

一九九四年春，臨時董事會的工作已接近完成。有關成立香港教育學院的條例於一九九四年三月三十一日通過，並從一九九四年四月二十五日起正式生效。香港總督暨校監彭定康先生委任十一位社會賢達、三位政府官員，以及兩位當然成員組成校董會。校董會以葉錫安議員為主席，於一九九四年五月十日召開了第一次會議，並於會上為學院訂立其使命。



Excitement, anticipation and flash of cameras as plaque is unveiled
熱切期待的歷史性揭幕時刻

MISSION STATEMENT

The mission of The Hong Kong Institute of Education is to become a centre of excellence in teacher education and continuous professional development in Hong Kong. To achieve this mission, the Institute will have organised its work by 2003 so that it can:

- set and sustain standards of academic and professional excellence in all programmes offered;
- compete for good quality students with the personal qualities necessary to become successful teachers;
- offer courses validated for international recognition, including post-graduate courses; degrees; certificates which count towards a degree; in-service language improvement and other retraining courses for continuing professional enrichment; and new courses to be developed by the Institute;
- be an internationally recognised centre for research and development in education generally and teacher education specifically and participate in the formulation and evaluation of policy on educational issues;
- attract and retain high quality local and international staff by offering challenging academic work through teaching at certificate to post-graduate levels and engaging in research;
- be in occupation of a new campus equipped to the latest standards and purpose-built for teacher training activities incorporating all the necessary resource and support facilities needed for pre-service and in-service courses designed specifically for the Hong Kong environment;
- have achieved a status comparable to a university; and
- liaise closely with the Education Department, schools and relevant bodies on matters concerning teacher education and the welfare of the teaching profession generally.

使命

香港教育學院的使命是成為本港教師培訓和持續專業發展的卓越中心。為完成這一使命，學院在二零零三年以前將致力於：

- 為開辦的所有課程訂立並維持卓越的學術及專業水平；
- 爭取具備成為成功教師質素的優秀學生；
- 提供經評核為國際認可的各項課程，包括研究生課程、學位課程、累積為學位的證書課程、在職語文進修課程、其他為持續專業而設的複修課程、以及其他新課程；
- 成為國際認可的教育(特別是師訓教育)研究和發展中心，參與制訂與評估有關教育問題的政策；
- 通過從證書課程到研究生各級水平課程的教學和研究活動，向教職員提供具挑戰性的學術工作，從而吸引和保留優秀的本地及海外的教學專才；
- 擁有一座為師資培訓教學而專門建造的，擁有最現代化標準設施的新校舍。該校舍將具備針對香港環境而設計的、適用於職前和在職培訓課程的所有必要資源和支援設施；
- 達到相當於一所大學的地位；及
- 在有關師訓教育和整個教育界福利的事務上，與教育署、各學校及有關團體密切聯繫。

The Head Office of The HKIED started its operation from the EMB offices in Exchange Square Tower II in Central. It moved to its present premises in Sunning Plaza, Causeway Bay on 23 May 1994. Professor C.K. Leung was formally appointed Director of The HKIED on 1 June 1994.

On 24 November 1994, the Inauguration Ceremony of The HKIED was celebrated at the Queen Elizabeth Stadium and The Rt. Hon. Christopher Patten, Governor of Hong Kong and President of the Institute delivered the Inaugural speech.

On 20 February 1995, The HKIED logo, developed from a design contributed by Mr. Lo King Man, MBE, JP, was unveiled to the community of Hong Kong.

The logo, a visual representation of 'IE', signifies the identity of the newly established Institute of Education with the green leaves symbolising the five constituent Colleges and the Institute's growth and aspiration towards the sublime goals of teacher education represented by the symbol of the orange gold sun.

The motto is:

'EDUCATION FOR TOMORROW'

香港教育學院總辦事處最初在中環交易廣場第二期教育及人力統籌科的辦事處開始工作。一九九四年五月二十三日，學院遷至銅鑼灣新寧大廈的現址。一九九四年六月一日，梁志強教授被正式任命為香港教育學院校長。

一九九四年十一月二十四日，香港教育學院在伊利沙伯體育館舉行揭幕典禮，由香港總督暨學院校監彭定康先生主持揭幕並致詞。

一九九五年二月二十日，學院正式對外公佈由盧景文先生設計的香港教育學院校徽。

校徽包含了學院的英文縮寫「IE」，在視覺形象上表現了新成立的香港教育學院，五片綠葉代表了組成學院的五所前教育學院，也代表了學院的成長，及其努力追求以金黃色的太陽為象徵的師訓教育的崇高目標。

學院的工作目標是：

「教育為明天」



Chairman of The Council and the Director presenting The HKIED logo
校董會主席及學院校長展示學院校徽

The Founding Year

HIGHLIGHTS OF THE FOUNDING YEAR

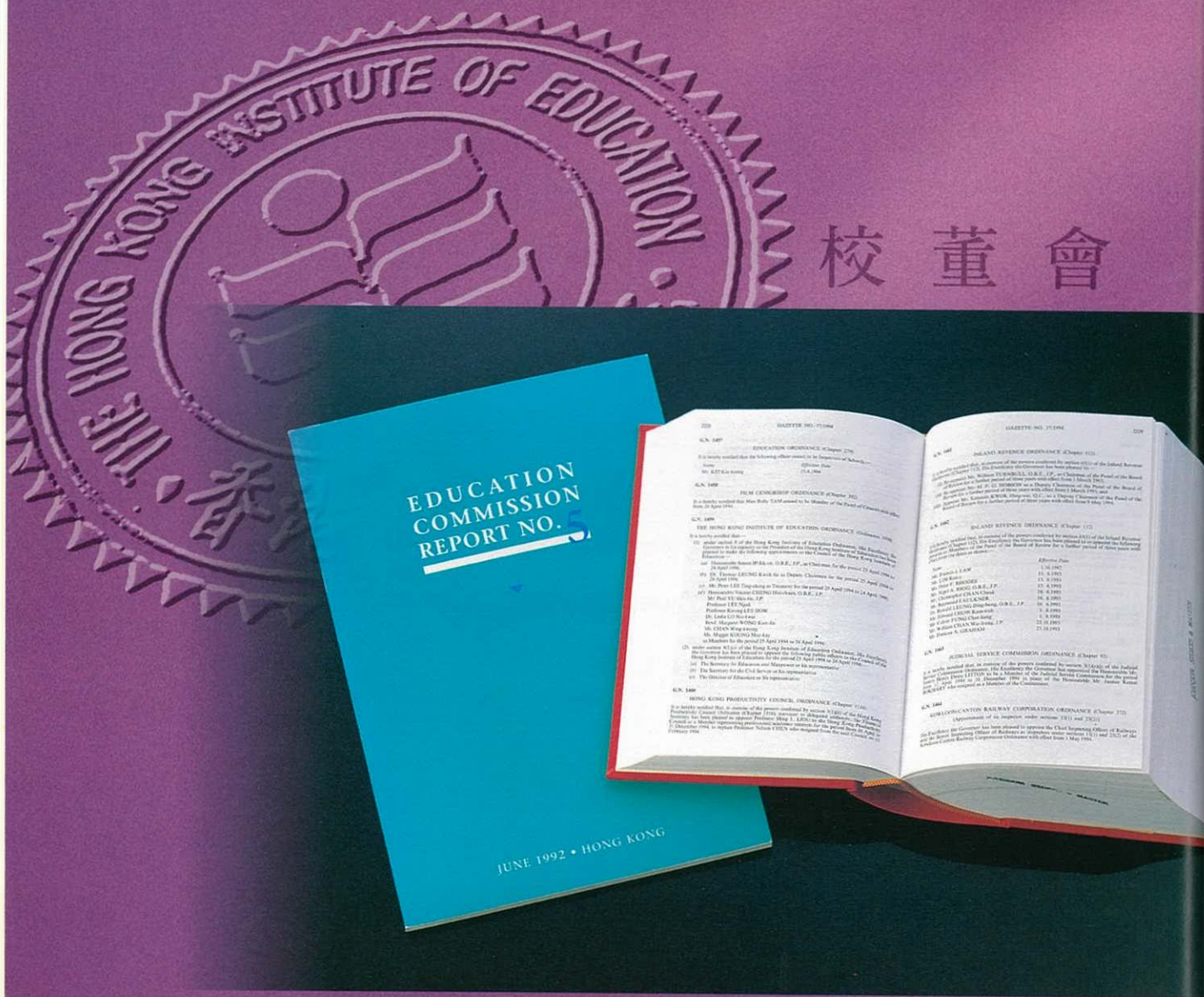
- 25 April 1994** The Hong Kong Institute of Education is formally established.
- 10 May 1994** The Council holds its first meeting with The Hon. Simon Ip Sik On as the Chairman.
- 23 May 1994** The Head Office establishes itself in Sunning Plaza, Causeway Bay.
- 1 Sept 1994** The Hong Kong Institute of Education formally takes over from the Education Department the administration of the existing Grantham, Northcote, Sir Robert Black Colleges of Education, the Hong Kong Technical Teachers' College and the Institute of Language in Education and amalgamates them into a new, unified autonomous institution.
- 22 Sept 1994** The Secretary of Education and Manpower, Mr. Michael Leung, officiates at the First Assembly. 1,170 students are enrolled through the First Admission exercise in six newly launched Certificate of Education courses.
- 24 Nov 1994** The Rt. Hon. Christopher Patten, Governor of Hong Kong and President of the Institute, officiates at the Inauguration Ceremony for The Hong Kong Institute of Education.
- 24 Jan 1995** The Academic Board (Provisional) holds its first meeting.
- 20 Feb 1995** The Institute's Logo is formally unveiled.
- 20 Feb 1995** Site formation work of the Tai Po Campus commences.
- 1 May 1995** The interim Central Library at Cheung Sha Wan is opened.
- 15 May 1995** The Hong Kong Institute of Education Students' Union is formally established.
- 6 June 1995** Foundation work of the Tai Po Campus commences.
- 11 July 1995** The Rt. Hon. Christopher Patten, Governor of Hong Kong and President of the Institute, officiates at the First Graduation Ceremony of The Hong Kong Institute of Education. 1,256 full-time graduates and 877 part-time students receive their awards.
- 15 July 1995** Launching of enhanced kindergarten programmes with Government funding.

奠基之年

奠基年重要大事

- 一九九四年
四月二十五日 香港教育學院正式成立
- 一九九四年
五月十日 校董會召開第一次會議，首任主席為葉錫安議員
- 一九九四年
五月二十三日 學院總辦事處於銅鑼灣新寧大廈設立
- 一九九四年
九月一日 香港教育學院正式從教育署接管和合併葛量洪教育學院、羅富國教育院、柏立基教育學院、香港工商師範學院及語文教育學院
- 一九九四年
九月二十二日 教育統籌司梁文建先生主持第一屆開學典禮，共有一千一百七十名學生選讀六項新開辦的教育證書課程
- 一九九四年
十一月二十四日 香港總督暨學院校監彭定康先生主持香港教育學院揭幕典禮
- 一九九五年
一月二十四日 教務委員會(臨時)召開第一次會議
- 一九九五年
二月二十日 學院校徽正式公佈
- 一九九五年
二月二十日 大埔校舍地盤平整工程開始
- 一九九五年
五月一日 位於長沙灣的中央圖書館開放
- 一九九五年
五月十五日 香港教育學院學生會正式成立
- 一九九五年
六月六日 大埔校舍地基工程開始
- 一九九五年
七月十一日 香港總督暨學院校監彭定康先生主持學院第一屆畢業典禮，共有一千二百五十六位全日制學生及八百七十七位部份時間制學生領取畢業證書
- 一九九五年
七月十五日 學院獲政府撥款開辦加強幼稚園教育證書課程

校董會



The Council



Two key documents: the Education Commission Report No. 5 and The HKIEd Ordinance

份主要文件：教育統籌委員會五號報告書及教育學院條例

The HKIEd Ordinance makes provision for an executive governing body, The Council. The President of the Institute is the Governor of Hong Kong.

根據香港教育學院條例，校董會為學院的管治機構。學院的校監是香港總督。

Full Council membership totals 26 and comprises :

校董會全部成員共二十六人，成員組合如下：

- not more than 14 members appointed from the community by the President;
 - not more than three public officers appointed by the President;
 - not more than three representatives nominated by the Academic Board and appointed by the President;
 - one full-time student of the Institute appointed by the President;
 - ex-officio members from The HKIEd administration consisting of the Director and Deputy Director;
 - three members elected by the full-time teaching staff and their administrative equivalent.
- 由校監委任的社會賢達不超過十四人；
 - 由校監委任的公職人員不超過三人；
 - 由教務委員會提名並由校監委任的一至三名教務委員會成員；
 - 由校監委任的一名學院全日制學生；
 - 學院管理層中的校長和副校長為當然成員；
 - 由全職教務人員及職級或級別相等於全職教務人員的行政人員選出三位成員。



The Council meeting held on 16 September 1994
一九九四年九月十六日校董會會議



The Council meeting held on 14 December 1994
一九九四年十二月十四日校董會會議

Serving The Council from its inception on 25 April 1994 were:

- | | |
|--|------------------------|
| The Hon. Simon S.O. Ip, OBE, JP | <i>Chairman</i> |
| Dr. Thomas Leung | <i>Vice-Chairman</i> |
| Mr. Peter Lee | <i>Treasurer</i> |
| Professor C.K. Leung, OBE, JP | <i>Director</i> |
| Dr. Pang King Chee | <i>Deputy Director</i> |
| Mr. Chan Wing Kwong | |
| The Hon. Vincent Cheng, OBE, JP | |
| Ms. Maggie Koong | |
| Professor Kwong Lee Dow | |
| Professor Lee Ngok | |
| Dr. Leslie Lo | |
| The Rev. Margaret Wong | |
| Mr. Paul Yu, JP | |
| Representative of the Secretary for Civil Service | |
| Representative of the Director of Education | |
| Representative of the Secretary for Education and Manpower | |

The Council Secretary was Dr. Michael Luk, the Associate Director (Administration).

自一九九四年四月二十五日校董會成立以來的成員如下:

- | | |
|---------------|-----|
| 葉錫安議員 OBE, JP | 主席 |
| 梁國輝博士 | 副主席 |
| 利定昌先生 | 司庫 |
| 梁志強教授 OBE, JP | 校長 |
| 彭敬慈博士 | 副校長 |
| 陳榮光先生 | |
| 鄭海泉議員 OBE, JP | |
| 孔美琪女士 | |
| 李光昭教授 | |
| 李鐸教授 | |
| 盧乃桂博士 | |
| 黃金蓮修女 | |
| 余嘯天先生 | |
| 公務員事務司代表 | |
| 教育署署長代表 | |
| 教育統籌司代表 | |

校董會秘書為助理校長（行政）陸人博士。



HKIEd Council Members pictured with the President of the Institute, The Rt. Hon. Christopher Patten and Secretary for Education and Manpower, Mr. Michael Leung, at the First Graduation on 11 July 1995

學院校監彭定康先生、教育統籌司梁文建先生與校董會成員於一九九五年七月十一日第一屆畢業典禮

At the first meeting of The Council on 10 May 1994, members agreed to invite four lecturing staff to attend Council meetings as Staff Observers until such time as three members of staff from The HKIEd could be elected as Council members in line with the provisions of The HKIEd Ordinance. The Staff Observers serving on The Council during the period under review were: Mr. Chan Yung, Mr. Hung Fan Sing, Mr. Gregory Lam, and Mrs. Tse Tsang Suk Ching.

A Standing Committee was set up at the first meeting of The Council to act for The Council between plenary sessions on all matters requiring policy and executive decisions, to co-ordinate the work of other Council committees and to report to The Council its decisions and actions.

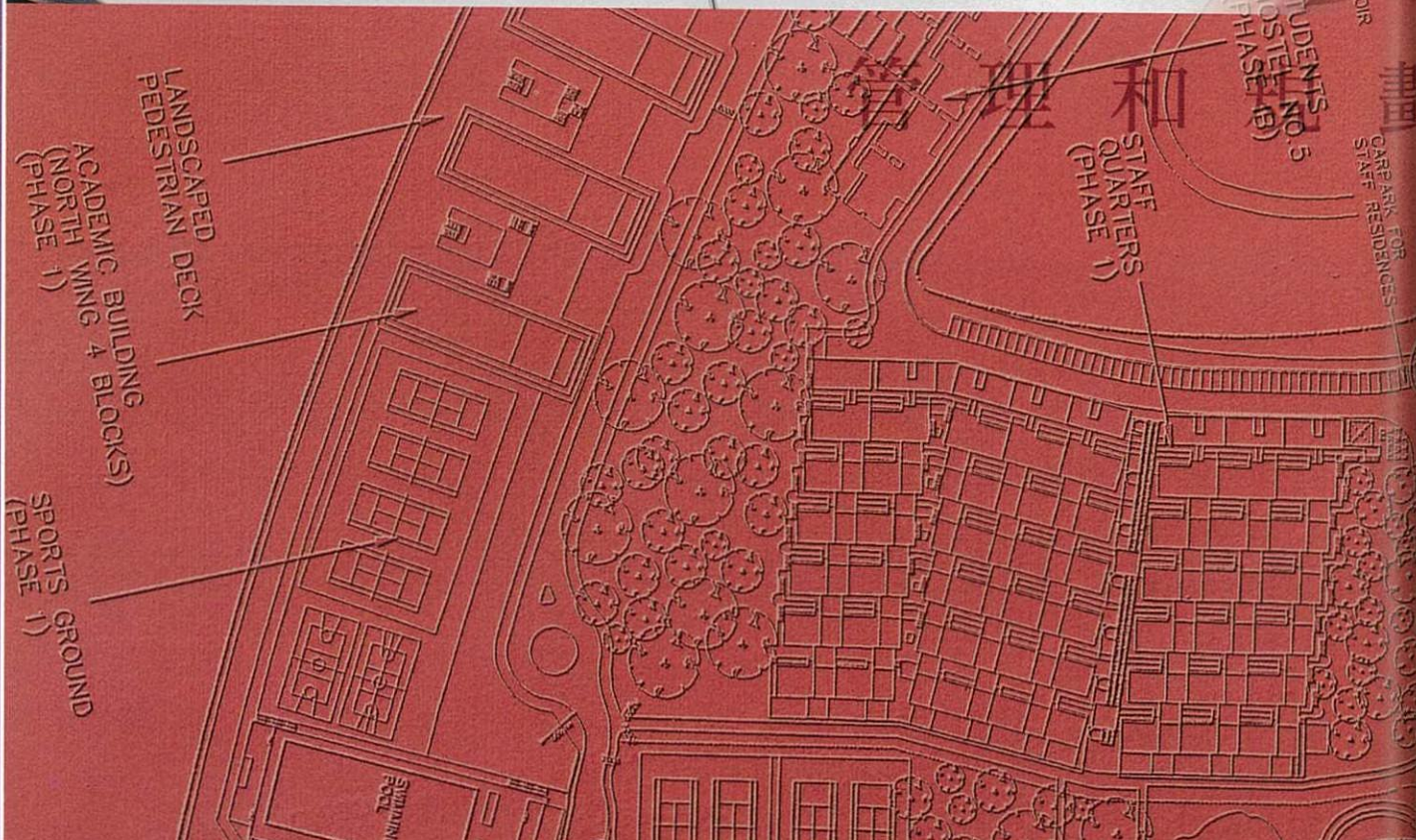
The HKIEd Council committee structure is set out in Appendix 1 and the memberships of the Council Committees (where appointed) during the period under review are listed in Appendix 2.

在一九九四年五月十日校董會第一次會議上，成員們同意，在三位根據香港教育學院條例從教職員中選出的代表產生之前，先邀請四位講師以觀察員身份參加校董會會議。該四位觀察員是：陳用先生、孔繁盛先生、林樹榮先生和謝曾淑貞女士。

校董會在第一次會議上設立了常務委員會，使之在校董會召開全體大會之間，代表校董會決定政策和行動，並協調校董會屬下的其他委員會的工作。常委會負責向校董會彙報其決定和活動。

香港教育學院校董會轄下委員會的結構見附錄一；在本報告所述期間校董會各委員會（已任命的）成員名單見附錄二。

Management and Planning



The HKIED management is headed by a Directorate comprising the Director, the Deputy Director, the Associate Director (Academic) and the Associate Director (Administration). During the founding year, its endeavours were focused on four main areas of work:

- Taking over and reorganising the Colleges of Education and ILE
- Establishing the administrative and academic infrastructures
- Upgrading the academic programmes and facilities
- Planning for the future

TAKING OVER AND REORGANISING THE COLLEGES OF EDUCATION AND ILE

PREPARING FOR THE TAKE-OVER

To prepare for the taking over of the four Colleges of Education and ILE from the Education Department on 1 September 1994, the Institute set up a number of working groups and committees in May-June 1994 with the support of the senior staff members of the five institutions. These working groups and committees were:

- Working Group on Implementation of Academic Programmes
- Timetable Co-ordination Working Group
- Working Group on Practicum Implementation
- Admissions Committee
- Campus Finance and Administration Working Group
- Institute Calendar and Handbooks Working Group
- Estates and Equipment Working Group
- Inter-campus Language Working Group
- Task Group for Curriculum Planning

The work of these groups and committees facilitated the transition of the five institutions into The HKIED and the immediate implementation of the new Certificate in Education (CE) programmes in September 1994. The groups and committees were dissolved once their functions were taken over by more permanent bodies.

香港教育學院的行政管理由校長室成員領導，其中包括校長、副校長、助理校長（教務）和助理校長（行政）。在奠基之年，學院的工作主要集中在四個方面：

- 接管並重組四所教育學院和語文教育學院
- 建立行政和教務的基本架構
- 提高教學課程和設施的水平
- 為未來作出規劃

接管並重組四所教育學院和語文教育學院

為接管作好準備

為了準備好在一九九四年九月一日從教育署接管四所教育學院和語文教育學院，學院在各校資深教職員的支持下，於一九九四年五、六月間成立了一些工作小組和委員會，包括：

- 教學課程實施工作小組
- 課程時間協調工作小組
- 實習課程實施工作小組
- 招生委員會
- 分校財務及行政工作小組
- 學院年曆及手冊工作小組
- 物業和設施工作小組
- 全校語言工作小組
- 課程設計工作小組

這些小組和委員會的工作，除有助五所學院併入香港教育學院外，亦使在一九九四年九月始辦的教育證書課程得以順利展開。隨著常規性的組織取代其功能，上述小組及委員會亦一一解散。

Mapping the future development of the Institute

商討學院未來發展路向

Other transitional arrangements were made between the Institute and the Education Department, including the secondment of all academic and administrative staff of the five institutions for the Institute's initial period of operation.

UNIFYING THE FIVE INSTITUTIONS

As the five institutions were amalgamated into The HKIEd on 1 September 1994, their campuses and annexes were converted into campuses of the Institute with the following names:

FORMER COLLEGES	THE HKIEd CAMPUSES
Grantham College of Education	Grantham Campus I & II
Hong Kong Technical Teachers' College	Morrison Campus
Institute of Language in Education	Bonham Campus
Northcote College of Education	Northcote Campus I & II
Sir Robert Black College of Education	Black Campus I & II

All major campus events and activities were co-ordinated, and a single academic calendar established and student and staff records standardised and centralised.

Prior to the formal take-over on 1 September 1994, the Institute announced its first set of rules and guidelines on teachers' duties, outside practice, secondment, office and working hours, leave and holidays, and disciplinary procedures. These administrative arrangements, though preliminary, were crucial to the effective running of the Institute in its first and founding year.

The identity of the Institute was marked and felt by both Institute staff and the general public at the First Assembly for new students on 22 September 1994, the Inauguration Ceremony on 24 November 1994, the Logo Unveiling Press Conference on 20 February 1995, and the First Graduation Ceremony on 11 July 1995. The Institute's participation in various educational forums, conferences, exhibitions and inter-school events also helped to promote internal solidarity as well as its public image.

學院和教育署之間還進行了其他過渡性的安排，包括在學院運作的初期借用所學院的所有教學和行政人員。

統一五所學院

一九九四年九月一日，五所學院合併為香港教育學院，各院校及其分支遂成為學院的分校，並命名如下：

前學院	香港教育學院分校
葛量洪教育學院	葛量洪第一和第二
香港工商師範學院	摩利臣分校
語文教育學院	般含分校
羅富國教育學院	羅富國第一和第二
柏立基教育學院	柏立基第一和第二

學院統籌了各分校的重要事務和活動，制訂了一個全校的教務日程表，並將學生和教職員的紀錄集中管理和標準化。

學院在一九九四年九月一日正式接管分校的前夕，公佈了第一批有關教師的責任、校外工作、人員借調、辦公和工時間、職/休假和假期，以及紀律和等規則和指引。這些管理方面的初步安排，對學院在成立首年的有效運作至為重要。

一九九四年九月二十二日，學院舉行第一屆開學典禮；一九九四年十一月十四日，舉行了揭幕典禮；一九九五年二月二十日，舉行了校徽發佈記者招待會；一九九五年七月十一日，舉行了一屆畢業典禮。這一連串的活動，增加了教職員和社會人士對新學院的認識。此外，學院一年來積極參與各種教育論壇、會議、展覽，以及校際活動，在進內部團結之餘，亦有助於建立學院公眾間的形象。

ESTABLISHING THE ADMINISTRATIVE AND ACADEMIC INFRASTRUCTURES

DEVELOPING AND STAFFING THE ADMINISTRATIVE UNITS

Starting with only a handful of staff in May 1994, the Institute had an onerous task of developing an administrative infrastructure. The recruitment of administrative staff began in the PGC period and continued into the latter half of 1994. By the end of the year, all key positions had been filled, and a framework of administrative units was established. The structure of these units (up to 30 June 1995) is shown at Appendix 3. In 1995, the various administrative units have continued to develop their strengths, functions and services.

DEVELOPING THE ACADEMIC INFRASTRUCTURE AND RECRUITING ACADEMIC STAFF

As soon as staff had settled down and courses had begun, the Institute began the task of preparing for the establishment of the new academic infrastructure of Academic Board (AB), Divisions and Departments. Acting Divisional Directors were appointed for two Divisions in November 1994, and 11 Department Heads were appointed for 12 Departments in January 1995. On 24 January 1995, the Provisional Academic Board (to be formalised in May 1995) was established. The AB functions as a regular Institute-wide forum to discuss and make decisions on major academic matters. In the latter half of the academic year, all Departments began re-organising the relevant sections in the campuses into a centralised academic framework and began planning activities for the future. The Division of Primary Education had its first meeting in May 1995, and that of the Division of Secondary, Technical and Special Education was held in June 1995.

Since May 1994, the recruitment of academic staff has been a vigorous on-going activity to facilitate the transfer of those seconded lecturing staff who wished to work in The HKIEd, to attract new recruits externally to replace those secondees returning to the Government, and to enhance the strength of the academic staff establishment.

建立行政和教務的基本架構

建立行政組織和招聘人手

一九九四年五月學院開始運作時，只有極少數成員。當時的一項重要工作，是要建立一個行政的基本架構。早在臨時校董會時期，行政人員的招聘已經展開，並延續到一九九四年下半年。至一九九四年底，重要的領導人員都已上任，各行政單位及其架構亦建立起來了。有關這些單位和組織結構（至一九九五年六月三十日止），可參見附錄三。一九九五年，各行政部門繼續發展，並逐步擴充其職能和服務。

建立教務組織和招聘講師

在新學年的人事和課程安定下來後，學院隨即著手建立新的教務組織，包括教務委員會、學部和學系。學院於一九九四年十一月任命了兩個學部的署理學部長；於一九九五年一月任命了十二個學系中的十一個系主任；並於一九九五年一月二十四日成立了臨時教務委員會（至一九九五年五月正式化）。教務委員會為一常設會議，供全學院討論和決定主要的教務問題。在本學年的下半年，各學系開始把各分校的有關單位重新組織和統一管理，並開始整體地規劃未來的工作。小學教育學部於一九九五年舉行了第一次會議，中學/工商及特殊教育學部則於一九九五年六月舉行了第二次會議。

自一九九四年五月以來，學院招聘教學人員的工作進行得如火如荼。一方面使那些從政府借用，而願意繼續留在學院工作的講師順利轉職，同時也從校外招聘新的講師以取代那些將返回政府工作的人員，並加強教學陣容。

LEGAL, FINANCIAL AND PERSONNEL ARRANGEMENTS

Johnson Stokes and Master was appointed as the Institute's legal adviser in May 1994, and KPMG Peat Marwick was appointed external auditor in December 1994. During the year, the Institute gradually developed various aspects of financial administration, including the opening of accounts, setting up accounting and purchasing procedures and services, establishing management systems for staff and student finances, arranging medical and other insurances, and developing a computerised financial system.

In September 1994, the Institute prepared its first budgets for the fiscal years of 1994-95 and 1995-96 for the acquisition of funding from the Government in support of its planned activities.

Building from a basic framework formulated by the PGC, the Institute further developed and implemented staffing policies and conditions of service, especially with regard to staff contracts, allowances, leave, the provision of minor staff, consultancy, staff development, and fringe benefits. The first staff handbook was published and distributed to staff in March 1995. A superannuation scheme was designed and a consultant was engaged to set it up for operation in September 1995.

These developments have helped to provide a comprehensive framework of legal advice, financial administration, and a human resources policy for the operation of the Institute.

RESTRUCTURING CAMPUS ADMINISTRATION

As a first step towards the long-term re-organising of administration in the campuses, the Institute created a number of functional posts, including those of Campus Principals and Assistant Campus Principals, with a new responsibility structure in the campuses in September 1994. A list of Campus Principals and Assistant Campus Principals is at Appendix 4. The objectives were (1) to maintain an administrative infrastructure at campus level in the interim period prior to the completion of the Tai Po Campus in 1997, (2) to provide a mechanism for the co-ordination of work under one system which would eventually be absorbed

法律、財務和人事安排

一九九四年五月，學院聘請孖士打律師行為學院的法律顧問；同年十二月，聘請畢馬域會計師行為外部核數師。年來，學院逐步進行了各項財務安排，包括開設賬戶、制訂會計和採購的政策和規定、提供服務、建立有關教職員學生財務的管理系統、設立醫療和其保險、以及發展財務工作上的電腦系統。

一九九四年九月，學院為一九九四至五財政年度以及一九九五至九六財政年度編製了初步的財政預算，為規劃中工作向政府爭取撥款。

在臨時校董會構思好的基本政策範圍內，學院進一步發展和推行了各種人政策和聘用條件，尤其在員工合約、貼、請假、基層員工僱用、顧問延請職員培訓計劃和福利等方面為然。第一本員工手冊於一九九五年三月印行，分發給所有教職員。學院還制訂了一公積金計劃，聘請專業顧問協助將此計劃於一九九五年九月施行。

這些發展為學院的運作提供了包括法律諮詢、財務管理和人力資源政策的完整架構。

重組分校的行政管理

作為重組分校管理的長遠計劃的第一步，學院於一九九四年九月設立了一功能性職位，包括各分校院長和助理校院長，並改組了分校的管理系統。有關各分校院長和助理分校院長的名單請參見附錄四。重組分校管理的目的是：（一）在一九九七年大埔校舍完前的過渡期間，維持分校層次的行政管理架構；（二）提供在同一系統下協工作的機制，以便各分校能最終融入

into a single-campus administration, and (3) to clearly define academic administration such as curriculum planning and course co-ordination and release lecturing staff from the type of administrative work normally associated with a tertiary institution's Registry and Student Affairs Office.

ESTABLISHING COMMUNICATION NETWORKS AND EXTERNAL CONNECTIONS

The setting up of a computer network within the Institute and with Internet has established vital linkages for internal as well as external communication. Starting from February 1995, the regular publication of the Institute's *Newsletter* also enhanced channels of communication. The Directorate's courtesy visits to the seven UGC institutions and study tours abroad (to England, Singapore, Australia and the United States) have helped to establish important connections with educational and academic institutions and communities both locally and internationally.

在單一校園內運作的管理制度；及（三）清楚地界定教務行政的範圍，如課程設計和安排等，使教學人員不須肩負一般在大專院校中由教務處和學生事務處負責的行政工作。

建立通訊網絡及促進對外聯繫

學院在校內建立了電腦網絡，並與全球電腦網絡連接，增強了內外通訊的連繫。從一九九五年二月開始按期出版的學院『通訊』，也加強了資訊的流通。此外，校長等人對大學資助委員會轄下七所大專院校進行的禮貌性訪問，以及在海外（英國、新加坡、澳洲和美國）進行的學術交流等，均有助於學院與海內外的教育界、學術界及其他有關團體建立起重要的聯繫。



The Roving Exhibition held in June 1995 attracted thousands of interested students
一九九五年六月舉辦的巡迴展覽吸引了數以千計學生

UPGRADING THE ACADEMIC PROGRAMMES AND FACILITIES

NEW ACADEMIC PROGRAMMES

While operating largely within the framework of courses offered formerly by the Colleges of Education and ILE, the Institute mounted the CE programme to replace the Teacher Certificate Course in September 1994 as a first major attempt to upgrade the content of its pre-service programmes. Based on the work of the Task Group for Curriculum Planning originally set up by the Education Department, the new CE is a much improved curriculum with an added emphasis on reflective practice. This was accompanied by the implementation of a newly designed practicum programme in 1995. At the same time, preparations were made to launch the Post-Graduate Diploma in Teacher Education (PGDE), Primary in 1995-96. In May 1995, the Institute successfully obtained resources from the Government to mount an enhanced programme of kindergarten courses from July 1995 for four years.

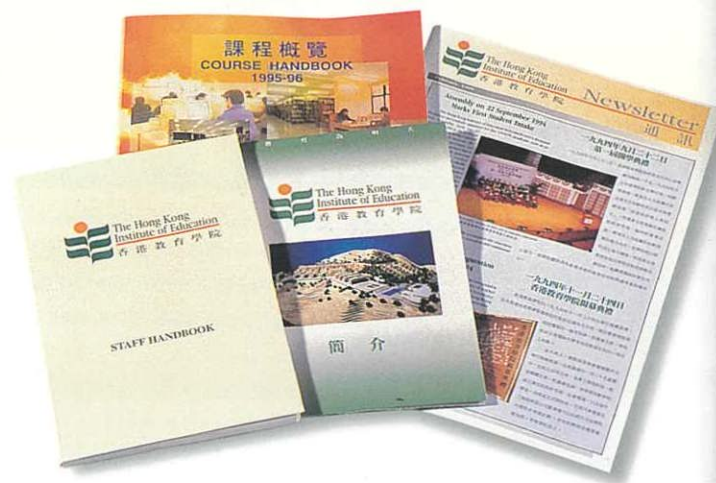
Other academic initiatives in the founding year included the Institute's collaboration with other tertiary institutions in the provision of in-service part-time Bachelor of Education (Hons.) programmes (B.Ed), and the establishment of a Division of Extension Studies.

教學課程和設施的提高

新辦課程

學院保留了各前教育學院和語文學院的絕大部分課程，另外在一九九九年開辦了教育證書課程以取代過渡教師證書課程，為提高職前培訓課程邁出了重要的一步。新的教育證書課程，是在教育署原來的課程設計小組的工作基礎上加以改進，特別強調思、實習的部份。學院亦因此在一九九年開辦了一項新設計的實習課程時，學院籌劃了準備在一九九五至一九九五年五月，學院成功得到政款，由一九九五年七月開始，以四時間開辦加強的幼稚園教師培訓課程。

在奠基之年，其他教務上的新猷包括學院與其他大專院校合辦在職兼讀制學士學位(榮譽)課程，以及創設了課程學部。



Publications of The HKIED
學院出版物



Professor Robert Meyenn, Dean, Faculty of Education, Charles Sturt University, Australia, pictured with Northcote Campus colleagues

澳洲查理斯史特大學教育學院院長馬羅拔教授與羅富國分校教職員合照

STRENGTHENING FACILITIES AND ACADEMIC SUPPORT

The launching of the CE programme was supported by the Institute's first academic facilities and site upgrading programme in 1994, which included the improvement of computer and language laboratory facilities, art, musical and physical education facilities, audio-visual facilities, science laboratory facilities, and environmental improvement projects. This was followed by the setting up of the Central Library as well as a computing research unit, and other improvements in computer and education technology facilities.

Additional space was acquired by leasing office space in Trade Square (5th and 7th floors), Cheung Sha Wan, to accommodate the Central Library and the new kindergarten programmes.

STAFF DEVELOPMENT AND RESEARCH

For the purpose of upgrading the academic staff's qualifications and research abilities, the Institute began a substantial staff development programme in the fall of 1994, which included provision for the support of higher degree studies as well as research and conference attendance.

改善設施和加強教學支援

在一九九四年，學院為教育證書課程的開辦進行了第一次教學設備和環境的改善工作，範圍包括電腦和語言實驗室、美術、音樂和體育設施、視聽教學設備、理科實驗室以及校舍環境等方面。其後，學院還建立了中央圖書館和一個電腦研究部，並在電腦和教育技術設施方面進行了改進。

學院租下了長沙灣貿易廣場的五樓和七樓，以開辦中央圖書館和新的幼稚園教師培訓課程。

教職員培訓和研究

學院為了提高教學人員的質素和研究能力，在一九九四年秋季展開了一項龐大的教職員培訓計劃，資助他們攻讀較高學位、進行研究和參加學術會議。

PLANNING FOR THE FUTURE

TRIENNIAL PLANNING AND COURSE REVIEW

In the first few months of 1995, the Institute involved all academic and administrative departments in preparing its first triennial plan for 1996-99, focusing on the upgrading needs of academic programmes, setting-up requirements for the Tai Po Campus, and manpower projections. Special consideration was given to the most urgent needs within the physical and time constraints of the interim period, as well as for the transition from multi-campus to single campus operation. The Triennial Plan was submitted to the EMB on 1 May 1995.

From June 1995, the Institute started a three-stage course review to examine the structure and content of all its pre-service and in-service courses. This task, which is expected to be completed in 1995-96, will enable the Institute to formulate a better structured and upgraded academic programme to meet the needs of students and the community.

THE TAI PO CAMPUS PROJECT AND TOWN CENTRE

An important planning activity of the Institute in the founding year was the Tai Po Campus project initiated by the Government and the PGC. Back in late 1993, a site in Tai Po had been identified as the future HKIED campus. By May 1994, the master layout plan of the new campus had been completed. Thereafter, the



Education and Careers Expo (23-26 February 1995)
教育及職業博覽會（一九九五年二月二十三日至二十六日）

為未來作出規劃

三年規劃和課程檢討

在一九九五年的頭幾個月，學院動全校的教學和行政部門，制訂了第三年計劃（一九九六至九九年），重點在教學課程的提升，列出大埔建需要和安排人力部署。學院也小心了在過渡期間在物質條件和時間限的一些迫切需要，以及將會從眾多過渡至單一校舍的特殊情況。該三劃已於一九九五年五月一日呈交教人力統籌科。

學院從一九九五年六月開始，進行三個階段的課程檢討，審核所有職在職培訓課程的結構和內容。這項在一九九五至九六年度完成的工作有助學院制訂一套能充份滿足學生社會需要，結構更佳，和水平更高的課程。

大埔建校計劃和市中心分校

在奠基之年，學院的一項重要工作是劃由政府 and 臨時校董會始議的大埔建工程。早在一九九三年底，政府在劃定了香港教育學院的未來校址。一九九四年五月，新校舍的總體規劃完成其後，學院在面積分配、建築圖則、字機電要求、技術顧問工程、合略、以及建築設計等方面進行細劃。這些工作使建校計劃得以如期行。學院的地盤平整工程於一九九



Planning the Tai Po Campus Project
規劃大埔新校舍

Institute worked on the details of the Schedule of Accommodation, building plans, building services requirements, technical consultancy, contract strategy, and architectural designs. The progress made has enabled the project to proceed on schedule. Site-formation began in February 1995, and foundation work began in late 1995. It is expected that construction of the superstructure will begin in late 1995, and the target completion date of the campus is June 1997.

The Institute had proposed to retain Grantham Campus I as the future Town Centre after the commissioning of the Tai Po Campus to cater for the needs of the part-time in-service courses. In March 1995, the Government agreed to the use of Grantham I for this purpose for two years in the first instance, after which the arrangement will be reviewed on an annual basis.

WORKING WITH THE HKCAA AND THE UGC

As part of its upgrading exercise, the Institute has been liaising closely with the HKCAA to plan for an institutional review of the Institute by the Council in 1995-96, followed by a process of academic accreditation for the Institute's courses from 1996. In late 1994, the Institute began its contacts with the UGC, and liaison was stepped up in 1995 to pave the way for the Institute to join the UGC in the near future. These activities will have a profound impact on the Institute's long-term planning and development.

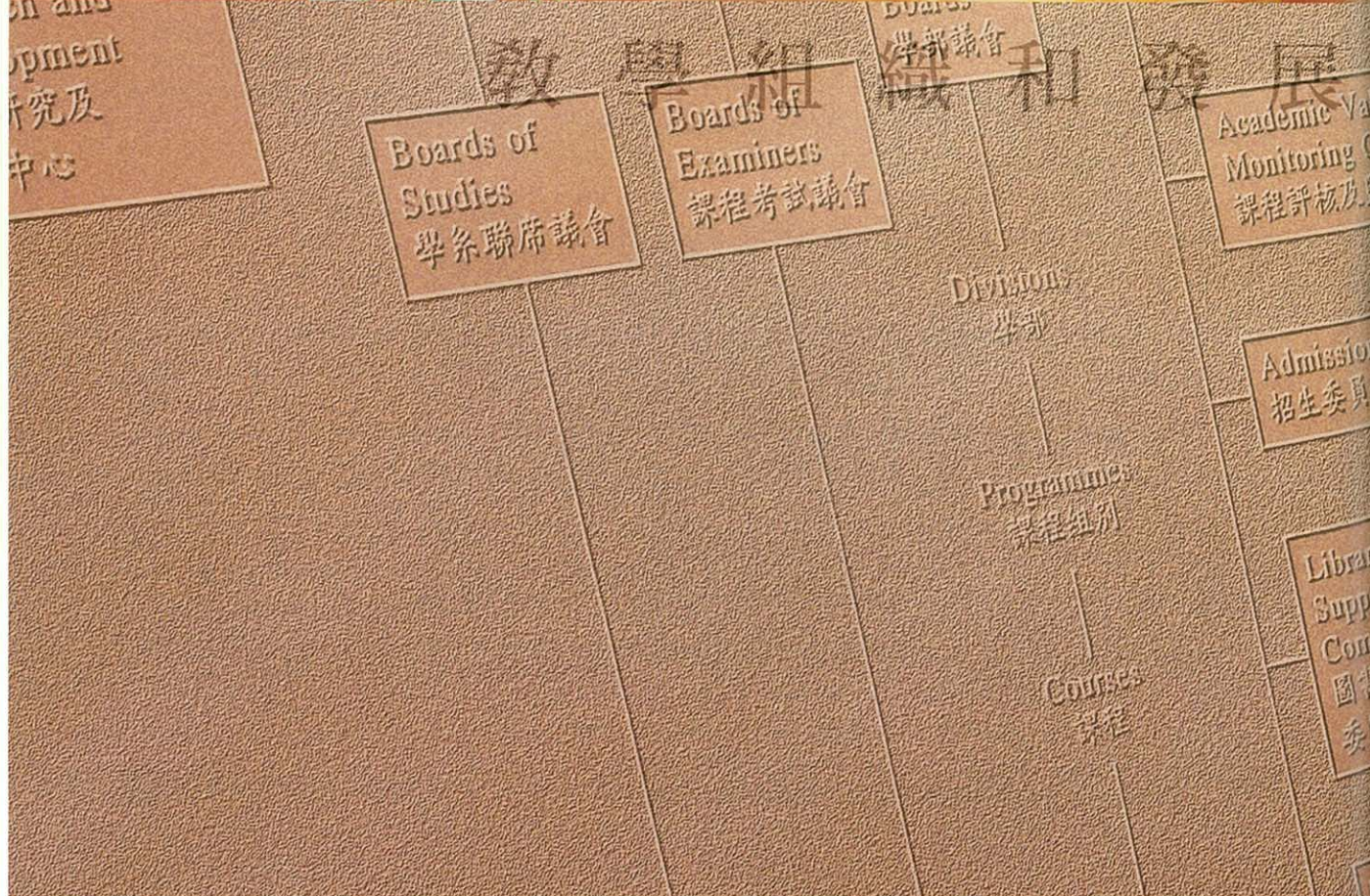
二月展開，地基工程則於一九九五年下半年進行。預計上蓋工程將於一九九五年年底開始，整座校舍預期可於一九九七年六月竣工。

學院已建議在大埔校舍啟用後仍然保留葛量洪第一分校，作為學院的未來市中心分校，以照顧在職培訓兼讀課程的需要。一九九五年三月，政府同意在遷入大埔後的首兩年內，學院可續用葛量洪第一分校作此用途，此後將每年對是項安排重新檢討。

與香港學術評審局及大學資助委員會緊密合作

學院升格的另一要務，是和香港學術評審局緊密合作。現計劃在一九九五至九六年度先由評審局對學院進行一次院校檢討，再從一九九六年起對學院的各項課程逐步進行學術評審。一九九四年下半年，學院開始與大學資助委員會進行接觸，雙方並在一九九五年加強了工作聯繫，為學院在不久的將來加入大學資助委員會鋪路。這些活動對學院的長期規劃和發展將有深遠的影響。

Academic Organisation and Development

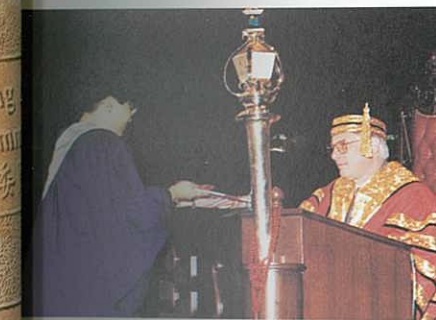


ACADEMIC ORGANISATION AND DEVELOPMENT

教學組織和發展

Graduation Ceremony of Northcote College Education (1971)

高國教育學院畢業典禮（一九七一年）



Graduation Ceremony of The HKIEd (1995)
香港教育學院畢業典禮（一九九五年）



In the founding year, the top priority of The HKIEd management was academic upgrading.

在奠基之年，香港教育學院的首要工作是提高教學水準。

教務委員會

由校長主持的教務委員會是學院中央層次的教務議會，在其成立首年共有二十八位成員，包括兩名在未有由選舉產生的學生代表時獲邀參加會議的學生。

各教務工作委員會

在教務委員會之下，設有由教學人員主持的各種工作小組及協調委員會，以支援委員會的工作。在一九九四至九五年度，學院首先設立了兩個委員會，即招生委員會和輟學委員會。此外，教務委員會也制訂了下列將要設立的委員會的職權範圍：

- 教務策劃及發展委員會
- 學術評審及監察委員會
- 圖書館及教學支援委員會
- 考試事務委員會

附錄五列出了教務委員會及其轄下各委員會的職權範圍，以及截至一九九五年六月三十日為止的成員名單。

THE ACADEMIC BOARD

Chaired by the Director, the AB, the central academic forum of the Institute, had 28 members in its first year of operation, including two students who had been invited to attend the Board in the absence of elected representatives from the student body.

ACADEMIC COMMITTEES

The AB is supported by various working groups and co-ordination committees presided over by academic staff. In 1994-95, two committees, the Admissions Committee and the Committee on Discontinuation, were activated and the Board approved the terms of reference for the following committees to be set up in due course :

- Academic Planning and Development Committee
- Academic Validation and Monitoring Committee
- Library and Learning Support Committee
- Examinations Committee

Appendix 5 sets out the terms of reference and membership of the AB and its committees for the period to 30 June 1995.

First Assembly ushers in new era in teacher education
第一屆開學典禮將師資培訓帶入新紀元

The first meeting of the Provisional Academic Board was held on 24 January 1995 with four more meetings in the 1994-95 academic year. The Board was formally established when the Rules of Procedure were approved by The Council in May 1995.

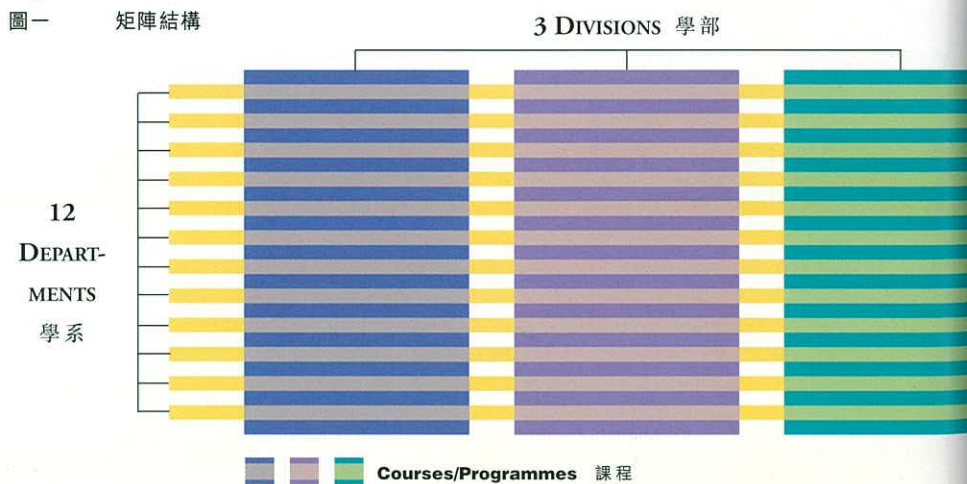
ACADEMIC STRUCTURE

THE MATRIX SYSTEM

The Institute's academic structure consists of 'programmes' and 'departments' operating as a matrix system as shown in Figure 1. The complexity and cross-curricular nature of teacher education work requires input from various departments to the same programme. Many courses are cross-departmental, and an integrated curriculum is best achieved through programme co-ordination.

Figure 1 The Matrix Structure

圖一 矩陣結構



DIVISIONS, DEPARTMENTS AND CENTRES

The programmes are organised under the three Divisions of Early Childhood Education, Primary Education and Secondary, Technical and Special Education. A chart showing the 'programme' side of the matrix is in Appendix 6.

The Departments provide the focal point for the development of subject expertise, research and other scholarly activities. There are 12 Departments: Business Studies, Chinese, Curriculum and Instruction, Educational Management and Professional Support, Education Studies, Engineering and Technology Studies, English, Fine Arts, Physical Education, Science and Mathematics, Social Studies, and Special Education.

臨時教務委員會的第一次會議於一九九五年一月二十四日舉行，並在該（一九九四至九五年度）內另外舉四次會議。一九九五年五月，校董准了委員會的程序規則，該會遂正式成立。

教學架構

矩陣結構

如附圖一所示，學院的教學架構乃「課程」和「學系」兩軸組成的矩陣而運作。師資培訓工作的複雜性、跨課程的性質，需要不同的學系共與同一個課程。由於許多課程是跨的，要達到整合的效果，最好的方法在課程安排上互相配合。

3 DIVISIONS 學部

學部、學系和學術中心

各種師訓課程都是在三個學部，即教育學部、小學教育學部、和中學商及特殊教育學部之下組織起來的。錄六的圖表顯示出此矩陣中的「課程」一軸。

各學系則為不同的學術科目在專識、研究和其他學術活動提供支援。學院共有十二個學系，分別為商業文、課程及教學、教育管理及專、教育、工程及科技、英文、藝術體育、數學、社會及特殊教育系。

In order to generate greater coherence and enterprise among cognate Departments, Boards of Studies will be established as follows: Educational Studies, Language in Education, Social and Business Studies, Mathematics, Science and Technology.

In recognition of the importance of early childhood teacher education and the need to develop this area, an Early Childhood Centre has been established, comprising all staff contributing to the kindergarten courses. A Centre for Research and Development will also be established as soon as its Director is in post.

A list of staff appointed to head the Divisions, Departments and Centres is set out in Appendix 7.

PRINCIPLES OF ACADEMIC PLANNING

The Institute began its academic planning on the basis of the recommendations of the ECR 5 and the HKCAA's Consultancy Report on The HKIED (February 1994), to which The HKIED made an official response in October 1994. From these documents, some general principles and directions were developed for the Institute's academic planning:

For pre-service teacher education,

- to enhance integration between theory and practice, develop 'reflective practitioners', promote the use of pedagogical content knowledge, and enter into partnership with schools and teachers in initial teacher education programmes;
- to lengthen the existing two-year CE courses to three-year courses;
- to introduce a pre-service B.Ed. (Hons.) degree of four years to strengthen the preparation of teachers;
- to move towards Secondary 7 admission in order to enrol better qualified students;
- to separate initial teacher education courses into primary and secondary streams in order to be more effective.



Art & Design Course (Grantham Campus)

美術與設計課程（葛量洪分校）

為了促使在學科上相關的學系加強彼此的聯繫和發展，學院還將設立教育研究、語文教育、社會和商業、以及數理和科技四個學系聯席議會。

學院認識到幼兒師資教育的重要性，以及發展這個領域工作的必要，故成立了幼兒教育中心，由所有參與幼稚園師資培訓課程的教員組成。此外，學院還將設立一個學術研究及發展中心，一俟該中心的主任到任，中心便即成立。

各學部、學系和學術中心主管的名單，詳見附錄七。

教學策劃的原則

學院的教學策劃，乃根據教育統籌委員會第五號報告書，及一九九四年二月香港學術評審局提供的有關學院的顧問報告中的建議。學院在同年十月曾對後者作出正式回應。從這些文件中，學院總結了一些基本原則和指導方針，以為教學策劃的指引。

有關職前師資培訓方面：

- 加強理論與實踐的結合，培養「反思的實踐者」，促進教學技巧知識的運用，並在職前師訓課程方面，與學校和教師建立協作關係；
- 把現有的兩年制教育證書課程伸延為三年制；
- 開設四年制的職前教育學士（榮譽）學位課程，以加強教師的職前準備；
- 逐漸轉為從中七畢業生招生，以錄取質素更佳的学生；
- 把職前培訓分為小學和中學兩個部份，使教學更加有效。

For in-service teacher education,

- to develop a structured and systematic range of courses for serving teachers;
- to develop credit-bearing, externally accredited in-service courses leading to higher professional qualifications (e.g. Advanced Teacher's Certificate) and in-service B.Ed. (Hons.) degree;
- to introduce post-graduate programmes, such as the PGDE, to emphasise the importance of teaching as a graduate profession.

And for both pre-service and in-service teacher education,

- to adopt common assessment for students taking courses at the same level and to appoint local and overseas external examiners in order to guarantee standard and quality;
- to prepare teachers for teaching in the local context, with all courses having an appropriate local orientation and an appropriate medium of instruction.

The above principles provided the guidelines for the Institute in preparing its programmes of proposed activities for 1994-95 and 1995-96, as well as its triennial plan for 1996-99. In addition, the Institute has taken into account the Full-time Equivalent (FTE) projections for 1997-98 as provided by the EMB to the PGC in 1993.



Sports Course (Black Campus)
體育課程 (柏立基分校)

有關在職教師進修方面：

- 為在職教師發展一系列有組織系統的課程；
- 開辦由校外評審的學分制課程，使能藉此獲致更高的專業（如高級教師證書）及在職教士（榮譽）學位；
- 開辦研究生課程，如教育文憑，以強調教學專業要達到大學水平的重要性。

同時有關職前和在職師資培訓方面

- 對修讀相同水平課程的學生採一的評審標準，任命本地及海外人士擔任考試委員，以保障學術水準和質素；
- 為受訓教師在本地環境中進行作好準備，使所有的課程都具有的本地內容，並採用合適的媒介。

學院在草擬一九九四至九五年度和九五至九六年度的工作建議書，以九九六至九九九年的三年計劃時，均述原則為指導方針。此外，學院並了教育及人力統籌科於一九九三年時校董會提供的關於一九九七至九年度學院應有的等同全日制學生人數

ACADEMIC PROGRAMMES AND DEVELOPMENTS

In the 1994-95 academic year, 44 courses were offered and their enrolments are shown in Appendix 8. Major developments are as follows:



Practicum at a Secondary School
中學實習課程

CERTIFICATE IN EDUCATION COURSES

The launching of the CE courses to replace the old Teacher's Certificate courses was the most significant development in the founding year. The six new CE courses, which attracted 9,818 applicants for 1,110 places, were:

- 2-year Certificate in Primary Education (Chinese)
- 3-year Certificate in Primary Education (Chinese)
- 2-year Certificate in Secondary Education (Chinese)
- 2-year Certificate in Secondary Education (English)
- 3-year Certificate in Secondary Education (Chinese)
- 3-year Certificate in Secondary Education (English)

The curriculum of the new CE courses consists of four domains: Professional Studies, Curriculum Studies, Academic Studies and General Education, and a Practicum component which integrates theory and practice through seminars and a comprehensive range of school experience.

教學課程和發展

學院於一九九四至九五學年度共開設了四十四項課程，學生修讀的情況可參見附錄八。是年課程方面的主要發展如下：

教育證書課程

以教育證書課程取代原來的教師證書課程是奠基年最重要的發展。六項教育證書課程共提供一千一百一十個學額，吸引了九千八百一十八人申請，這六項教育證書課程是：

- 二年制小學教育證書課程（中文）
- 三年制小學教育證書課程（中文）
- 二年制中學教育證書課程（中文）
- 二年制中學教育證書課程（英文）
- 三年制中學教育證書課程（中文）
- 三年制中學教育證書課程（英文）

新的教育證書課程由四個範疇組成，包括專業教育、課程研究、學科研習和通識教育，並在實習中通過研討及全面的學校經驗，結合理論和實踐。

Unlike the old courses which were designed to prepare students to teach in both primary and secondary schools, the new courses are more specific in preparing students to teach either in primary or secondary schools.

The CE programme will form a building block for the future degree programme to be offered by the Institute.

B.Ed. PROGRAMMES

Beginning in 1994, the Institute has been collaborating with other tertiary institutions in the provision of in-service part-time B.Ed. (Hons.) programmes. It 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 HKIED. For this consortium's B.Ed. (Hons.) programme, the Institute has participated in the preparation of course materials and curriculum design at the inception stage and academic staff members have served as course writers and tutors in various subjects.

The Institute has also contributed to the B.Ed. (Hons.) of the consortium comprising the Open Learning Institute of Hong Kong (OLI), The Hong Kong Polytechnic University and City University of Hong Kong. The Institute has contributed to this programme by restructuring the existing 16-week full-time refresher courses in Chinese and English offered in Bonham Campus to credit-bearing courses with automatic transfer of credits towards the B.Ed. (Hons.) offered by OLI. Effective from 27 February 1995, the new 16-week full-time in-service course for teachers of Putonghua in primary schools has also been structured as a credit-bearing course.

The course objective of the two in-service degree programmes is to enable primary school teachers to develop academic and professional knowledge and instructional and managerial skills of a higher order than they currently possess. 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.

過去的課程乃為培訓學生，使之可小學及中學任教而設計；新課程之處在於較專門化，為學生提供分小學或中學任教的專業培訓。

教育證書課程將成為學院將來開設學位課程的基本課程。

教育學士課程

自一九九四年開始，學院與其他大校合作提供在職兼讀制教育學士學位課程。學院是由香港浸會大學進修學院、香港大學專業進修學院共同成立的合組的成員之一。該組織的教育學士學位課程的開辦，參與了課程材料的準備工作和設計，學院的教學人員並在各科負材的編撰和出任導師。

學院也參與了公開進修學院、香港大學和香港城市大學共同組成的另一教育學士(榮譽)學位課程的合組工作，把般含分校現有的為期十六週全日制中、英文複修課程，重組成學分制課程，修讀這些課程所取得的學分，可以自動轉變為公開進修學院教育學士學位的學分。此外，新的為期十週的全日制小學普通話科教師在職課程，也從一九九五年二月二十七日起重組為學分制課程。

舉辦這兩項在職學位課程的目標，是讓小學教師能夠獲得更豐富的學術和專業知識，並掌握更熟練的教學和管理技巧。這些課程招收的在職小學教師，至少需具有兩年制教師證書(或同等學分)的基本職前專業培訓和教學經驗。

KINDERGARTEN COURSES

In May 1995, the Government commissioned the Institute to mount a range of kindergarten teacher education courses. With additional funding, the Institute has planned to increase its kindergarten teacher education places to 1,130 or 785 FTEs in 1995-96. The existing courses have been restructured into the following:

- Part-time Evening In-service Qualified Assistant Kindergarten Teacher Training Courses (Chinese/English)
- In-service Qualified Kindergarten Teacher Training Course (Chinese/English) (One-year Mixed Mode)
- Qualified Kindergarten Teacher Conversion Course (Chinese) (One-year Mixed Mode)
- Certificate in Kindergarten Education Course (Chinese) (Two-year Mixed Mode)

The courses attracted over 2,000 applications and two were successfully launched in July 1995.

幼稚園課程

一九九五年五月，政府委託學院開辦一系列幼稚園師資培訓的課程。學院得到了增加撥款，準備在一九九五至九六年度將幼稚園師資培訓學額增加到一千一百三十個，相當於七百八十五個全日制學額。學院原有的課程已重組如下：

- 部份時間制(夜間)合格助理幼稚園教師在職訓練課程(中文/英文)
- 合格幼稚園教師在職訓練課程(中文/英文)(一年混合制)
- 合格幼稚園教師轉讀課程(中文)(一年混合制)
- 幼稚園教育證書課程(中文)(兩年混合制)

這些課程吸引了兩千多名申請者；其中兩項已於一九九五年七月開課。



Kindergarten Programme
幼稚園課程



Practicum at a Primary School
小學實習課程

POST-GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

In 1994-95, intensive planning was made to introduce a PGDE (Primary) in 1995-96, a new one-year full-time course designed to qualify graduates of subject disciplines as primary school teachers. The course of studies consists of five domains as follows:

- Education, Teaching and Learning
- Curriculum Studies
- Foundations in Education
- Action Research and Practicum Seminar
- School-based Study

The PGDE(Primary) is designed for the preparation of primary school teachers who are basically generalists, able to teach a language, mathematics and general studies and take up instructional leadership roles in a subject discipline or specialism relevant to the primary curriculum.

The Institute eventually received 80 applications for 30 places of the PGDE(Primary) course to be offered in 1995-96.

教育文憑課程（小學教育）

在一九九四至九五年度，學院積極在一九九五至九六年度內開辦教育文憑課程（小學教育）的計劃。這是一新的全年全日課程，目的是使專業的學生獲取小學教師的專業資格。課程由以下五個範疇組成：

- 教育與教學
- 課程研習
- 教育基礎
- 行為研究及學校實習講座
- 校本研習

該課程的教學目標，是培養小學教師為能夠教授語言、數學和一般科目，並能在與小學課程相關的個別或專科發揮教學的領導作用。

在一九九五至九六年度，學院開設教育文憑課程（小學教育）共有學額一百個，收到了八十份申請書。

EXTENSION STUDIES

In 1994-95, plans were made by the Institute to establish a Division of Extension Studies, with an aim to widen the scope of the existing provision for the continuous professional development of those working in the education sector. It plans to provide a high quality programme of self-funded courses and other activities in response to identified needs and aspirations. Dr. John Clarke was appointed Divisional Director in April 1995, and a Steering Group on Extension Studies has recently been formed to consider issues relating to the planning, approval, development and quality assurance of these courses and their funding arrangements.

RESEARCH AND DEVELOPMENT



Pre-service student teachers participate in the UK Immersion Programme
學院學生參加英國浸習課程

One of the missions of the Institute is to become an internationally recognised centre for research and development in education and teacher education specifically. To enhance the research skills and performance of its teaching staff, the Institute has established a Committee on Research Grants. The Committee has been active during the year in formulating policy, encouraging research and

administering grants. It allocated about \$500,000 to staff undertaking research projects in 1995. It is anticipated that the amount to be granted for research in 1995-96 will more than double.

The participation of the Institute in two international conferences was of great significance. The International Language in Education Conference, an annual event organised by the language staff of the Institute in conjunction with the University of Hong Kong and the Hong Kong Association of Applied Linguistics, was held in December 1994. The Institute also provided financial and staff support to the successful staging of the International Teacher Education Conference held in conjunction with the University of Hong Kong in June 1995.

延續教育

在一九九四至九五年度，學院計劃成立延續課程學部，目的是為教育界人士提供更多的持續專業進修機會。學院計劃開設自負盈虧的高質素師訓課程和拓展其他活動，以滿足教育界的需要和期望。一九九五年四月，學院任命了簡閱達博士為該部的學部長，最近又成立了延續教育統籌小組，以研究有關該部課程策劃、審批、發展、質量保證及資源安排等問題。

研究和發展

學院的使命之一是在教育，特別是師資教育方面成為國際認可的研究和發展中心。學院為了促進教學人員的研究能力和表現，特設立了一個研究項目撥款委員會。一年來委員會積極地制訂政策，鼓勵研究，及提供資助。委員會在一九九五年共撥款五十萬港元予教學人員從事各種研究活動。預計一九九五至九六年度的研究資助經費將增長一倍以上。

學院本年曾參與兩次具有重大意義的國際會議。一九九四年十二月，學院的語文科教學人員和香港大學及香港應用語言學協會合辦了教育語文國際會議。一九九五年六月，學院也提供了財政和人力支援，與香港大學成功合辦了師資訓練國際會議。



Putonghua Extension Course participants proudly display their certificates
在職教師展示參加北京普通話延續課程獲得的證書

INTERNATIONAL LINKS

An important aspect of developing into a tertiary institution is to establish and broaden international links for academic exchange. Academic development in 1994-95 has been enhanced by a number of visitors from overseas. Among the distinguished visitors in the past year were Professor Peter Mortimore, Director of the Institute of Education, University of London and Professor Robert Meyenn, Dean of the Faculty of Education, Charles Sturt University at Bathurst, Australia, both of whom gave well-attended seminars for academic staff. Others included Dr. Michael Gibson, Head of Initial Teacher Training at Kingston University, UK and Professor Boris Schedvin, Deputy Vice-Chancellor (Academic), University of Melbourne. The Institute also received delegations from the Capital Normal University (Beijing), the Sichuan Provincial Education Commission, Putuo College of Education, Shanghai Normal University and Gannan Teacher's College heralding opportunities for further interchange with the PRC.

國際聯繫

學院要發展成為一所高等學府，其中重要的一環在於建立和拓展國際聯繫，行學術交流。在一九九四至九五年間，一些海外學者的來訪促進了學院在學上的發展。是年到訪學者包括：倫敦教育學院院長馬彼得教授和澳洲巴斯特的查理斯史特大學教育學院院長羅拔教授。他們兩人在學院的演講，席教學人員非常踴躍。其他訪者包括英國京斯頓大學基本師資訓練部主任米高博士和澳洲墨爾本大學副校長(術)史波斯教授。學院還接待了來自北京首都師範大學、四川省教育委員會、上海市普陀區教育學院、上海師範大學和贛南師範學院的代表團；這些代表的來訪，將促進學院與中國大陸方面學術交流。

HKCAA INSTITUTIONAL REVIEW

The Institute has liaised with the HKCAA on the process for an institutional review. In November 1994, the SEM under the delegated authority of the Governor formally approved that an institutional review be conducted in respect of the Institute under the following terms of reference:

- (1) to assess the suitability of the academic environment of The HKIEd and its academic processes for the development, introduction, conduct and maintenance of degree and related programmes;
- (2) to consider degree and related programmes proposed for the Institute;
- (3) to consider other matters relevant to the above; and
- (4) to submit a report with recommendations to the Governor.

The HKCAA provided guidance on the requirements for the review. The senior staff of the HKCAA secretariat were invited to organise a workshop for the Institute's staff in March 1995. Over 60 staff members attended the workshop to gain a better understanding of the process involved.

香港學術評審局的院校檢討

學院與香港學術評審局正緊密聯繫，以準備院校檢討的工作。一九九四年十一月，教育統籌司在香港總督授權下，正式批准該局在下列職權範圍內為學院進行院校檢討：

- (一) 評估香港教育學院的學術環境和程序是否適合於發展、引進、實施和維持學位及有關課程；
- (二) 考慮建議中由學院開辦的學位及有關課程；
- (三) 考慮與以上兩者有關的其他事項；
- (四) 向香港總督呈交一份附有建議的報告。

香港學術評審局為是次檢討的需要提供了指引。學院邀請了該局秘書處的高級人員，於一九九五年三月為學院教職員組織了一個研討會，參加者六十多人，目的在更深入地瞭解有關檢討工作的過程。



Senior officials of the HKCAA visit the Institute (March 1995)
香港學術評審局高級人員訪問學院（一九九五年三月）

The Institute has been in active preparation for the necessary documentation and intends to make submissions for the review by the end of 1995. The HKCAA will organise an institutional review panel to consider the Institute's submissions. The panel will then visit the Institute in February 1996.

MEETINGS WITH THE UNIVERSITY GRANTS COMMITTEE

The Institute established its first contact with the UGC in December 1994. The Institute, represented by the Directorate, met with UGC and exchanged views particularly in the following areas:

- (1) the role of the Institute in the overall development of higher education in Hong Kong;
- (2) quality assurance in the Institute; and
- (3) feasibility of having a credit unit system for all tertiary institutions.

The Institute was subsequently invited to meet with the UGC to explore its transition to the UGC. In early 1995, a HKIED Sub-Committee, chaired by Professor Brian Smith, was formed to study the range of issues involved and arrangements required for the Institute to come under the aegis of the UGC. The Sub-Committee met for the first time in April 1995 and the Institute was invited to send representatives to attend that meeting and to submit the following for consideration:

- (1) academic plans for 1995-98 together with preliminary estimates for funding requirements; and
- (2) plans for institutional review and academic accreditation.

At the April meeting, the Institute's role, academic plans and developments, present deficiencies, the new campus project and staffing matters were discussed.

學院正積極準備必要的文件，預算九九五年年底之前提交該局以備檢。香港學術評審局將組織一個院校檢組，研究學院的文件，並在一九九二年訪問學院。

與大學資助委員會的會議

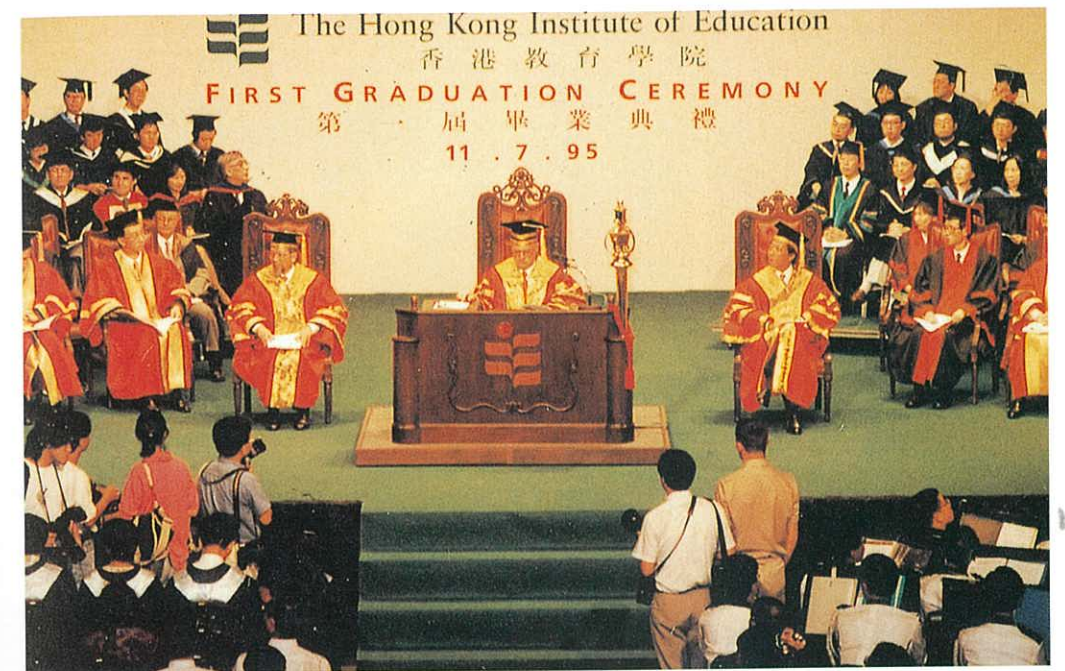
一九九四年十二月，學院與大學資助委員會進行了第一次接觸。學院由校人代表與該委員會會晤，並特別對問題交換了意見：

- (一) 學院在香港高等教育整體發展所扮演的角色；
- (二) 學院的質素保證工作；及
- (三) 在所有大專院校中實施統一制的可行性。

大學資助委員會其後邀請學院商談學院轉隸該會的問題。一九九五年委員會成立了以施白恩教授為主席。香港教育學院分委會，研究學院歸入資助委員會所牽涉的一系列問題，所需作出的安排。該分委會於一九九四年四月舉行了第一次會議，學院應遣了代表參加會議，並提交下列文考：

- (一) 一九九五至九八年度的教學及所需資助的初步預算；及
- (二) 院校檢討和學術評審的計劃。

在四月舉行的會議上，分委會討論學院的角色、教學計劃和發展、當前點、新校舍計劃，以及教職員招聘題。



The First Graduation Ceremony of the Institute (July 1995)
學院第一屆畢業典禮（一九九五年七月）

In May 1995, the UGC sent its initial comments on the Institute's academic development proposals for the 1995-98 triennium, and provided advice on the Institute's academic plans, institutional review exercise, procedures for assessing funding requirements for 1995-98, and transfer arrangements. On 28 June 1995, Professor Brian Smith visited the Institute and held a whole-day discussion with Directorate members on the Institute's academic development proposals and resourcing requirements. Liaison with the UGC Secretariat continues.

一九九五年五月，大學資助委員會對學院一九九五至九八年度的學術發展三年規劃提出了初步意見，並對學院的教學計劃、院校檢討、一九九五至九八年度內資源需要的評估程序，以及轉隸該會的安排都提出了建議。一九九五年六月二十八日，施白恩教授到院訪問，就學院的教學發展建議和資源需要，與校長室成員進行了竟日討論。現時學院與委員會秘書處的聯繫仍在繼續進行。

教職員和學生 Staff and Students



STAFF AND STUDENTS

教職員和學生

One of the Institute's prime tasks in the founding year was the organisation and management of staffing and staff development activities. Of equal importance was the creation of the Student Affairs Office to provide essential services, in addition to formal teaching, to the students of the Institute.

學院在奠基之年的重要任務之一，是組織和管理好教職員的招聘和員工發展工作。同樣重要的，是建立學生事務處，為學生提供在教學外的各種必需服務。



Best foot forward - HKIEd staff in One Mile Walk/Run Race (January 1995)

學院教職員齊參與「一哩競步賽」(一九九五年一月)



Sports coaches take their stride at the Northcote Training College's Athletic Meet (1976)

導師們於羅富國教育學院陸運會中競場一週 (一九七六年)

STAFFING AND STAFF DEVELOPMENT

STAFF ESTABLISHMENT

The Institute was formally established with 525 academic (lecturing) posts, 118 posts for administrative and academic support staff in the Head Office, and 216 posts for administrative and academic support staff in the campuses. To cope with the rapid expansion of activities, an additional 57 posts and 1 supernumerary post were created by 31 March 1995, resulting in a total establishment of 916 (excluding the supernumerary post).

In line with the rapid development of the academic and administrative structure, the recruitment of administrative and support staff has been an on-going process. By 30 June 1995, another 57 posts were added to the establishment, bringing the number of posts for administrative and support staff to 448, and the total establishment to 973.

教職員招聘和員工發展

教職員編制

學院正式建立時，人事編制中有五百二十五個教學（講師）職位，總辦事處和各分校則分別有一百一十八和二百一十六個行政管理和教學支援的職位。為了應付日益擴展的活動，學院至一九九五年三月三十一日時，增設了五十七個職位和一個額外職位，總編制（不包括額外職位）達九百一十六人。

隨著教學和行政架構的迅速擴展，招聘行政和支援人員成為學院的一項持續不斷的工作。至一九九五年六月三十日，編制中再增加了五十七個職位，使行政和支援的職位增加到四百四十八個，總編制達九百七十三人。

Would-be teachers as energetic cheerleaders
充滿活力的準教師

RECRUITMENT OF ACADEMIC STAFF

From 1 September 1994, academic staffing in the Institute was provided by the secondment of 445 lecturing staff from the Education Department who had served in the former Colleges of Education and ILE. The Institute's policy has been to recruit its academic staff openly from among the serving staff and external candidates.



Mr. Lai Kwok Chan and Mr. Hung Fan Sing, President and Vice-President of the Association of Lecturers pose with guest of honour, Mr. W. K. Lam, Director of Education (centre), Professor C.K. Leung, Director and Dr. Michael Luk, Associate Director (Administration)

講師協會主席黎國燦先生、副主席孔繁盛先生與教育署署長林煥光先生(中)、校長梁志強教授及助理校長(行政)陸人龍博士合照

Commencing in May 1994, academic posts for all teaching departments and disciplines were advertised locally and overseas. All serving staff of the four Colleges of Education and ILE were invited to apply for the posts.

As a result of two internal recruitment exercises, 374 staff (84%) of the 445 seconded lecturing staff applied for academic posts in the Institute. Offers of appointment were made to 364 seconded staff, and 238 (65%) accepted the appointment and exercised their option of joining the Institute in April 1995. Following the promotion exercise conducted by the Education Department in July 1995, 7 seconded lecturing staff who opted to join the Institute reverted to the Education Department.

招聘教學人員

一九九四年九月一日之後，學院的教學隊伍，是由教育署借調原來在四所教育學院和語文教育學院工作的四百四十位教學人員組成的。學院的政策是同時從現職的教學人員及校外公開招聘師。

自一九九四年五月始，學院在本港和海外刊登了所有學系和學科教學職位的聘廣告，同時邀請四所教育學院和語文教育學院的所有現職講師申請這些職位。

經過了兩次內部招聘，在四百四十五借調教學人員中，有三百七十四人(百分之八十四)申請學院的教職；學院其中的三百六十四人發出了錄用通知，結果二百三十八人(百分之六十五)接受了聘任，於一九九五年四月選擇加入學院。一九九五年七月，七位原來借調了加入學院的借調講師，因在教育署得晉升而決定重返該署。

對外招聘教學人員為一項持續的工作。在歷次招聘中，學院共收到了申請書一千三百餘份。一九九五年一月至七月間，學院向二百一十五位候選人發出聘用通知，至一九九五年九月為止，學院的一百六十八位(佔百分之七十八)接受了聘任。一九九五年九月，在職教學人員總數(包括臨時教員)為四百二十六人，其中百分之八十六以上持有學位。

The external recruitment of academic staff has been an on-going activity. Over 2,300 applications were received from the various recruitment exercises. From January to July 1995, offers of appointment were made to 215 candidates and 168 (78%) had taken up appointment by September 1995. As at September 1995, the total number of academic staff in post (including temporary staff) was 426. Over 86% of the academic staff possess higher degrees.

RECRUITMENT OF DIVISIONAL / CENTRE DIRECTORS

One of the most important tasks in the academic development of the Institute is to strengthen its academic leadership through the creation of academic Divisions and Centres, and the recruitment of distinguished scholars to serve these Divisions/Centres as Directors. The search began in November 1995, while acting appointments were made for Dr. Pang King Chee to serve as Acting Divisional Director of Early Childhood Education to 31 July 1995, Mrs. Mak Chen Wen Ning as Acting Divisional Director of Primary Education to 31 August 1995 and Mr. Tsoi Heung Sang as Acting Divisional Director of Secondary, Technical and Special Education to 31 August 1995.

On 1 August 1995, Dr. Sylvia Opper was appointed Divisional Director of Early Childhood Education. Recruitment effort for the other Divisional / Centre Directors continued.

SECONDMENT AND BRIDGING-OVER ARRANGEMENTS FOR TRANSFERRED LECTURING STAFF

A Joint Liaison Committee was formed by the EMB on 24 June 1994 to provide a forum for various government departments (EMB, Education Department, Civil Service Branch), The HKIEd and staff representatives to exchange information and views on transitional matters relating to secondment, bridging-over terms for the transferred staff and re-absorption arrangements for the returnees to Government. Discussions eventually led to a revised, more generous bridging-over package as well as to the shortening of the secondment period from up to five years to one, except for a few categories of staff. These and other arrangements have facilitated a quicker transition of the former Colleges of Education to The HKIEd.

聘請學部長和中心主任

學院在教務發展中的一項重要工作，是通過設立各學部和中心，以及聘請傑出的學者出任學部長和中心主任，以加強教學的領導。招聘的工作自一九九五年十一月開始；與此同時，學院任命了三位署理學部長：即幼兒教育學部署理學部長彭敬慈博士，任期至一九九五年七月三十一日止；小學教育學部署理學部長麥陳尹玲女士，任期至一九九五年八月三十一日止；和中學／工商及特殊教育學部署理學部長蔡香生先生，任期亦至一九九五年八月三十一日止。

一九九五年八月一日，學院任命岳佩簡博士為幼兒教育學部長。物色適當人選擔任其他學部長和中心主任的工作現仍繼續進行。

教學人員的借調和轉職安排

一九九四年六月二十四日，教育及人力統籌科成立了聯合聯絡委員會，使各政府部門(教育及人力統籌科、教育署和公務員事務科)、學院及教職員代表，可以就講師的借調、轉職和回歸政府等問題交換訊息和意見。這些討論最後促成了一個新的和較優惠的轉職計劃；此外，除了少數類別的講師之外，借用期由五年縮短至一年。以上及其他的安排，加速了各前教育學院過渡至香港教育學院的進程。

STAFF DEVELOPMENT

The Institute has a strong commitment to its staff and has implemented plans to provide as many opportunities as possible within its resources to upgrade qualifications as well as to enhance the research skills and performance of its teaching staff. A staff development scheme (for both local and overseas studies) was launched for lecturing staff in late 1994, with special provision for upgrading the qualification and quality of serving lecturing staff. The Staff Development Committee and the Research Grants Committee was active during the year in formulating policy and administering grants. 102 applications from staff were approved for higher degree studies with many others receiving financial assistance to participate in local and overseas conferences. 15 staff members were awarded research grants totalling about \$600,000.

ESTABLISHMENT OF THE HKIED SUPERANNUATION SCHEME

The Institute has set up a superannuation scheme as part of the conditions of service. From the outset the scheme was to be available to transferred lecturing staff joining the Institute on 1 September 1995 who opted for Frozen Pension. Eventually it would be offered to all staff employed by The HKIED on a permanent basis.

The design of the scheme was commissioned to HSBC Life (International) Limited by the Provisional Governing Council, and was taken up by The HKIED management in late 1994. Staff consultation was extensive at all stages of the design of the scheme.

The scheme consists of two options: namely, Scheme A, which is a hybrid scheme with a defined contribution component for the first nine years of service, and a defined benefit component for staff with 10 or more years of service; and Scheme B, which is a defined contribution scheme with investment options. A staff member may choose to join either Scheme A or Scheme B.

A consultant, William Mercer Ltd. was appointed in May 1995 to provide professional service in implementing the scheme. Through the tendering process, a corporate trustee and custodian (The Bank of Bermuda, Hong Kong Branch), an administrator (William Mercer Ltd.) and an investment manager (Schroder Investment Management Hong Kong Ltd.)

教職員培訓計劃

學院十分重視員工的發展和進修，在源允許的範圍內，設法提供更多的機會，讓教學人員能夠提高其資格，和進其研究能力及表現。一九九四年學院開始實施對教學人員的培訓（包括本地和海外進修）計劃，並特別為在職的教學人員在提高資格和質素方面提供資助。職員培訓委員會和研究項目撥款委員會在一年來積極地制訂政策和發給各種資助。講師中有一百零二人獲得助攻讀高等學位，另有多人得到資助參加本地和海外的學術會議。此外，有五位教員得到研究經費，金額共約六萬元。

設立學院公積金計劃

學院設立了一項公積金計劃以為聘用條件的組成部分。在開始階段，此計劃適用於那些從一九九五年九月一日加入學院，而又選擇了凍結退休金計劃的在職教學人員。日後，計劃將提供給學院的長期僱員。

此計劃的設計初由臨時校董會委託人壽保險（國際）有限公司進行，在一九九四年底由學院跟進。在設計的第一個階段，學院都廣泛徵詢了員工的意見。

此計劃包括有兩種選擇：計劃甲是一項綜合計劃，僱員服務年資不足十年，根據界定供款所得的累積結餘計算福利；年資在十年或以上，則根據薪金計算福利。計劃乙是一項附屬供款選擇的界定供款計劃。僱員可自願選擇參加計劃甲或計劃乙。

一九九五年五月，學院聘請偉世顧問有限公司為公積金計劃的實施提供專業顧問服務。學院通過投標程序，委任了代理人及托管人公司（百慕達銀行有限公司）、管理公司（偉世顧問有限公司）及投資經理（寶源投資管理（香港）

have been appointed by the Institute. Staff seminars were organised to explain the scheme. A booklet was distributed to transferred lecturing staff. The Institute will form a management committee to monitor the operation of the scheme.

STUDENT ACTIVITIES AND SERVICES

The Student Affairs Office was established in November 1994 to provide non-academic services to students of the Institute. In line with the Institute's mission to become a centre of excellence in teacher education and continuous professional development in Hong Kong, the Student Affairs Office works with students to enable them to take charge of their personal and professional growth and to aim at achieving personal excellence.

The Student Affairs Office provides a comprehensive range of services focusing on:

- (1) the provision for the welfare of students, individually or as a group, so that students can make the most of their studies in The HKIED;
- (2) the facilitation of 'whole-person' development in students to promote a balanced personal growth;
- (3) the development of awareness and problem-solving skills so that students are confident of self-help as well as capable of serving others;
- (4) the enhancement of professional growth in students so that they become competent teachers, capable of initiating continuous professional development after graduation; and
- (5) the strengthening of co-ordination between students and lecturers and the management of the Institute so that they can work collaboratively to develop an Institute culture and contribute to the advancement of teacher education in Hong Kong.

SCHOLARSHIPS AND FINANCIAL AID

The Student Affairs Office recognises the importance of providing relief to the needy and incentive to the outstanding. It plays a vital role in facilitating students' applications for financial assistance under the Local Student Finance Scheme. In 1994-95, out of 1,542 applications, 80% were awarded student grants/loans and the total amount received by students was \$33.74 million (Appendix 9).

有限公司)。學院組織了討論會向員工解釋公積金計劃，並派發了一本有關的小冊子給轉職的教學人員。學院將成立一個管理委員會監督這個計劃的運作。

學生活動和服務

學生事務處於一九九四年十一月成立，為學院的學生提供非教學性的服務。為了實現學院的使命，成為香港師資培訓和持續專業發展的卓越中心，學生事務處願與學生們一起努力，使他們在個人和專業修養方面，都可以自立地成長，並獲得出色的成就。

學生事務處提供一系列的服務，其宗旨在：

- (一) 為學生個人或團體提供福利，使學生能夠在學院修讀期間得到最大的收益；
- (二) 創造條件，幫助學生的「全人」發展，以促進均衡的個人成長；
- (三) 培養學生的自覺意識和解決問題的本領，使他們能具備自立的信心和服務他人的能力；
- (四) 加強學生的專業發展，使他們成為勝任的教師，並在畢業後能自我策勵，繼續不斷地在專業上發展前進；及
- (五) 加強學院學生、講師和管理部門間的合作，使各方面都能同心協力，建立學院的文化，並為香港師資教育的發展作出貢獻。

獎學金和經濟資助

學生事務處充分認識到要為有需要的學生提供幫助和獎勵優秀學生的重要性。該處在協助學生申請「本地專上學生資助計劃」的經濟援助上，扮演了重要的角色。在一九九四至九五年度，學生提出了一千五百四十二項申請，百分之八十獲得了政府的助學金或貸款，總金額達三千三百七十四萬元（參見附錄九）。

Arrangement for the transfer of existing scholarships from the Colleges of Education to The HKIEd is underway. There are 40 awards at a total value of \$55,700 per annum with the majority awarded to students with outstanding academic performance. In January 1995, five students attended the Rotary Youth Leadership Award Camp and one of them was further nominated to participate in a youth conference hosted by the Rotary Clubs of the Philippines.

STUDENTS' UNION AND ALUMNI

After a long gestation period, The HKIEd Students' Union held its inaugural General Meeting and elected its first office-bearers on 23 February 1995 followed by the formal establishment of The HKIEd Students' Union with effect from 15 May 1995. The enthusiasm and dedication demonstrated by members of the Organising Committee during the past months helped establish a firm foundation for the Students' Union. In July 1995, new office-bearers of The HKIEd Students' Union were elected. The Student Affairs Office has provided guidance and support in the development of The HKIEd Students' Union.



Inauguration of the Northcote Training College Students' Association (December 1940)

羅富國師範學院學生會就職典禮（一九四零年十二月）



Inauguration Ceremony of The HKIEd Students' Union (1995)

香港教育學院學生會交職典禮（一九九五年）

該處正安排把前教育學院名下的獎學金轉移至學院。此等獎學金名額共四十個，每年總值五萬五千七百元，絕大部分是給予在學業上有優秀表現的學生。一九九五年一月，本校五名學生參加了扶輪青年獎勵計劃訓練營，其中一人再獲提名參加由菲律賓扶輪社主辦的一個青年會議。

學生會和校友會

經過一段長時間的醞釀，香港教育學院學生會於一九九五年二月二十三日舉行了第一次會員大會，選舉了第一屆幹事。一九九五年五月十五日，學生會正式成立。多月來籌備委員會成員們的熱情和投入工作的表現，使學生會立下了穩固的基礎。一九九五年七月，學生會的新幹事經選舉產生。學生事務處在學生會的成立發展中提供了指導和支持。

The Student Affairs Office has also provided support and consultative service to graduates in setting up the first HKIEd Alumni Association. Discussions with a group of fresh graduates began in June 1995 to prepare for the formation of The HKIEd Alumni Association. Liaison with past graduates of the Colleges of Education has also begun.

STUDENT ACTIVITIES

The students organised a variety of extra-curricular activities through the Students' Union and student societies. Through such activities, students acquire interpersonal communication, organisation and leadership skills. Various committees were formed at campus level and the Student Affairs Office organised a wide range of cultural, social and sports activities to stimulate personal growth and enrich campus life. More than 100 students joined the Duke of Edinburgh's Award Scheme and 36 of them received their Silver Award in May 1995.

學生事務處也為建立學院的第一個校友會給畢業生們提供了幫助和諮詢服務。一九九五年六月，該處和一批剛畢業的同學展開了為籌備成立校友會的討論和初步工作。此外，與前教育學院歷屆畢業生的聯繫工作亦已展開。

學生活動

通過學生會和各學生團體，學生們組織了各種課外活動。通過這些活動，學生獲得了人際溝通、組織和領導的技巧。學生們在各分校組織了各種委員會；學生事務處也組織了種類繁多的文化、社會和體育活動，以促進個人的成長，和使校園生活更多彩多姿。其中，參加愛丁堡公爵獎學金計劃的學生多達一百餘名，其中有三十六人在一九九五年五月獲得銀獎。



Student champions participating in the Hong Kong International Dragon Boat Race in June 1995

學生於一九九五年六月參加香港國際龍舟邀請賽



All attention at the 'Trust Fall' game during a self-development programme

學生在個人發展活動中參與培養信心遊戲

Students took an active role in organising The HKIEd Athletic Meet and Aquatic Meet which were well attended by staff and students. Student representatives also took part in sports activities organised by the Hong Kong Post Secondary Colleges Athletic Association (HKPSCAA), World University Games, Asian University Games and the Hong Kong International Dragon Boat Race with very encouraging results. In response to the expressed need of students, short courses on first-aid, drama and jazz dance were held on Saturdays as well as during the end-of-term period and the summer vacation.

COUNSELLING AND PROFESSIONAL DEVELOPMENT

To create a caring and supportive atmosphere, the Student Affairs Office places equal emphasis on personal/group counselling of a therapeutic nature and preventive programmes aimed at personal development. Personal growth groups and life-skills training were organised for students and were well received.

To facilitate continuous professional development, academic staff and the Student Affairs Office have worked collaboratively to offer enrichment programmes for the students and the new graduates. Talks and workshops were conducted during the end-of-term period and the summer vacation.



Participants at joint Northcote and Grantham Athletic Meet (1954)

羅師及葛師參加一九五四年聯合陸運會

學生在組織學院的陸運會和水運會中擔當了積極的角色，這些活動也得到了教職員和學生的熱烈參與。此外，學院的學生代表們參加了香港大專體育協會舉辦的和世界大學運動會、亞洲奧林匹克運動會及香港國際龍舟邀請賽等體育活動，取得了令人鼓舞的佳績。應學生的要求，學院在星期六、學期終結和暑假期間舉辦了急救、戲劇和爵士舞蹈等短期課程。

輔導和專業發展

為了在校園裡培養一種互相關心和互相支持的氣氛，學生事務處在工作上兼重治療性的個人或小組輔導，及以個人發展為目標的預防性活動。該處為學生組織的個人成長小組和生活技能訓練活動都受到學生的熱烈歡迎。

為了幫助學生在專業上持續發展，學生事務處和教學人員共同合作，為學生和剛畢業的同學提供深造課程，在學期終結和暑假期間舉辦各種座談會和研習班。

CAREERS EDUCATION AND EMPLOYMENT SERVICE

Starting in April 1995, the Student Affairs Office has centralised its service relating to the recruitment of teachers, general employment, summer/part-time employment for the students. Letters were sent to all schools and relevant external bodies informing them of the service. More than 150 schools and agencies responded. In addition to pre-employment seminars and individual consultation sessions, pamphlets and reading materials on careers education and further studies were made available to all students and graduates.

職業輔導和就業服務

自一九九五年四月開始，學生事務處統一了為學生提供的有關教師招聘、一般就業、以及暑期和兼職工作方面的服務。並向所有的學校和外界有關團體發函闡述該處有關的服務，得到了一百五十多所學校和機構的回應。此外，除了就業前的座談會及個別諮詢外，該處也提供了關於職業輔導和進修的小冊子及閱讀材料給所有學生和畢業生。



HKIEd Athletic Team capturing the awards at the Annual Athletic Meet organised by the HKPSCAA, March 1995

學院田徑隊於一九九五年三月參加香港大專體育協會舉辦的運動會中獲獎

Academic Support Facilities



教學支援設施

ACADEMIC SUPPORT FACILITIES

教學支援設施

To complement the Institute's academic and administrative upgrading, previously underdeveloped services such as the library, computing and educational technological resources have been strengthened in the founding year of the Institute.

LIBRARY

THE LIBRARIES

The HKIED Library comprises a Central Library and six campus libraries, namely Black I, Black II, Bonham, Grantham, Morrison and Northcote. A main library with up-to-date facilities has been planned for the new campus and will be ready by 1997.



Northcote Campus Library
羅富國分校圖書館

Existing provisions and facilities in the campus libraries have not been adequate to meet the changing curricular and information needs of staff and students. To improve the overall library services and facilities, a newly established Central Library set up in April 1995 and located on the 5th floor of Trade Square, Cheung Sha Wan, provides quality collections and services on a par with other university libraries in Hong Kong.

With a floor area of about 1,800 square meters, the Central Library is also the centralised administrative core for managing and co-ordinating all Library activities, including the development of the library collection and resources, procurement and organisation, information management, information technology applications, service administration, staff supervision and training.

COLLECTION AND SERVICES

In the founding year, quality support services and provisions were stepped up to match the development of new courses and degree programmes. A 136% increase in the acquisition budget brought about a 10% expansion in the total collection of books, serials, and media materials. For serials alone, the total number of active titles increased by 40%. The expansion included an opening collection in the new Central Library of approximately 8,000 volumes. Before moving to the Tai Po Campus, the Central Library aims at an eventual stock of 100,000 volumes of books, periodicals and media resources.

學院在奠基之年，改善了在過去各種發展不足的服務，如圖書館、電腦設備和教育科技資源等，以配合教學和管理水平的提高。

圖書館

圖書館系統

香港教育學院的圖書館系統，由一所中央圖書館，和設在柏立基第一和第二分校、般含分校、葛量洪分校、摩利臣分校以及羅富國分校的六所分校圖書館組成。此外，學院計劃在新校舍建設一座擁有最先進設備的中央圖書館，預期於一九九七年落成。

各分校圖書館現有的藏書和設備，已不足以應付不斷變革中的課程的教學需要，以及師生在資訊方面的需求。為了改善整個圖書館系統的服務和設施，學院於一九九五年四月在長沙灣貿易廣場五樓，建立了一所新的中央圖書館，以發展高質量的藏書和服務，使之可與香港其他大學圖書館相媲美。

中央圖書館面積有一千八百平方米，是統一管理和協調所有分校圖書館事務的工作中心，範疇包括藏書和資源的發展，書籍購置和整理，資訊管理，資訊科技應用，服務管理，員工督導及培訓等。

館藏和服務

在奠基之年，為了配合新課程和學位課程的發展，圖書館已擴大了高質量的支援服務和各種供應。圖書採購預算增加了百分之一百三十六，從而使書籍、期刊及視聽資料的總收藏量增加了一成。單以期刊為例，常用期刊的總數增加了四成。圖書館的擴充還包括了在新的中央圖書館開館時添置的約八千冊圖書。在遷入大埔校園以前，中央圖書館的目標，是發展至有十萬冊書籍、期刊及視聽資料的館藏。

Central Library
中央圖書館

To optimise the use of library resources, opening hours in The HKIEd libraries have been extended, averaging 44.25 hours to 56 hours per week. There are plans for extended opening hours on weekends including Sundays in the Central Library. Interlibrary loans and photocopying connections with several overseas libraries and information providers have been established.

A significant improvement in the provision of reader places has also been achieved. With the opening of the Central Library, more than 140 study spaces were added, an 31% increase over the previous year. Seating capacity was further increased with the opening of the new extension of the Northcote Campus Library and the relocation of the Bonham Campus Library bringing the overall total to 475 reader places as at June 1995.

The Central Library has been active in planning and introducing new information technologies to complement conventional library operations and facilities. Planning for a 'Borderless Library', the Central Library aims to become a leader in the provision of collections and information services in the field of teacher education.

The first step towards the setting up of an electronic library was marked by the acquisition of the INNOPAC library automation system which would allow access to the catalogues of major libraries and information databases worldwide. Installation began in June and the system is expected to be operational in October 1995. Its on-line catalogue will be readily accessible from any personal computer connected to the Institute network or via HARNET (Hong Kong Academic and Research Network) and Internet. Other information technology applications under planning include CD-ROM networking, imaging system and computerised audio-visual systems.

THE OFFICE OF INFORMATION TECHNOLOGY AND SERVICES

The Office of Information Technology and Services (ITS) is responsible for developing and managing an advanced computing environment and associated services to support the Institute's academic and administrative endeavours.

為了充分使用圖書館的資源，學院延長了各圖書館的開放時間，平均為每週四十四點二五小時至五十六小時。此外，學院還計劃延長中央圖書館在週六及週日的開放時間。此外，學院圖書館與數間海外圖書館及資訊供應商建立了連繫，提供館際互借和影印服務。

圖書館的一項重要改善是大幅地擴充了閱覽地方。隨著中央圖書館的開放，學院增添了一百四十多個閱覽座位，比去年增加了百分之三十一。羅富國分校圖書館新近的擴充及般含分校圖書館的搬遷，更進一步增添了閱覽座位。至一九九五年六月，學院所有圖書館的閱覽座位共四百七十五個。

中央圖書館目前正在積極籌劃及引進新的資訊科技，以輔翼傳統的圖書館運作及設備。它計劃成為一所「無邊際圖書館」，並爭取在師資培訓的藏書和資訊提供上居於領導地位。

建立電子化圖書館的第一步是購置 INNOPAC 自動化圖書館系統，通過這個系統，讀者可以查閱世界各大圖書館及資訊資料庫的檢索目錄。該系統已於六月開始安裝，預期在一九九五年十月開始運作。屆時，任何個人電腦只要與學院網絡相連，或透過香港學術及研究網絡和國際網絡，便可查閱其聯機檢索目錄。其他計劃中的資訊科技應用包括唯讀光碟網絡、圖像系統、以及電腦化的視聽系統。

資訊科技服務處

資訊科技服務處（資料處）負責發展和管理先進的電腦環境和相關的服務，以支援學院在教學和行政方面的工作。

THE HKIEd COMPUTING ENVIRONMENT

The HKIEd computing environment is highly distributed, modelled after the client-server architecture. Each desktop machine, apart from providing local processing capability, also serves as a window to a wide variety of information and computing resources provided by local and remote server machines. The cornerstone of The HKIEd computing environment is the campus network infrastructure.

Until the completion of the Tai Po Campus, the wide dispersion of the existing campuses throughout Hong Kong presents a networking challenge. To overcome this, the Institute's network infrastructure has been established in two phases. Phase I links all computers in the Head Office via a Novell-based Local Area Network (LAN). In early February 1995, the LAN was successfully connected to HARNET, which links the seven UGC institutions, and via HARNET to the worldwide network of networks - Internet. In Phase II, a LAN was set up in each of the main campuses and in the Central Library in Trade Square. The individual LANs were then connected to that of the Head Office to form the Institute's communication network for the interim years (Figure 2).

學院電腦環境

學院是根據「用戶-服務器」的架構而設計成高度分散的電腦環境。每一台桌面電腦除了能夠提供當場處理的功能外，還可以作為資訊視窗，取得當地和遠方電腦服務器所提供的各種資訊和資料。學院電腦環境的基礎是校園內的電腦網絡結構。

在大埔校舍建成之前，各分校散佈在香港、九龍和新界各地，這對電腦網絡的建立是很大的挑戰。為了克服這困難，學院將工作分兩個階段進行。第一個階段通過以 Novell 為基礎的本地區域網絡，把總辦事處內所有的電腦連接起來。一九九五年二月初，總辦事處的電腦成功地與本地區域網絡聯網，進而與大學資助委員會的七所大學院校的網絡聯結在一起，並通過香港學術及研究網絡與全球國際網絡相連繫。第二個階段，學院為各分校和位於貿易廣場的中央圖書館裝置了本地區域網絡，並將這些分校網絡與總辦事處的網絡連繫，完成了學院過渡時期的通訊網絡系統(見附圖二)。

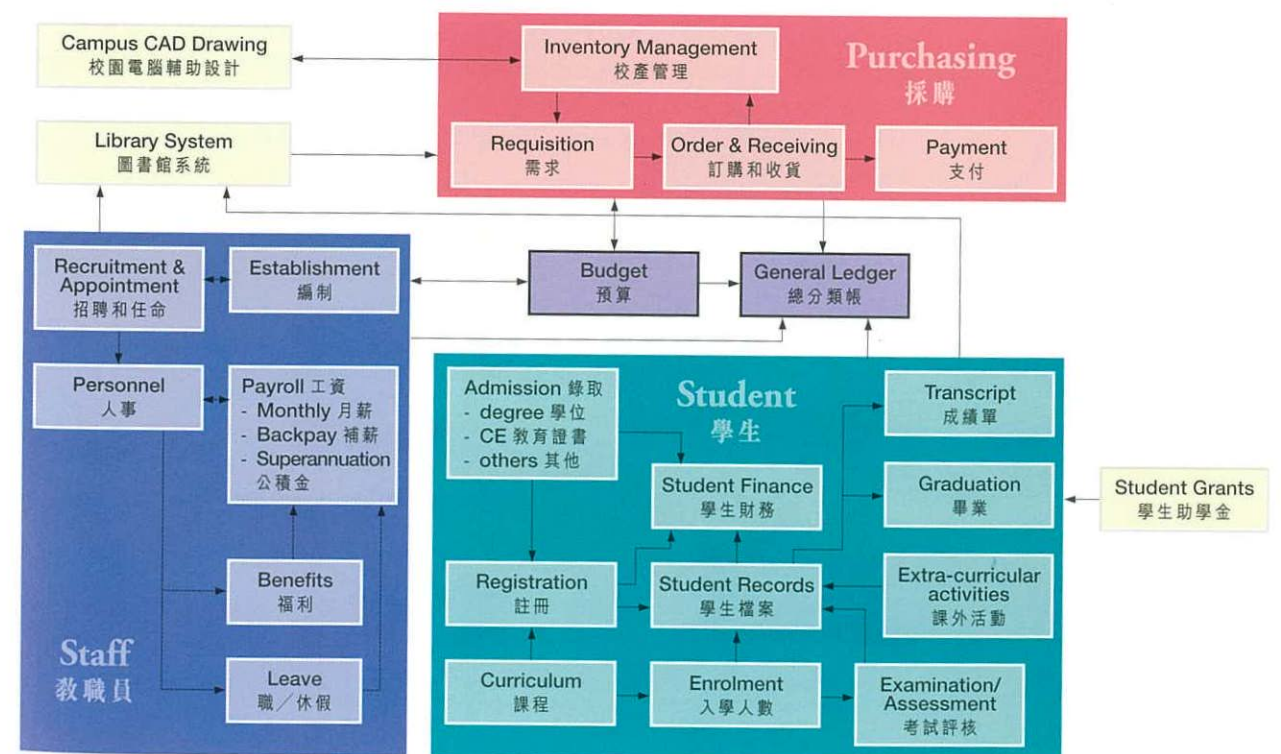


Figure 2 Information Systems Model
圖二 資訊系統模式

Besides developing and managing the interim network, ITS has also been preparing the architectural and building services requirements for the future Tai Po Campus network which will cover not only the academic and administrative buildings but also staff and student residences. The Institute's future computing environment will be one of the most advanced in the world capable of supporting both traditional desktop applications as well as multi-media applications such as video-on-demand and interactive learning.

Computing support to users is as important as the technical environment itself. Office Automation tools were standardised on the suite of Microsoft Office Professionals products. Since December 1994, over 40 days of training on the use of the office tools and network have been organised for users in both the Head Office and the campuses, backed up by user documentation on a number of operating network services.

INTEGRATED INFORMATION SYSTEMS

The development of integrated information systems involves the translation of administrative and academic policies and procedures into systems of human and computer operations. The mission of the ITS information system is to build bi-lingual, integrated systems on the latest client-server technology with a window-based graphical user interface. The Institute will be the first local tertiary institution which aims to achieve this.



Bonham Campus Computer Centre
般舍分校電腦中心

資料處除了發展和管理過渡期的網絡之外，亦要籌劃未來大埔校園的電腦網絡在建築和機電設施上的需求。未來大埔校園網絡的覆蓋範圍，除了各教學及行政大樓外，更包括教職員及學生宿舍。學院未來的電腦環境將媲美世界上最先進的電腦技術環境，既有傳統的桌面電腦應用，也提供諸如即時錄像和互動式學習等多媒體服務。

與建立電腦環境同樣重要的是對用戶提供技術支援。學院透過應用整套「微軟辦公室專業產品」，將辦公室的自動化器材全部標準化。從一九九四年十二月開始，學院舉行了超過四十天的課程，訓練總辦事處和各分校的教職員使用各種辦公室電腦工具和電腦網絡；對部分網絡的操作服務，還提供了使用手冊以為輔助。

整合的資訊系統

整合資訊系統的發展計劃，是把行政和教學的政策和程序，轉化為人力與電腦配合操作的系統。建立資訊系統的目的，是通過以視窗為基礎的，最新的「用戶—服務器」科技，建立雙語的整合資訊系統。在本地大專院校中，學院是第一間要建立這種資訊系統的。

ITS has coped with the huge demands for system support by adopting a mixed strategy: by purchasing suitable software packages for some systems while developing those other systems not available in the market. An example of the former approach is the adoption of the Oracle financial package by the Finance Office in March 1995. The package is being customised to meet The HKIED's specific requirements for full production use in October.

For in-house system development projects, ITS has been following a model whereby different information systems are tied together. The model provides the Institute with a framework to organise and prioritise its development activities (Figure 3) and ensures that the different systems and past and future releases can interface/integrate fully with each other.

ITS developed an in-house Personnel System in January 1995 to capture core staff information, and a Monthly Payroll System in early March 1995. On the student records side, the Student Admission System was enhanced and a student database was built up to process the examination results of the new CE courses.

資料處為了滿足各部門對電腦系統支援的龐大需要，採取了混合的策略。一方面購置適用的軟件系統，同時也發展市場上沒有的其他系統。第一種方法的例子是：一九九五年三月，財務處採用了Oracle財務軟件，並將其改造至符合學院的特別用途，以便在十月全面啟用。

關於自行發展資訊系統方面，資料處採用了把不同系統結合在一起的模式。這種模式提供了一個發展架構，能將建立各種系統的工作組織起來，定出優先的次序（見附圖三）；並保證各個系統由過去以至將來輸出的資訊，都能夠完全互相兼容或整合。

一九九五年一月，資料處自行發展了一套人事管理軟件系統，用以紀錄核心員工的資料。三月初，該處又建立了月薪支付軟件系統。在學生檔案方面，該處改進了學生錄取軟件系統，和建立了一個學生資料庫，以處理新教育證書課程的考試成績。

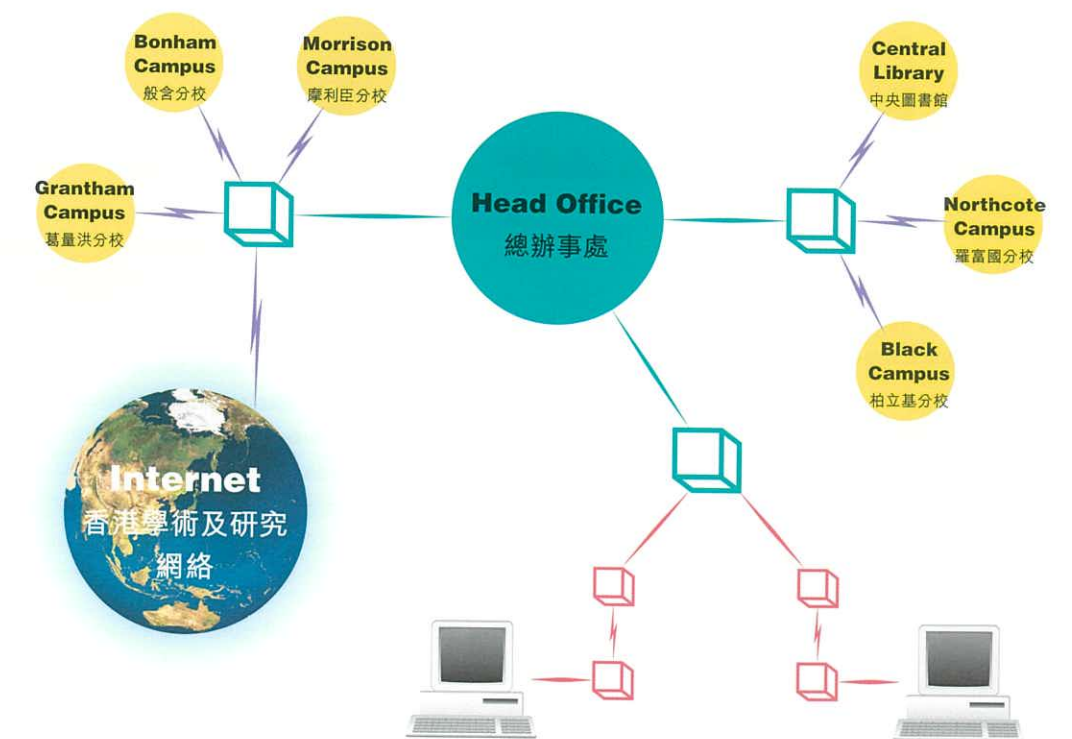


Figure 3 HKIED Network Infrastructure
圖三 香港教育學院電腦網絡架構

ACADEMIC COMPUTING AND LIBRARY SUPPORT

To support the Institute's academic endeavours, ITS has worked closely with academic departments and staff members to define requirements and to upgrade the computing facilities in the campuses. A new 35-seat computer teaching laboratory in Grantham II and another 40-seat laboratory in Black II have been provided.

A research facility situated in the Central Library comprising 20 high-end machines of various types was installed giving access to a small set of common academic software for qualitative and quantitative analyses, courseware development, and graphics applications.

In February 1995, the Library adopted the INNOPAC library automation system for acquisition, cataloguing, circulation and serial control. Other ongoing library projects such as the setting up of a patron file and CD-ROM networking are in various stages of implementation.



Operation of audio-visual equipment

教學視聽器材操作

EDUCATION TECHNOLOGY SERVICES UNIT

The Education Technology Services Unit (ETU) is an academic support centre which serves as a resource unit to provide staff, students and in-service teachers with non-computer based education technology resources, equipment, information and services.

SERVICES AND CONSULTANCY

The Unit works closely with colleagues of all campuses to support teaching needs by producing instructional materials which promote and enhance the quality of teaching and learning. It is also involved in the planning of the transition of education technology inventories to the permanent campus at Tai Po.

教學電腦化與圖書館支援

為了支援學院的教學活動，資料處與各學系和教學人員密切合作，以確定各種電腦設施的需求，並更新各校園內的設備。該處為葛量洪第二分校建立了一個三十五人使用的新電腦教學實驗室，又在柏立基第二分校建立了一個四十人的實驗室。

該處為中央圖書館裝設了包括二十台各種類型的高級電腦研究設施，配合以少量可以進行質量分析，以及課程發展和繪製圖像的常用教學軟件供學者使用。

一九九五年二月，圖書館採用了應用於書籍購置、編目、流通和期刊管理的INNOPAC圖書館自動化系統。至於其他圖書館電腦設備，比如建立贊助人檔案和唯讀光碟網絡，目前正在不同的裝置階段。

教育科技服務處

教育科技服務處（教科處）是支援教學的一個資源中心，為教職員、學生和在職教師提供非電腦的教學科技資源、設備、資訊和服務。

服務和諮詢

教科處與各分校的同事密切合作，製作各種教學材料以促進和提高教學質量及支援教學需要。該處也負責研究如何將學院的教學科技設備在日後過渡至大埔永久校園的工作。

In providing consultancy support to other departments, recommendations have been made upon request on audio-visual equipment, public address systems and the micro-teaching set-up of the new kindergarten classrooms and offices as well as on the purchase of printed material, journal/magazine and AV related software to the library.

In the past year, ETU completed a number of design and/or video projects for other user departments such as the Student Affairs Office, Library, Division of External Studies and the External Relations Department.

Since April 1995, the ETU Graphic Section and the Instructional Development Section has produced a series of sample publications, induction and orientation materials on design and production of media presentation, media in education, concepts on multimedia, basic tips on video, evaluation technique, tutoring and use of multimedia. These publications are issued to academic staff on request and have been used in the ETU 'User Education Workshops'.

EXTERNAL LINKAGES AND RESEARCH

ETU took part in the T&T (A Consortium for the Promotion of Teaching Skills and Technology) project in co-operation with Lingnan College and the HEDNET (Higher Education Development Network) project with other UGC funded tertiary institutions. Both projects contributed to the improvement of teaching and learning in higher education. In addition, ETU staff attended education technology related conferences, seminars and programmes organised by local and overseas institutions. ETU's participation in the International Conference on Higher Education and Teacher Training in April 1995 at the Zhongshan University at Guangzhou was a useful start in establishing links with tertiary institutions in China. Links have also been made with professional bodies in USA and UK such as the Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE).

Production of teaching aids

教材製作



在為其他部門提供諮詢服務方面，該處曾應邀為新設的幼稚園教室和辦公室提供有關視聽設備、演講系統、微型教學設備的建議、以及向圖書館提供購置印刷材料、期刊／雜誌和視聽相關軟件的建議。

去年，教科處為學生事務處、圖書館、延續課程學部和外務處等部門製作了各種設計方案和錄像。

自一九九五年四月以來，教科處圖像科和教具科製作了一系列關於媒體授課的設計和製作、媒體與教育、多媒體概念、錄像基本技巧、評審技巧、輔導和使用多媒體等方面的樣本出版物、入門和情況介紹資料。該處按需要把這些出版物派發給教學人員，並曾用於教科處舉辦的「使用者教育工作坊」。

對外聯繫和研究

教科處參加了與嶺南學院合作的「教學方法與科技推廣協作計劃」，並與大學資助委員會各院校合作，參加了「高等教育發展網絡」計劃。這兩個計劃對促進高等教育的教學技巧都有所貢獻。此外，教科處的人員參加了由本地和海外院校組織的有關教育科技的會議、研討會和課程。教科處於一九九五年四月參加了在廣州中山大學召開的高等教育和師資培訓國際會議，是該處與內地高等院校建立聯繫的有益開端。教科處亦與教育傳意與科技協會、教育科技國際學會等英、美專業團體建立了聯繫。

大埔建校工程



The Tai Po Campus Project

STUDENT HOSTEL NO. 4

CENTRAL FACILITIES BUILDING

CENTRAL PLAZA

SPINE ROAD

THE TAI PO CAMPUS PROJECT

大埔建校工程

The new campus of The HKIEd is located at Tai Po on a scenic site of approximately 12.5 hectares. The planning for a purpose-built unitary campus for The HKIEd was initiated by the Government in response to the ECR 5's recommendation for increased and improved accommodation to address the problem of overcrowding in the ten small and dispersed campuses.

香港教育學院的新校址位於大埔一幅風景優美，佔地約十二點五公頃的土地上。為學院建造一所專為師資培訓而設計及統一的校舍的計劃，乃香港政府為回應教育統籌委員會第五號報告書的建議而起。該報告書要求增加和改善學院的空間環境，以解決要在十個分散而擠迫的校舍上課的問題。



Signing of site formation contract for Tai Po Campus
土地平整工程簽約儀式

校園設施

一九九三年十二月，在臨時校董會和教育及人力統籌科的策劃下，完成了學院校舍發展工程的初步規劃。一九九四年初，巴馬丹拿建築師及工程師有限公司獲委託設計新校舍。一九九四年十一月，學院與教育及人力統籌科確定了校舍工程的規模，提交立法局財務委員會批准。在一九九四年十二月十六日立法局財務委員會的會議上，批出了總值二十億九千四百萬元的建校預算。

CAMPUS FACILITIES

Under the guidance of the PGC and the EMB in December 1993, a Preliminary Brief for the HKIEd's Campus Development Project was prepared. P&T Architects & Engineers Ltd. (P&T) was appointed in early 1994 to design the new campus. In November 1994, the Scope of Works was formally confirmed with EMB for approval by the Legislative Council's Finance Committee. At the Legco Finance Committee's meeting on 16 December 1994, funding for the Project was approved at an estimated cost of \$2,094 million.

Central Plaza and Podium of Tai Po Campus
大埔校園中央大樓和中央廣場

STUDENT HOSTEL NO. 4

CENTRAL FACILITIES BUILDING

CENTRAL PLAZA

SPINE ROAD

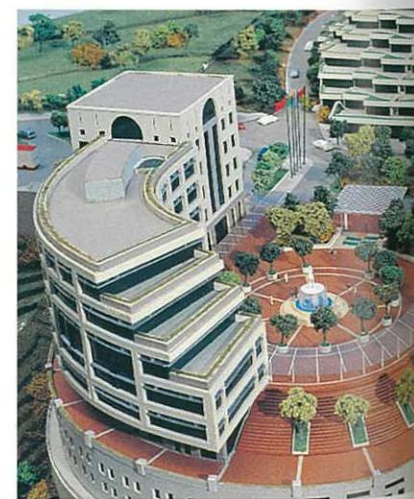
SECTION DD

The new campus will accommodate 5,000 FTE students, as projected by the PGC. The campus will provide the necessary facilities, including administrative and academic blocks, staff and student residential accommodation, amenities, carparks and sports facilities. The net floor area to gross floor area ratio is 1:1.46 in the new campus design, a ratio comparable to other tertiary institutions.

Planning for the new campus is based on the space norms and standards of provision applicable to UGC-funded institutions. As there is a major component for the training of physical education teachers in its curriculum, there will be additional sports facilities provided beyond the UGC norms. Residential accommodation for 1,500 students is based on the principle that the Government will undertake 75% of the capital cost in constructing hostels for half of the full-time students based on the estimated total of 4,000 in 1997. There is provision for 100 units of senior staff quarters (including the Director's Lodge) with carparks based on the principle of providing quarters to about half of the projected eligible staff according to an estimated total of 202 in 1997. In addition, there are 36 units for operational staff.



Entrance Plaza
校園入口



Administration Building
行政大樓

新校舍將容納等同五千名全日制學額的學生，這和臨時校董會的計劃相同。校舍將提供必要的設施，包括行政及教學大樓、教職員及學生宿舍、康樂場地、停車場和體育設施。在新校舍的設計中，實用面積和建築面積的比率是一比一點四六，與其他大專院校情況相若。

校舍的設計和籌劃，是根據大學資助委員會院校的空間和設施標準而釐定；惟因體育教師培訓是學院課程的一個重要部分，新校舍的運動設施將超越大學資助委員會的一般水平。學生宿舍方面，學院將興建一千五百個宿位；此乃根據至一九九七年時，預計將有四千名全日制學生，而政府則承擔為半數學生提供宿位的百分之七十五的費用。學院另預計屆時將有二百零二位合資格入住宿舍的教職員，根據須為其中半數提供宿舍的原則，學院將興建一百間附有停車位的高級教職員宿舍（包括校長邸宅），及三十六所其他職員宿舍。

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

The administration building is five storeys above ground level with three levels of basement carparks. It is located near the entrance plaza at the southern end of the new campus. Commercial facilities are concentrated at the plaza level while the Student Affairs Office and medical services centre are located on the first floor. Administration offices are located on the upper floors.



Academic Buildings, Central Plaza
and Student Hostels
教學大樓、中央大樓及學生宿舍



Staff Quarters
教職員宿舍

新校舍的總設計，將以一條中央大道將校園劃分為上下兩區，上區為宿舍，教學設施則分佈於下區。該條南北導向的大道並連接位於正門的行政大樓和北面的運動和康樂設施。

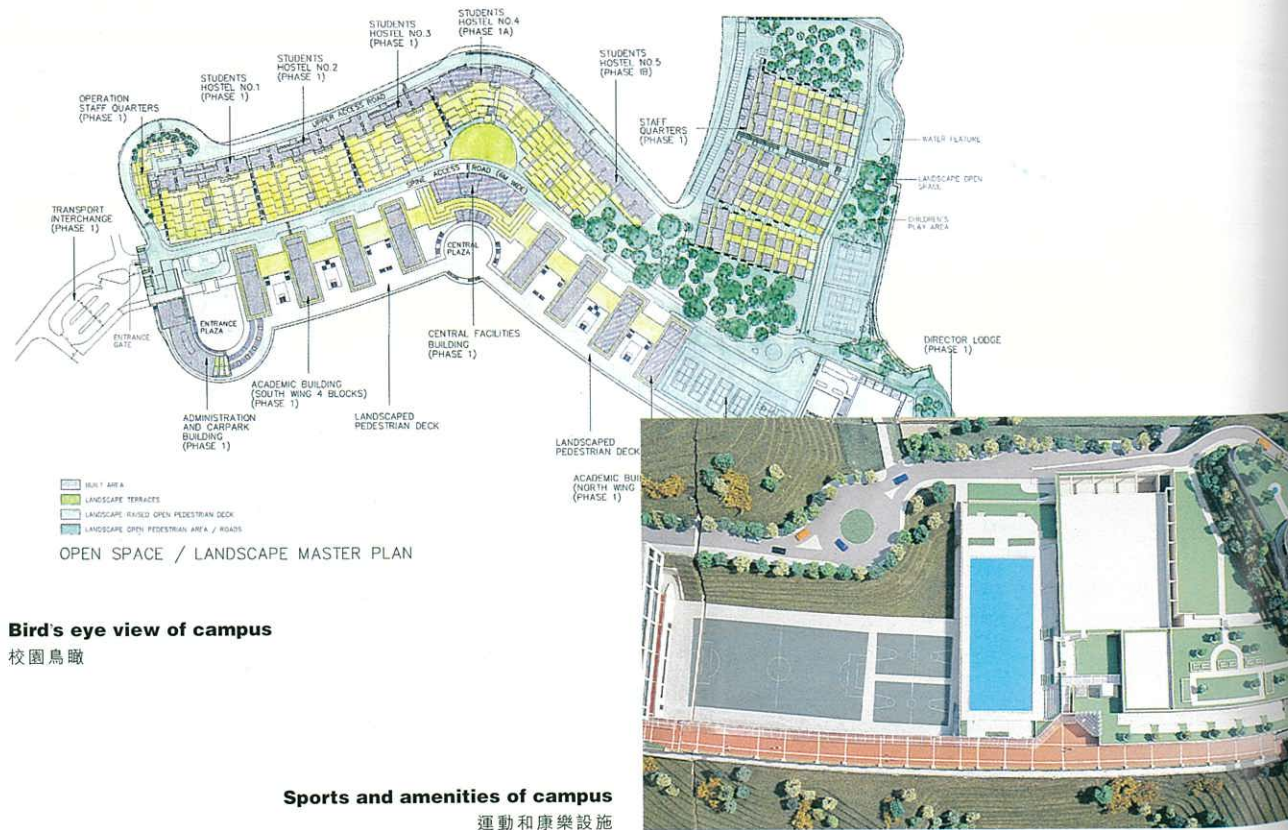
行政大樓位於校園南端入口，樓高五層，地庫設有三層停車場。在廣場地面的一層設有商業設施，一樓為學生事務處和醫療服務中心，其上各層則供行政辦公用途。

The academic complex consists of eight blocks of academic buildings and a central facilities building. Each academic block is made up of two levels of academic staff offices and three levels of teaching facilities including classrooms, laboratories, studios, workshops, resource centres and computer centres. The central facilities building is located at the centre of the complex. It houses the Central Library, a computer centre, a 600-seat lecture theatre, student activity rooms and a canteen.

The sports and amenities complex at the northern end of the campus consists of a 600-seat student canteen, a 200-seat staff restaurant and sports facilities which include an outside swimming pool of Olympic standard, an indoor training pool, a gymnasium, a practice gymnasium, squash courts and sports laboratories. An off-campus sports centre of 4.9 hectares in addition to the designated 12.5 hectares will be developed at Pak Shek Kok in Tai Po Area 39 to provide outdoor sports facilities with a 400-metre running track and two soccer pitches.

教學用的建築群由八座教學大樓和一座包括各種公用設施的中央大樓組成。每座教學大樓都設有兩層教員辦公室及三層教學設施，其中包括課室、實驗室、製作及錄影室、工場、資源中心及電腦中心。中央大樓位於建築群的中部，設有中央圖書館、電腦中心、容納六百座位的演講廳、學生活動場所和飯堂。

體育綜合大樓和康樂大樓位於校舍北端，包括容納六百座位的學生飯堂和二百座位的教職員餐廳。體育康樂設施包括一個符合奧林匹克標準的室外游泳池、室內訓練池、室內運動場、實習運動場、壁球場和體育實驗室。在此十二點五公頃的校園外，學院還將在大埔三十九區白石角建造一座面積達四點九公頃的體育中心，提供包括四百公尺長的跑道和兩個足球場的室外體育設施。



PROJECT CONTROL AND MANAGEMENT

The project is monitored according to the Memorandum of Understanding (MOU) between the Government and the Institute. The Steering Committee chaired by the SEM held its first meeting on 27 June 1995 and the following committees under The Council of the Institute have been formed to assist in the management and development of the project:

- (1) Estates and Campus Development Committee
- (2) Project Management Sub-committee
- (3) Project Tender Board A and Project Tender Board B
- (4) Advisory Panel on Architectural Designs

The Architectural Services Department has been acting as The HKIED Project Manager and is responsible to The Council. The consultancy design team of the project is made up of P&T, the lead consultant, and a number of sub-consultants. In addition, the management has created a post of Senior Development Architect to oversee the project and to ensure that the Institute's interests are fully protected.

PROGRESS OF DEVELOPMENT

The internal layout design of various buildings has been completed. Site formation work commenced in February 1995 as scheduled. The first two phases were completed and handed over to the foundation contractor who commenced the foundation contract in early June 1995. The whole campus is targeted to be completed by mid-1997.



校舍工程的控制和管理

學院根據政府和學院之間的諒解備忘錄，監督校舍工程的實施。以教育統籌司為主席的指導委員會於一九九五年六月二十七日舉行了第一次會議。學院的校董會也成立了以下的委員會，以協助校舍工程的管理和進行：

- (一) 物業及校舍發展委員會
- (二) 校舍工程管理分委會
- (三) 校舍工程招標委員會（甲）和校舍工程招標委員會（乙）
- (四) 建築設計顧問小組

建築署一直擔任學院建校工程經理的角色，並向校董會負責。校舍工程的設計顧問團，由巴馬丹拿建築師及工程師有限公司領導其他顧問公司組成。學院方面加設了高級發展建築師一職，以監督校舍工程的發展，並確保學院的利益得到充分保障。

校舍工程的進展

各建築物的內部規劃現已完成。地盤平整工程於一九九五年二月如期展開，首兩個階段的地盤平整工程已經完成，並已移交給地基工程承造公司，由後者從一九九五年六月開始履行工程合約。整個校舍預計將於一九九七年中落成。

RECURRENT INCOME

The total income for the year amounted to \$307.2 million. The Government, through the Education and Manpower Branch, provided \$286.5 million which accounted for 93.3% of the total income. The other sources of income were from tuition fees received (\$18.1 million), bank interest received (\$2 million) and others (\$0.6 million), which accounted for 5.9%, 0.6% and 0.2% of the total income respectively.

RECURRENT EXPENDITURE

Total recurrent expenditure for the year was \$307.2 million, of which \$161.1 million (52.4%) was for academic department, \$29.7 million (9.7%) for maintenance of premises, \$42.1 million (13.7%) for administration, \$2.7 million (0.9%) for general education and student facilities and amenities, and \$71.6 million (23.3%) for miscellaneous expenses.

CAPITAL EXPENDITURE

Capital grant received from the Government to cover capital expenditure amounted to \$6.2 million for the current period, of which \$5 million was spent on computer facilities, \$0.9 million on leasehold improvement and \$0.3 million on a motor vehicle.

TAI PO CAMPUS PROJECT

The Government has approved HK\$2.094 billion for the development of a new central Campus for the Institute in Tai Po. The total capital expenditure incurred for the project was \$47.06 million for the current period.

經常性收入

今年的總收入為三億零七百二十萬元。政府通過教育及人力統籌科提供了二億八千六百五十萬元，佔總收入的百分之九十三點三。其餘收入來自收到的學費（一千八百一十萬元），銀行利息（二百萬元）和其他方面（六十萬元），分別佔總收入的百分之五點九、零點六和零點二。

經常性支出

今年的總支出為三億零七百二十萬元，其中一億六千一百一十萬元（佔百分之五十二點四）用於教學，二千九百七十萬元（佔百分之九點七）用於校舍維修，四千二百一十萬元（佔百分之十三點七）用於行政，二百七十萬元（佔百分之零點九）用於一般教務和學生福利及設施，七千一百六十萬元（佔百分之二十三點三）用於其他方面。

基建支出

在本財政年度內，從政府收到的用於基建支出的金額為六百二十萬元。其中五百萬元用於購置電腦設備，九十萬元用於裝修，三十萬元用來購置車輛。

大埔校舍興建項目

政府已通過撥款二十億零九千四百萬元，為學院在大埔建設一座新的校舍。在本財政年度內，用於校舍工程的支出為四千七百零六萬元。

INCOME AND EXPENDITURE STATEMENT

For the period from 25 April 1994 to 31 March 1995

收支賬項

由一九九四年四月二十五日至一九九五年三月三十一日

	1995 HK\$'000 港幣千元
INCOME	收入
Hong Kong Government Subvention	香港政府撥款
Tuition Fees	學費
Interest Income	利息
Rental Recovery from Staff	教職員住屋租金
Miscellaneous Income	雜項
Total Income	總收入
	307,243
EXPENDITURE	支出
Administration	行政
Academic	教學
Maintenance of Premises	校舍維修
General Education	一般教務
Student Facilities and Amenities	學生福利及設施
Miscellaneous*	其他開支*
Total Expenditure	總支出
	307,243
Balance at the end of the period	期終結存
	0

* Miscellaneous expenses include other staff benefits, education allowances, staff recruitment, insurance, transportation, official entertainment, publicity and sundries.

* 其他開支包括教職員其他福利、教育津貼、教職員招聘、保險、運輸、公務交際、宣傳及雜項支出。

BALANCE SHEET

as at 31 March 1995

資產負債表

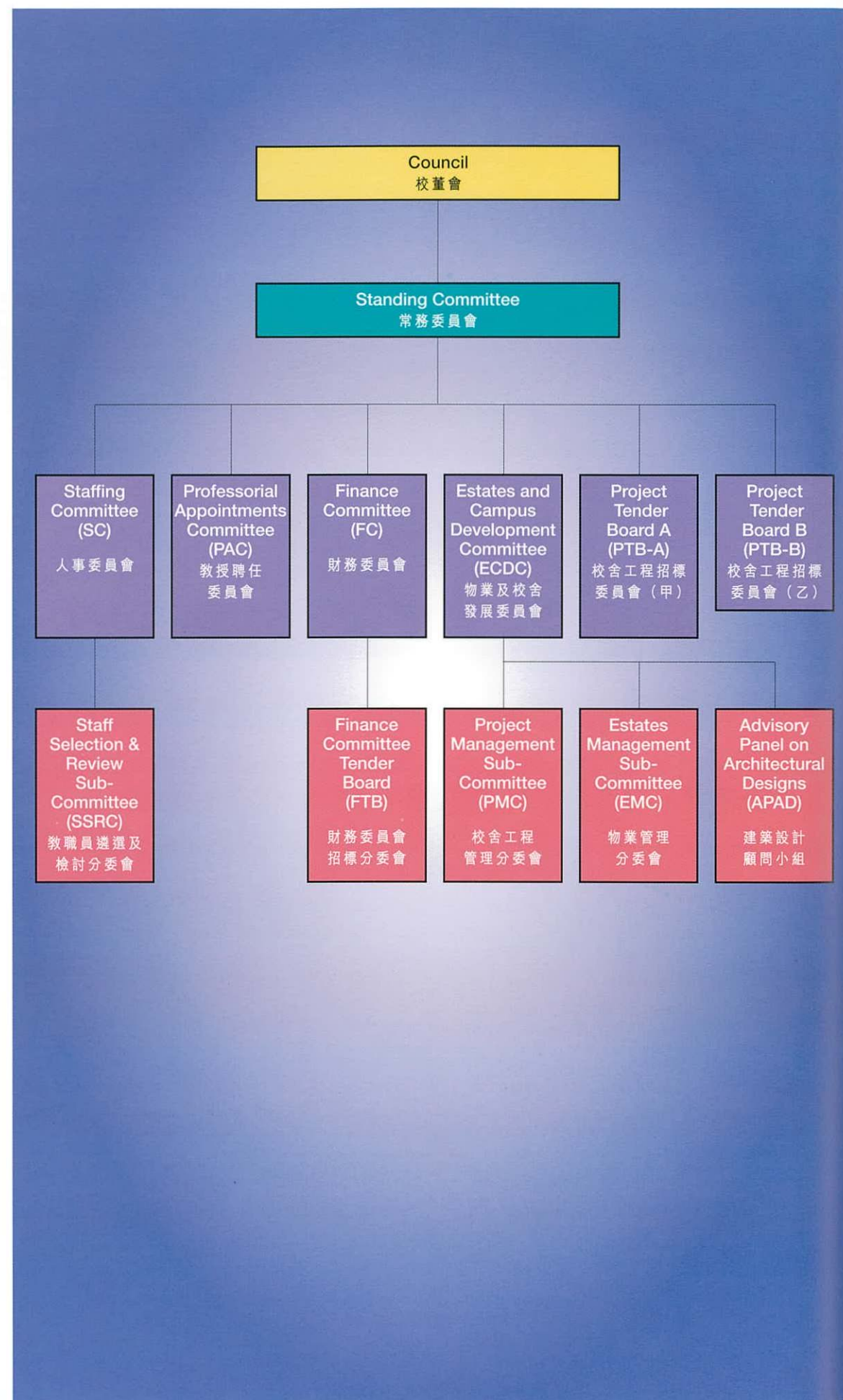
一九九五年三月三十一日

		1995 HK\$'000 港幣千元
FIXED ASSETS	固定資產	0
		0
CURRENT ASSETS	流動資產	
Capital Grant Receivable	應收基建撥款	3,075
Rental and Sundry Deposits	租務及雜項按金	981
Accounts Receivable and Prepayment	應收賬項及預付款項	3,506
Cash, Bank Balances and Short Term Deposits	現金、銀行結存及短期存款	42,179
		49,741
CURRENT LIABILITIES	流動負債	
Commitments in Respect of Outstanding Orders for General Purchases	一般購物已訂貨承擔	18,762
Creditors and Accruals	應付賬項	24,965
		43,727
NET CURRENT ASSETS	流動資產淨額	6,014
LONG TERM LIABILITIES	長期負債	
Provision for Gratuities - Payable after One Year	約滿酬金 - 一年後支付	6,014
TOTAL NET ASSETS	淨資產總值	0
<i>Represented by:</i>	<i>資金來源:</i>	
Income and Expenditure Account	收支賬項	0
Capital Fund	基建資金	0
Campus Development Project Fund	校舍興建項目資金	0
TOTAL FUNDS	資金總額	0

APPENDICES

附錄

附錄一 • 校董會架構 (一九九五年六月三十日)



附錄二 • 常務委員會 (一九九五年六月三十日)

CHAIRMAN	主席
The Hon. Simon S.O. Ip, OBE, JP	葉錫安議員
VICE-CHAIRMAN	副主席
Dr. Thomas Leung	梁國輝博士
MEMBERS	委員
Mr. Peter Lee	利定昌先生
Professor Lee Ngok	李鏗教授
The Hon. Vincent Cheng, OBE, JP	鄭海泉議員
Mr. Paul Yu, JP	余嘯天先生
The Rev. Margaret Wong	黃金蓮修女
Mr. Leo Kwan	關永華先生
Professor C.K. Leung, OBE, JP	梁志強教授
Dr. Pang King Chee	彭敬慈博士
CO-OPTED MEMBER	增選委員
Mr. Gregory Lam	林樹榮先生
SECRETARY	秘書
Dr. Michael Luk	陸人龍博士

CHAIRMAN

Professor Lee Ngok

VICE-CHAIRMAN

Professor C.K. Leung, OBE, JP

MEMBERS

The Hon. Vincent Cheng, OBE, JP

Mr. Peter Lee

The Hon. Simon S.O. Ip, OBE, JP

Mr. Paul Yu, JP

CO-OPTED MEMBERS

Mr. C.M. Chan

Dr. Iris Budge-Reid

Mr. John Dockerill

Mr. Chan Yung

IN ATTENDANCE

Mr. Ian Dickinson

Dr. Michael Luk

SECRETARY

Mr. Anthony Wong

主席

李鐸教授

副主席

梁志強教授

委員

鄭海泉議員

利定昌先生

葉錫安議員

余嘯天先生

增選委員

陳超銘先生

白文麗雅博士

杜國維先生

陳用先生

列席

狄建新先生

陸人龍博士

秘書

黃志成先生

CHAIRMAN

Mr. Peter Lee

VICE-CHAIRMAN

Ms. Maggie Koong

MEMBERS

The Hon. Vincent Cheng, OBE, JP

Professor C.K. Leung, OBE, JP

IN ATTENDANCE

Dr. Michael Luk

Mr. Paul Tsang

SECRETARY

Ms. Alice Wong

主席

利定昌先生

副主席

孔美琪女士

委員

鄭海泉議員

梁志強教授

列席

陸人龍博士

曾耀強先生

秘書

黃雅麗女士

CHAIRMAN

Professor Lee Ngok

主席

李鐔教授

MEMBERS

Professor C.K. Leung, OBE, JP

Professor Kwong Lee Dow

Dr. Thomas Leung

委員

梁志強教授

李光昭教授

梁國輝博士

SECRETARY

Mr. Dominic Lee

秘書

李揚芬先生

CHAIRMAN

The Hon. Simon S.O. Ip, OBE, JP

主席

葉錫安議員

MEMBERS

Mr. Peter Lee

Professor Anthony Walker

Dr. Iris Budge-Reid

委員

利定昌先生

華東尼教授

白文麗雅博士

Secretary

Mr. Anthony Wong

秘書

黃志成先生

CHAIRMAN

Dr. Thomas Leung

MEMBERS

Ms. Maggie Koong

Professor Anthony Walker

Dr. Iris Budge-Reid

SECRETARY

Mr. Anthony Wong

主席

梁國輝博士

委員

孔美琪女士

華東尼教授

白文麗雅博士

秘書

黃志成先生

CHAIRMAN

Dr. Thomas Leung

VICE-CHAIRMAN

Professor C.K. Leung, OBE, JP

MEMBERS

Dr. Leslie Lo

Mr. Chan Wing Kwong

The Rev. Margaret Wong

CO-OPTED MEMBERS

Dr. Iris Budge-Reid

Mr. James Kwan

Mr. F.A. Ramjahn

Mr. Hung Fan Sing

IN ATTENDANCE

Dr. Michael Luk

SECRETARY

Mrs. Janice Lee

主席

梁國輝博士

副主席

梁志強教授

委員

盧乃桂博士

陳榮光先生

黃金蓮修女

增選委員

白文麗雅博士

關健暢先生

林祿基先生

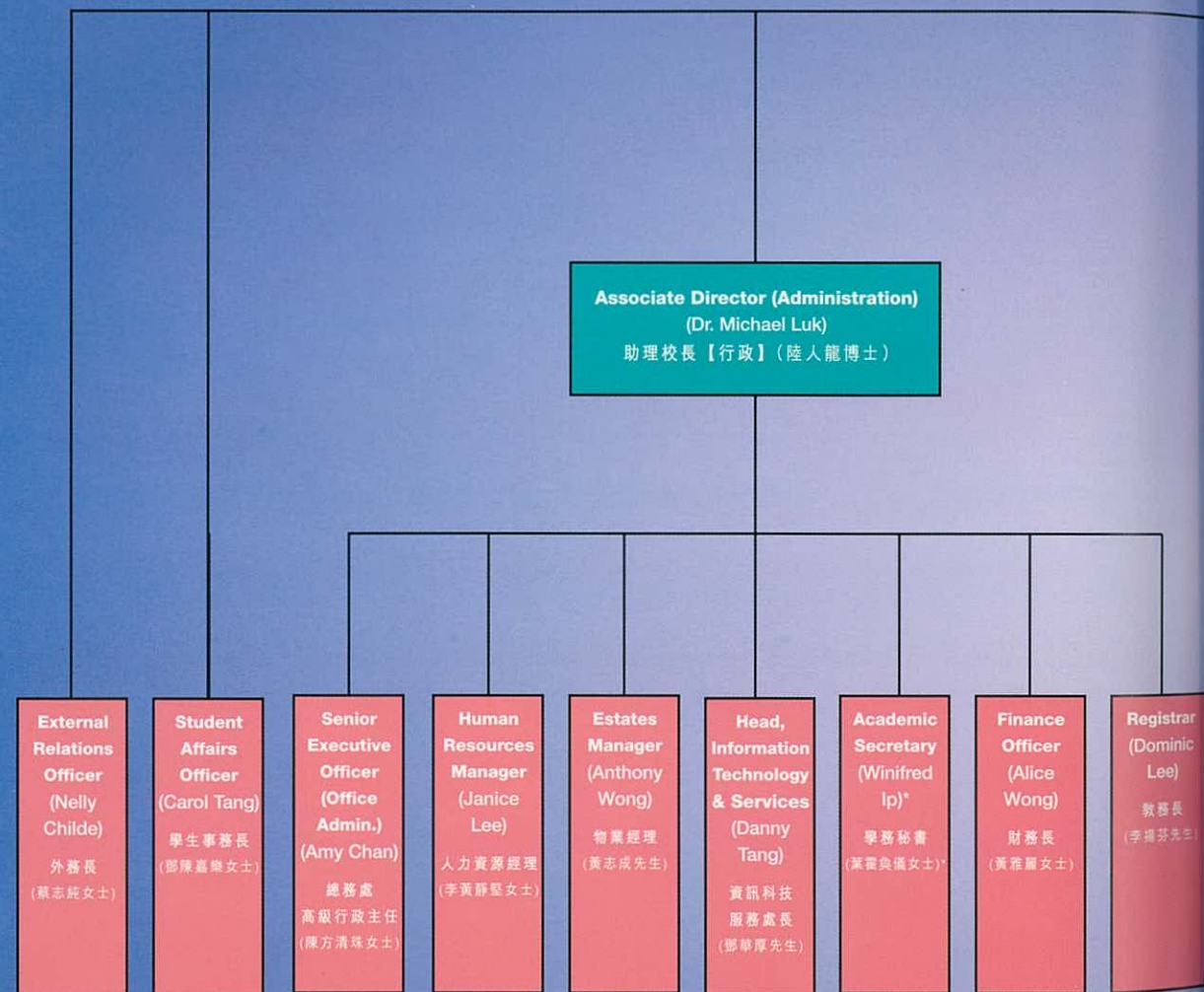
孔繁盛先生

列席

陸人龍博士

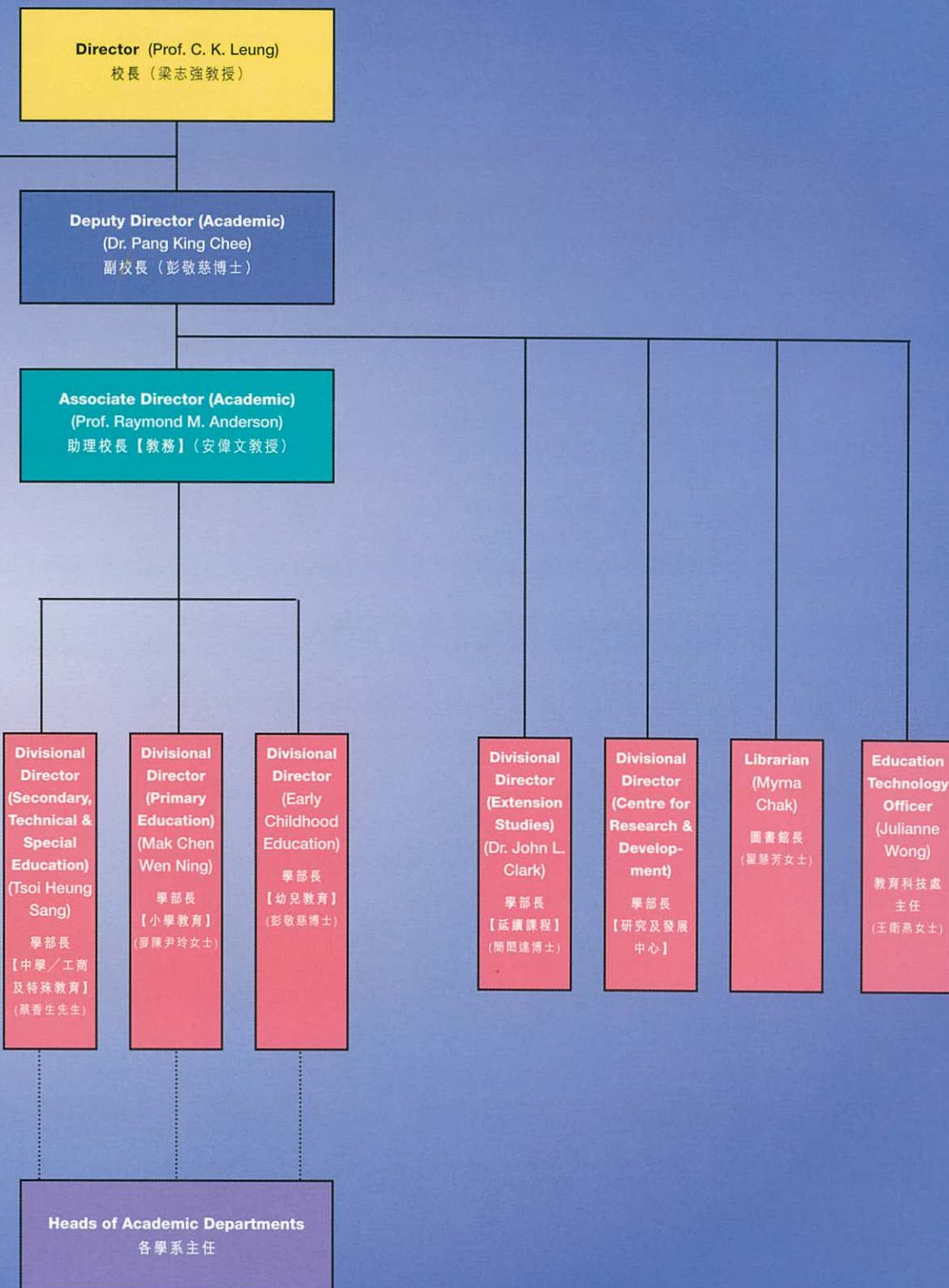
秘書

李黃靜堅女士



* Retitled as Senior Assistant Registrar with effect from 21 June 1995

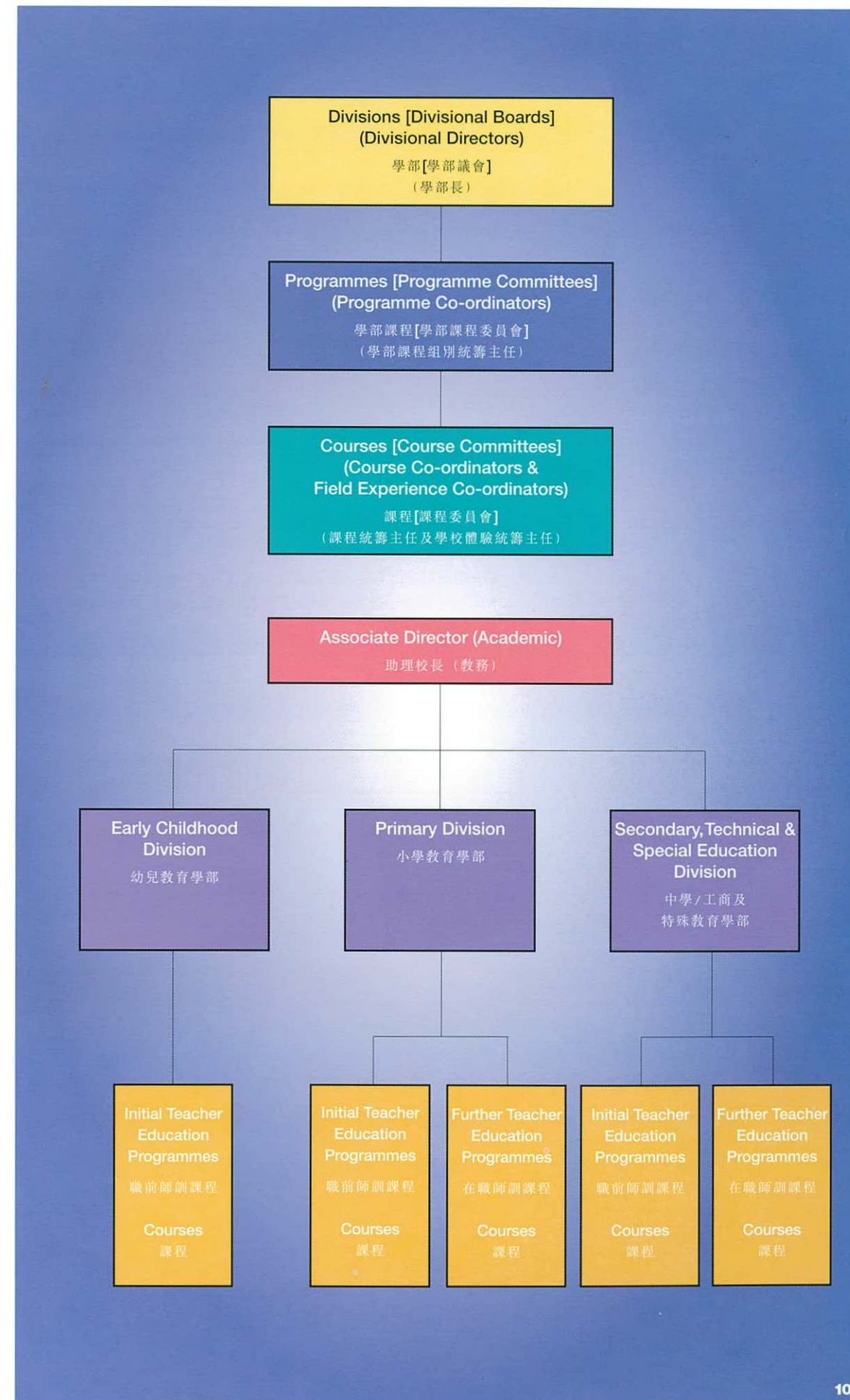
* 一九九五年六月二十一日起職銜改為高級助理教務長



CAMPUS 分校	POSITION 職位	NAME 姓名	REMARKS 備註
Black 柏立基	Acting Campus Principal 署理分校院長	Mrs. Winifred Chow 周羅汝珩女士	formerly Mrs. Teresa Kong 前任為江李志豪女士
	Assistant Campus Principal 助理分校院長	Mr. Chan Man Ying 陳文英先生	
Bonham 般舍	Acting Campus Principal 署理分校院長	Dr. Vernon Anley 顏偉能博士	formerly Dr. John Clark 前任為簡閔達博士
	Assistant Campus Principal 助理分校院長	Dr. Lee Hok Ming 李學銘博士	
Grantham 葛量洪	Campus Principal 分校院長	Mrs. Irene Chiu 趙蘇麗珍女士	
	Assistant Campus Principal 助理分校院長	Mrs. Leung Wong Hing Wah 梁黃興華女士	
	Assistant Campus Principal 助理分校院長	Mrs. Chu Lo Shin Yee 朱盧倩儀女士	
Morrison 摩利臣	Campus Principal 分校院長	Mr. Lam Tin Sik 林天錫先生	
	Assistant Campus Principal 助理分校院長	Mr. Chan Lok Kin 陳樂堅先生	
Northcote 羅富國	Acting Campus Principal 署理分校院長	Mrs. Connie Chan 陳關坤德女士	formerly Mrs. Mak Chen Wen Ning 前任為麥陳尹玲女士
	Assistant Campus Principal 助理分校院長	Mr. Lau Wai Keen 劉煒堅先生	

MEMBER 成員	DESIGNATION 職位	LOCATION 單位
Professor C.K. Leung (Chairman) 梁志強教授 (主席)	Director 校長	Head Office 總辦事處
Dr. K.C. Pang (Vice-Chairman) 彭敬慈博士 (副主席)	Deputy Director 副校長	Head Office 總辦事處
Mr. Dominic Lee (Secretary) 李揚芬先生 (秘書)	Registrar 教務長	Head Office 總辦事處
Professor R. Anderson 安偉文教授	Associate Director(Academic) 助理校長 (教務)	Head Office 總辦事處
Mr. H.S. Tsoi 蔡香生先生	Acting Director, Division of Secondary, Technical & Special Education 中學/工商及特殊教育學部署理學部長	Head Office 總辦事處
Mrs. Mak Chen Wen Ning 麥陳尹玲女士	Acting Director, Division of Primary Education 小學教育學部署理學部長	Head Office 總辦事處
Dr. John Clark 簡閔達博士	Director, Division of Extension Studies 延續課程學部學部長	Head Office 總辦事處
Dr. Vernon L. Anley 顏偉能博士	Acting Campus Principal 署理分校院長	Bonham 般舍
Mrs. Winifred Chow 周羅汝珩女士	Acting Campus Principal (1/6 - 31/8) 署理分校院長	Black 柏立基
Mrs. Irene Chiu 趙蘇麗珍女士	Campus Principal 分校院長	Grantham 葛量洪
Mr. Lam Tin Sik 林天錫先生	Campus Principal 分校院長	Morrison 摩利臣
Mrs. Connie Chan 陳關坤德女士	Acting Campus Principal (1/6 - 31/8) 署理分校院長	Northcote 羅富國
Miss Myrna Chak 翟慧芳女士	Librarian 圖書館長	Head Office 總辦事處
Mrs. Carol Tang 鄧陳家樂女士	Student Affairs Officer 學生事務長	Head Office 總辦事處
Mrs. Chiu Lee Yuen Yee 趙李婉儀女士	Head of Dept. of Educational Studies 教育系主任	Grantham 葛量洪
Mr. Arthur Yeung 楊善錦先生	Head of Dept. of Educational Management and Professional Support 教育管理及專業支援系主任	Northcote 羅富國
Mr. K.C. Ho 何國祥先生	Head of Dept. of Chinese 中文系主任	Bonham 般舍

MEMBER 成員	DESIGNATION 職位	LOCATION 單位
Dr. Peter Storey 施彼德博士	Head of Dept. of English 英文系主任	Grantham 葛量洪
Mrs. Cheung Yung Wai Yee 張翁偉儀女士	Head of Dept. of Fine Arts 藝術系主任	Northcote 羅富國
Mr. K.C. Lai 黎國燦先生	Head of Dept. of Social Studies 社會系主任	Grantham 葛量洪
Mr. Lee Chuen Yan 李銓忻先生	Head of Dept. of Physical Education 體育系主任	Grantham 葛量洪
Dr. Joseph Tsang 曾昭亮博士	Head of Dept. of Science & Mathematics 數理系主任	Black II 柏立基第二分校
Mr. Ernest Tse Kwok Keung 謝國強先生	Head of Dept. of Curriculum & Instruction 課程及教學系主任	Grantham 葛量洪
Mrs. Winifred Chow 周羅汝珩女士	Head of Dept. of Special Education 特殊教育系主任	Black 柏立基
Mr. Mok Chi Hung 莫志鴻先生	Head of Depts. of Business Studies and Engineering & Technology Studies 商業系及工程及科技系主任	Morrison 摩利臣
Mrs. Margaret Kwong 鄺李慧儀女士	Head of Early Childhood Centre 幼兒教育中心主任	Grantham II 葛量洪第二分校
Mr. Pong Lap Kong 龐立剛先生	Student Representative 學生代表	Northcote 羅富國
Miss Chan Yuk Lan 陳玉蘭小姐	Student Representative 學生代表	Black 柏立基



DEPARTMENTS 學系	EXPERTISE AREAS 學科專業
Department of Educational Studies 教育系	International Education (Formerly named Comparative Education), Philosophy of Education, Sociology of Education, Educational Evaluation, Educational Psychology, Educational Research 國際教育 (舊名比較教育)、教育哲學、教育社會學、教育評估、教育心理學、教育研究
Department of Curriculum and Instruction 課程及教學系	Curriculum Studies, Information Technology, Educational Technology, Human Communication, Instructional Design & Delivery, Testing and Assessment 課程研究、資訊科技、教育科技、人際溝通、教學設計及傳授、考試及評估
Department of Educational Management and Professional Support 教育管理及專業支援系	Civic Education, Moral Education, Sex Education, Personal & Social Education, Guidance and Counselling, Teacher Appraisal & Development, Educational Leadership, Educational Management 公民教育、道德教育、性教育、個人及社會教育、指導及諮詢、教師評鑒及發展、教育領導、教育管理
Department of Special Education 特殊教育系	Visually Handicapped Children, Hearing Impaired Children, Physically Handicapped Children, Mentally Handicapped Children, Mal-adjusted & Socially Deprived Children, Children with Speech & Language Problems, Children with Learning Difficulties, Gifted Children 盲童、聾童、殘疾兒童、弱智兒童、情緒問題兒童、講話及語言有問題兒童、學習困難兒童、天才兒童

BOARD OF EDUCATIONAL STUDIES

教育研究學系
聯席議會

DEPARTMENTS 學系	EXPERTISE AREAS 學科專業
Department of Chinese 中文系	Chinese, Chinese Across the Curriculum, Putonghua 中文、各科中文應用、普通話
Department of English 英文系	English, English Across the Curriculum 英文、各科英文應用
Department of Fine Arts 藝術系	Art Education, Music 藝術教育、音樂
Department of Social Studies 社會系	Economics, Geography, Political Science, Sociology, History, Chinese History 經濟、地理、政治科學、社會學、歷史、中國歷史
Department of Business Studies 商業系	Book-keeping & Accountancy, Secretarial Studies, Commerce 簿記及會計、秘書學、商業
Department of Science and Mathematics 數理系	Physics, Chemistry, Biology, Science, Computer Studies, Home Economics, Mathematics 物理、化學、生物、科學、電腦研究、家政、數學
Department of Engineering and Technology Studies 工程及科技系	Engineering Studies, Design & Technology, Prevocational Studies 工程學、設計與科技、職業先修科目
Department of Physical Education 體育系	Sports Science, Sports for Recreation, Sports Technology 運動科學、康樂體育、體育科技

BOARD OF LANGUAGE IN EDUCATION

語文教育學系
聯席議會

BOARD OF SOCIAL AND BUSINESS STUDIES

社會及商業學系
聯席議會

BOARD OF MATHEMATICS, SCIENCE AND TECHNOLOGY

數理及科技學系
聯席議會

as at 30 June 1995

DIVISION 學部	DIVISIONAL DIRECTOR 學部長
Early Childhood Education 幼兒教育	Dr. Pang King Chee (Acting) 彭敬慈博士 (署理)
Primary Education 小學教育	Mrs. Mak Chen Wen Ning (Acting) 麥陳尹玲女士 (署理)
Secondary, Technical & Special Education 中學/工商及特殊教育	Mr. Tsoi Heung Sang (Acting) 蔡香生先生 (署理)
Extension Studies 延續課程	Dr. John Clark 簡閣達博士
DEPARTMENT 學系	HEAD 主任
Business Studies 商業	Mr. Mok Chi Hung, Alan 莫志鴻先生
Chinese 中文	Mr. Ho Kwok Cheung 何國祥先生
Curriculum and Instruction 課程及教學	Mr. Tse Kwok Keung, Ernest 謝國強先生
Educational Management and Professional Support 教育管理及專業支援	Mr. Yeung Shin Kam, Arthur 楊善錦先生
Educational Studies 教育	Mrs. Chiu Lee Yuen Yee, Stella 趙李婉儀女士
Engineering and Technology Studies 工程及科技	Mr. Mok Chi Hung, Alan 莫志鴻先生
English 英文	Dr. Peter Storey 施彼德博士
Fine Arts 藝術	Mrs. Cheung Yung Wai Yee, Jane 張翁偉儀女士
Physical Education 體育	Mr. Lee Chuen Yan, Nelson 李銓忻先生
Science and Mathematics 數理	Dr. Tsang Chiao Liang, Joseph 曾昭亮博士
Social Studies 社會	Mr. Lai Kwok Chan 黎國燦先生
Special Education 特殊教育	Mrs. Chow Law Yu Hang, Winifred 周羅汝珩女士
CENTRE 中心	HEAD 主任
Early Childhood Centre 幼兒教育中心	Mrs. Kwong Lee Wai Yee, Margaret 鄺李慧儀女士

as at 30 June 1995

			ACTUAL INTAKE 94/95 九四/九五年度學生	
	COURSES 課程	YR.* 年份	ENROLMENT 註冊	FTE 全日制學額
A.	FULL-TIME COURSES 全日制課程			
1	3-year full-time Teacher's Certificate Course 三年全日制教師證書課程	Y2 Y3	408 532	408 532
2	2-year full-time Teacher's Certificate Course 二年全日制教師證書課程	Y2	608	608
3	Certificate in Primary Education (Chinese) Course (2-year full-time) 二年全日制小學教育證書(中文)課程	Y1	487	487
4	Certificate in Primary Education (Chinese) Course (3-year full-time) 三年全日制小學教育證書(中文)課程	Y1	229	229
5	Certificate in Secondary Education (Chinese) Course (2-year full-time) 二年全日制中學教育證書(中文)課程	Y1	222	222
6	Certificate in Secondary Education (English) Course (2-year full-time) 二年全日制中學教育證書(英文)課程	Y1	111	111
7	Certificate in Secondary Education (Chinese) Course (3-year full-time) 三年全日制中學教育證書(中文)課程	Y1	91	91
8	Certificate in Secondary Education (English) Course (3-year full-time) 三年全日制中學教育證書(英文)課程	Y1	56	56
9	1-year full-time Technical Teacher's Course 一年全日制工業科目教師證書課程		8	8
10	Advanced Course of Teacher Education (1-year full-time) 一年全日制高級師資訓練課程		86	86
11	1-year full-time Course for Teachers of Children with Special Educational Needs (2nd year of teaching practice) 一年全日制特殊教育教師訓練課程 (二年教學實習)	Y1 Y2	75 129	75 43
	FULL-TIME SUB-TOTAL 全日制小計		3,042	2,956

* Y1 第一年 Y2 第二年 Y3 第三年 Pt1 第一部分 S1 第一期

as at 30 June 1995

附錄八·一九九四至九五年度實際學生數目及相當於全日制的學額數目 (截至一九九五年六月三十日止)

			ACTUAL INTAKE 94/95 九四/九五年度學生	
	COURSES 課程	Yr.* 年份	ENROLMENT 註冊	FTE 全日制學額
B.	FULL-TIME BLOCK RELEASE COURSES 全日整段時間制培訓課程			
1	4-week Course for Teachers of School-based Remedial Support Programme 校本輔導教學計劃教師訓練課程		269	39
2	5-week Retraining Course for Primary School Teachers 小學教師進修課程		699	117
3	In-service Course for Teachers of Chinese in Primary Schools 小學中國語文教師在職培訓課程		290	145
4	In-service Course for Teachers of English in Primary Schools 小學英國語文教師在職培訓課程		181	91
5	In-service Course for Teachers of English in Secondary Schools 中學英國語文教師在職培訓課程		277	139
6	In-service Course for Teachers of Chinese in Secondary Schools 中學中國語文教師在職培訓課程		114	57
7	In-service Course for Panel Chairpersons of Chinese in Secondary Schools 中學中國語文科主任在職培訓課程		34	12
8	In-service Course for Panel Chairpersons of English in Secondary Schools 中學英國語文科主任在職培訓課程		45	12
9	In-service Course for Teachers Using English as the Medium of Instruction in Secondary Schools 中學教師以英文為教學語言在職培訓課程		125	63
10	In-service Course for Teachers Using Chinese as the Medium of Instruction in Secondary Schools 中學教師以中文為教學語言在職培訓課程		33	8
11	In-service Course for Teaching and Instructional Staff of Skills Centres for the Disabled 弱能人士機構在職導師短期訓練課程		15	2

* Y1 第一年 Y2 第二年 Y3 第三年 Pt1 第一部分 S1 第一期

as at 30 June 1995

附錄八·一九九四至九五年度實際學生數目及相當於全日制的學額數目 (截至一九九五年六月三十日止)

			ACTUAL INTAKE 94/95 九四/九五年度學生	
	COURSES 課程	Yr.* 年份	ENROLMENT 註冊	FTE 全日制學額
B.	FULL-TIME BLOCK RELEASE COURSES 全日整段時間制培訓課程			
12	In-service Course for Teachers of Putonghua in Primary Schools 小學普通話科教師在職培訓課程		60	30
13	Basic Course in Instructional Techniques 基本教學技巧課程		45	4
	BLOCK-RELEASE SUB-TOTAL 全日整段時間培訓課程小計		2,187	719
C.	PART-TIME EVENING COURSES 部份時間制夜間課程			
1	3-year Part-time In-service Course of Training for Teachers in Secondary Schools 三年部份時間制在職中學教師訓練課程	Y1 Y2 Y3	15 11 9	5 4 3
2	2-year Part-time In-service Course of Training for Teachers in Secondary Schools 二年部份時間制在職中學教師訓練課程	Y1 Y2	12 17	4 6
3	3-year Part-time In-service Course of Training for Teachers in Primary Schools 三年部份時間制在職小學教師訓練課程	Y1 Y2 Y3	141 128 86	47 43 29
4	2-year Part-time In-service Course of Training for Teachers in Primary Schools 二年部份時間制在職小學教師訓練課程	Y1 Y2	106 113	35 38
5	2-year Part-time In-service Course of Teacher Training (Technical) 二年部份時間制在職教師(工業科目)訓練課程	Y1 Y2	10 12	4 4
6	Part-time In-service Qualified Assistant Kindergarten Teacher Training Course 部份時間制合格助理幼稚園教師在職訓練課程		433	144
7	In-service Short Course for Technical/Commercial Teachers in Secondary Schools 在職中學工商科目教師短期課程		86	12
8	Putonghua Language Course 普通話語音課程	Pt1	480	40

* Y1 第一年 Y2 第二年 Y3 第三年 Pt1 第一部分 S1 第一期

as at 30 June 1995

附錄八·一九九四至九五年度實際學生數目及相當於全日制的學額數目 (截至一九九五年六月三十日止)

			ACTUAL INTAKE 94/95 九四/九五年度學生	
	COURSES 課程	Yr.* 年份	ENROLMENT 註冊	FTE 全日制學額
C.	PART-TIME EVENING COURSES 部份時間制夜間課程			
9	Basic Course in Instructional Techniques 基本教育技巧訓練課程		104	9
	PART-TIME EVENING SUB-TOTAL 部份時間制夜間課程小計		1,763	427
D.	PART-TIME DAY-RELEASE COURSES 部份時間制日間課程			
1	2-year Part-time In-service Course of Teacher Training for Lecturers in Technical Institutes 二年部份時間制在職工業學院講師訓練課程	Y1 Y2	40 36	14 12
2	2-year Part-time In-service Course of Training for Teachers of Kindergarten (Chinese) 二年部份時間制在職幼稚園教師訓練課程 (中文)	Y1 Y2	129 101	43 35
3	2-year Part-time In-service Course of Training for Teachers of Kindergarten (English) 二年部份時間制在職幼稚園教師訓練課程 (英文)	Y2	11	4
4	Part-time In-service Qualified Assistant Kindergarten Teacher Training Course 部份時間制合格助理幼稚園教師在職訓練課程		187	62
5	Refresher Training Course for Serving Secondary School Teachers (Non-graduate) 中學非學位教師在職進修課程		116	39
6	Refresher Training Course for Serving Secondary School Teachers (Technical) 在職中學工業科目教師復修課程		28	10
7	Retraining Course for Special Education Teachers 特殊教育教師進修課程		41	15
8	Basic Course in Instructional Techniques 基本教學技巧訓練課程		136	12
9	Advanced Course in Instructional Techniques 高級教學技巧訓練課程		86	7
10	Certificate Course in Training and Development 培訓與發展證書課程		32	6

* Y1 第一年 Y2 第二年 Y3 第三年 Pt1 第一部分 S1 第一期

as at 30 June 1995

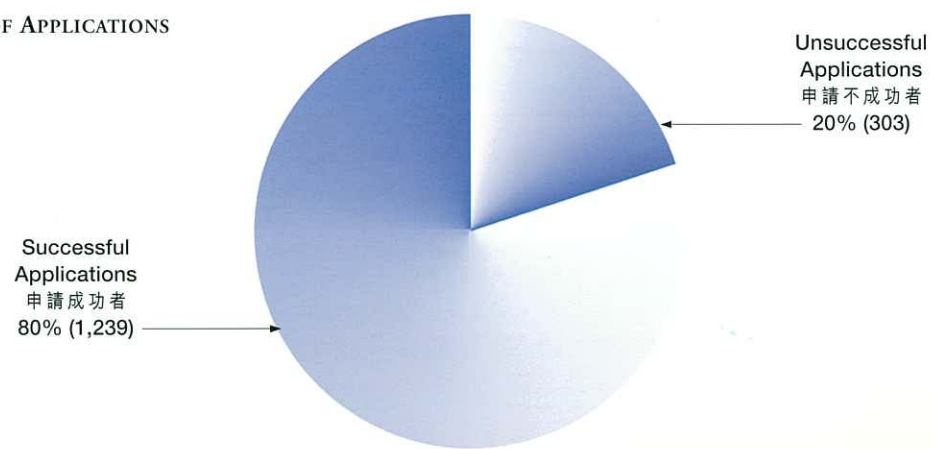
附錄八·一九九四至九五年度實際學生數目及相當於全日制的學額數目 (截至一九九五年六月三十日止)

			ACTUAL INTAKE 94/95 九四/九五年度學生	
	COURSES 課程	Yr.* 年份	ENROLMENT 註冊	FTE 全日制學額
D.	PART-TIME DAY-RELEASE COURSES 部份時間制日間課程			
11	2-year part-time In-service Course for Teaching and Instructional Staff Working with the Handicapped 二年部分時間制弱能人士機構在職導師訓練課程	Y1 Y2	40 35	8 7
12	Further and Adult Education Teacher's Certificate Course 成人及延續教育教師證書課程	S1	36	2
13	Putonghua (GUOYU) Methodology Course 普通話 (國語) 科教學法課程		218	6
	PART-TIME DAY-RELEASE SUB-TOTAL 部份時間制日間課程小計		1,272	282
	FULL-TIME EQUIVALENTS (FTEs) 相當於全日制學額			4,384
	TOTAL ENROLMENT 註冊總數		8,264	

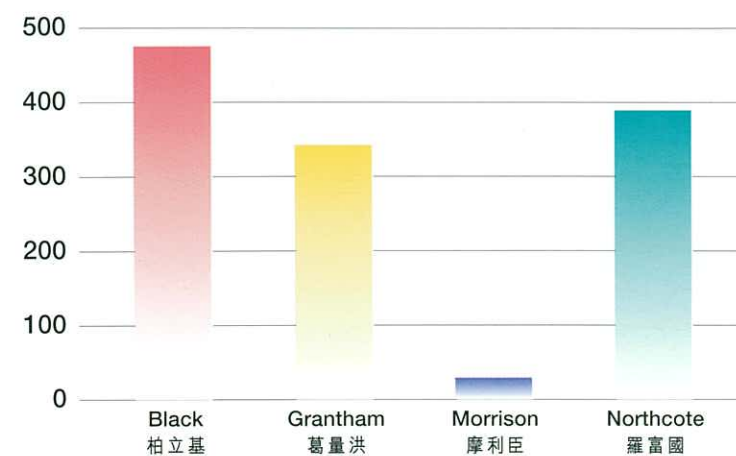
* Y1 第一年 Y2 第二年 Y3 第三年 Pt1 第一部分 S1 第一期

Student population (Full-time initial training) 學生人數 (全日制職前培訓)	2,565
No. of applications 申請人數目	1,542
No. of successful applications 成功申請人數	1,239
(i) eligible for grants 獲得助學金人數	863
(ii) eligible for loans 獲得貸款人數	1,239
Maximum grant paid 最高助學金額	\$12,190
Average grant paid 平均助學金額	\$7,965
Maximum loan paid 最高貸款額	\$28,550
Average loan paid 平均貸款額	\$21,680
Total grant paid 總助學金額	\$6,873,380
Total loan paid 總貸款額	\$26,861,760

RESULTS OF APPLICATIONS
申請結果



NUMBER OF SUCCESSFUL APPLICATIONS BY CAMPUS (Total: 1,239)
以分校計算成功申請人數 (總數: 1,239)



The Hong Kong Institute of Education © 1995

香港教育學院 © 1995 版權所有 不得翻印

Enquiries may be directed to the
External Relations Department

有關查詢請聯絡
外務處

Address:

The HKIEd Head Office

11/F, Sunning Plaza

10 Hysan Avenue

Causeway Bay, Hong Kong

Tel: (852) 2882 7517

Fax: (852) 2576 2273

E-mail: palui@erd.ied.edu.hk

地址：

香港教育學院總辦事處

香港銅鑼灣希慎道10號

新寧大廈十一樓

電話：(852) 2882 7517

傳真：(852) 2576 2273

電郵：palui@erd.ied.edu.hk

In the event of any discrepancy between the English
and the Chinese version of the Annual Report, the
English copy will be the definitive one.

年報中英文本如有不符，應以英文本為
準。