



**Faculty of Education
The University of Hong Kong**

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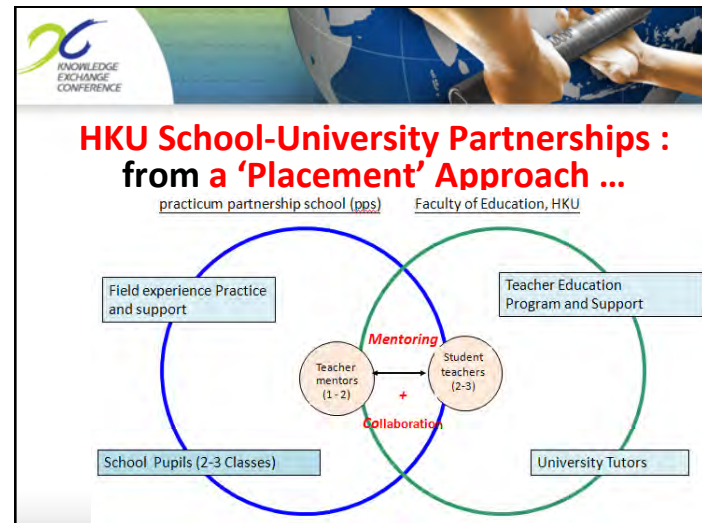
School-University Partnerships


- Embrace all kinds of collaborative teaching, research, and knowledge exchange links between the Faculty of Education and schools.
- The prime mission of the Partnerships will be advancing the professional development of student teachers and serving teachers through high quality practicum and mentoring processes.



Some Principles and Beliefs of School-University Partnerships

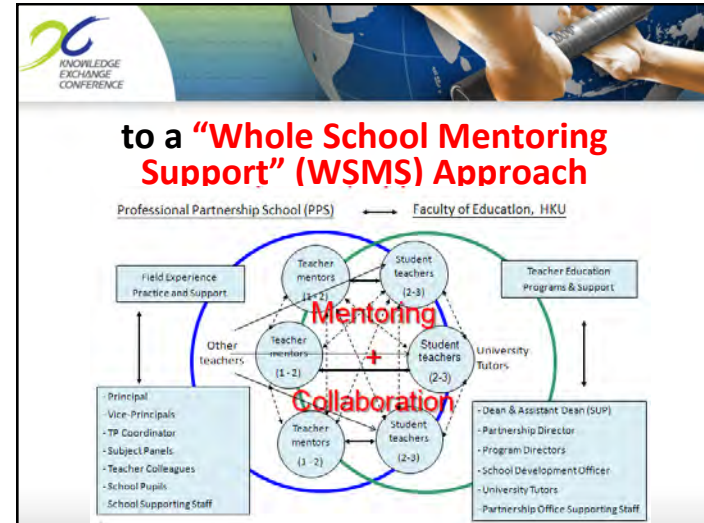
- There is a need to breakdown the myth that the university is an ivory tower of ‘theory’ separate from the school which represents the real ‘practical’ world.
- Theory and practice should complement each other so that theory informs practice and *vice-versa*.
- Professional learning and development occurs for *all* parties concerned in actualizing the partnership process.






Common Placement Approach practicum partnership schools (pps)

- MT → ST in one or two subjects
- UTs → ST through a small number of visits
- Occasional 3-way interaction between ST, MT, UT
- ‘Collaboration’ often confined to pairs [dyad] within the same subject
- Work on a year-by-year basis





Whole School Mentoring Support Approach

- It is used as a professional tool and a philosophy for teachers’ (STs, MTs and non MTs & UTs) professional development and change in institutional settings (schools and the Faculty) to bring about a genuinely collaborative culture.
- It leads to the formation of a community of Professional Partnership Schools through the signing of a memorandum of collaboration with the Faculty for a duration of three years to begin with.




Sites of Learning	The Key Players	The Key Aims	The Key Processes	The Desired Outcomes
School ↕ Faculty of Education, HKU	STs	Developing the teaching competence of STs and novice teachers	Coordinator to oversee the creation of a nurturing whole school environment	Change towards a collaborative and collegial culture
	MTs	Nurturing supportive open classroom observation culture	Culture of open classroom observation and discussion between i) MTs and STs, ii) other non-MTs and STs, and iii) among STs of same / different subject areas.	
	Other Teachers	Enhancing the professional development of MTs	Regular meetings or sharing of:	Synergistic relations with one another
	UTs	Establishing a collaborative team of MTs and UTs.	i) MTs of the same and/or different subject areas ii) STs of different subject areas iii) MTs and STs iv) MTs and UTs	Professional communities of practice
	School pupils	Providing support for the school through UTs expertise.	Regular Tripartite Conferences	
		Involving, if possible, all the core subjects and key learning areas.	School input to School-University Partnership (S-U Partnership) Committees	
		Ultimately, improving the teaching and learning environments of the school pupils.	Incentive Schemes.	
		Formation of a Professional Partnership School		




Key words/phrases ideally associated with S-U Partnerships between Faculty and Schools

- Collaborative
- Collegial
- Two-way flow
- Common aims
- Egalitarian
- Supportive
- Non-judgemental
- Harmonious



Formation of Professional Partnership Schools (PPS) Adopting WSMS Approach


	Secondary	Primary	Total
2007-2008	1 (trial)	nil	1
2008-2009	7	nil	7
2009-2010	9	nil	9
2010-2011	9	5	14
2011-2012	11	8	19
2012-2013 (projected)	13	12	25



Extending the Boundary of School- University Partnerships

(1) From Secondary to Primary Education


	Secondary		Primary	
	PPS	pps	PPS	pps
2007-2008	1 (trial)	~250	0	0
2008-2009	7	214	0	12
2009-2010	9	153	0	15
2010-2011	9	161	5	47
2011-2012	11	142	8	58



Extending the Boundary of School University Partnerships

(2) From individual PPS to clusters of PPS and pps


- Key PPS in regional cluster to liaise with other pps in the region to promote through-train professional sharing and collaboration opportunity.
- Tuen Mun cluster is the first good outcome with more clusters to work out in 2010-2011.



Extending the Boundary of School University Partnerships

(3) From individual school to clusters of schools

- Partnership Director works with existing and targeted potential individual PPS.
- Assistant Dean works with key personnel from EDB, ACTEQ, School Sponsoring Bodies and Local District Principal Councils to prepare for the formation of clusters.



Extending the Boundary of School University Partnerships

(4) From schools & university to involving Parent-Teacher Association


- Connection with parents through faculty web page and inviting parent representatives to join professional seminars and partnership forum.



Extending the Boundary of School University Partnerships

(5) From local to overseas practicum

- 2010-2011: an exchange of the first pair of STs between HKU and UBC, expanding to four STs each in the following two years.
- Ongoing discussion with a few other universities in Australia for future exchange.



Over the years, SUPs have achieved & done


- School visits and meetings to maintain and develop potential partnership collaboration
- Lunch meeting with Principals of PPS
- Meetings with EDB, ACTEQ, School Sponsoring Bodies (SSB) & District Principal Councils
- Mentoring workshops for 1st time mentors
- Special professional development workshop for experienced MTs from PPS
- Professional seminars for regional clusters of PPS & SSB
- Inter-PPS visits
- Special request on professional support
- Tripartite (UTs, MTs & STs) collaboration on Liberal Studies school based assessment project
- International practicum exchange
- Annual June Partnership Forum



Themes of Annual Partnership Forum

- Celebration of encouraging outcomes of School-University Partnership: different voices to make a symphony (June, 2009)
- Rejuvenating teachers' professional lives: a demonstration of successful partnership classrooms (June, 2010)
- Extending the boundary of School-University Partnerships and acknowledging "Good Teaching Practice" (June, 2011)






Voice of Mentor-Teachers

Mentoring a student teacher this year not only enabled me to **give support and advice to my mentee**, Mr. John Chan, for the purpose of his professional growth, but **also made me**, a more experienced English teacher, **felt rejuvenated and re-enthused**.

John and I regularly analysed different teaching practices together and tried our best to identify ways of improving them. We discussed a variety of ways to discipline our students and motivated them to learn English effectively with fun.

We were in fact more than a mentor and a mentee. **We were trusted colleagues!**

(Mr. Kung Chun Kei Jacob, English MT, Stewards MKMCF Ma Ko Pan Memorial College, May 2009)




Voice of Mentor-Teachers

When I did my supervisory lesson observation, I was fortunate to **gain exposure to different schools**. I was given the opportunity to observe different classes of different background and capacities.

I brought back plenty of these experiences to my school where I teach classes with different ability range. I also reflected on my own teaching when I observed others teaching.

This helps me to make improvement on my own teaching as well. It is **my honour to represent HKU to do supervisory lesson observation**.

(Doreen Wai, TP co-ordinator and English MT at Lock Tao Secondary School, June 2009)




Voice of Student Teachers

I am so glad that I was placed to do practicum at LTSS. The love and care of the teachers and principal developed a friendly environment for us. **The STs were treated as 'real' teachers in the school.**

My MT had given me constructive and sensible suggestions which were **beneficial to both my teaching and future life.**

During the practicum, all STs were invited to attend the inter-PPS visit hosted in LTSS to do sharing with other visiting MTs from other PPS. We were lucky to **be given the chance to learn the running of a school from the administrative perspective.** I hope the future STs can **seize every opportunity** in their practicum school to widen their valuable learning experiences.

(Lam Yee Ting Joey, Geography ST, Lock Tao Secondary School. June 2010)




Voice of Student Teachers

My deepest indebtedness goes to my MT and the VP of SKH St Mary's Church MHY College. They provided the warmest support to me **as if I was their kid.** From them I have learned from pedagogical considerations to being an all-rounded professional teacher. Most important of all, they never had any reservation in **'nurturing' me to become the future pillar in the society** by raising my awareness on societal issues, sharing with me their experiences and giving me invaluable advice.

Without their sharing, listening and support, I wouldn't be able to achieve that much during my TP. Our fullest **support** to each other (all MTs and STs in the school) and our bathing in **harmony** resulted in a **synergy that maximized our professional development** as well as creating a quasi family atmosphere. Never will ever such a vivid memories sink into my oblivion.


(Tsang Wai Chung, Arthur, BA&BEd Y4 English ST, SKH St Mary's Church MHY College, May 2010)



Voice of University Tutors

My conclusion is that **good teaching and good mentoring are very closely connected.** After hundreds of school visits since joining HKU I believe that I am now better able to recognize the type of mentoring environments in which our student teachers appear to flourish most. In these **schools mentors** encourage our student teachers to move beyond a single method approach. In other words, they **encourage the development of a teaching 'repertoire' to cope with the demands of learner diversity, varying classroom conditions and curriculum goals in schools today.** These mentors listen to our novice teachers' ideas and then help shape them through a **process of co-construction.** They **urge our student teachers to take risks** and to **see critical incidents in the classroom as positive learning experiences.** These mentors realise that student teachers are bound to make mistakes but that **through reflection those 'mistakes' become powerful learning opportunities.** Here, we can see the link between good teaching and good mentoring.

(Gary Harfitt, English UT, Faculty of Education, HKU. June 2011)



Voice of University Tutors

Nowadays, with greater emphasis on implementing school-based curriculum, it has become more popular for teachers to recognize the **importance of co-planning the curriculum.** Such a recognition signifies the well-establishment of teamwork and collaboration in schools.

During my visits to some of the Professional Partnership Schools, I witness how the practice brings along professional gains and improvement amongst teachers. It is always delighted to know that **our student-teachers are given opportunities to be involved actively in these co-planning meetings, where they learn and contribute in the process.**

While I feel thankful for the support given to our student-teachers, I also realize that school mentor teachers acknowledge the inputs provided by our student-teachers during the process. They find **such a process as an investment in not only nurturing the new blood for this profession, but also in themselves by opening up the critical access to personal and professional development.**

(Eva Chan, UT of Liberal Studies and General Studies, Faculty of Education, HKU. June 2011)



Let's sustain School-University
Partnerships a win-win situation.

Thank you.