



THE HONG KONG INSTITUTE OF EDUCATION

SPEAKERS



Professor Winnie Wing Mui So

Head/ Professor
Department of Science and Environmental Studies
The Hong Kong Institute of Education

Biography

Professor Winnie Wing-mui SO obtained her PhD from the University of Hong Kong. She is currently the Head of the Department of Science and Environmental Studies at The Hong Kong Institute of Education where she teaches Postgraduate Diploma, Master of Education, Doctor of Education, and PhD in Science Education, General Studies and/or Liberal Studies. Professor So's main research areas are inquiry learning in Science/ General Studies/ Liberal Studies, integrating IT in Science/ General Studies/ Liberal Studies, project-based learning and teacher development. She has been the principal investigator of various research grants from the General Research Fund, Quality Education Fund, and the Education Bureau. Internationally, she is currently an executive member of the World Education Research Association. Locally, she has been appointed member of the Humanities and Social Science Panel of the Research Grants Council of Hong Kong. She also serves in the Curriculum Development Committees on Science Education and Liberal Studies of the Curriculum Development Institute.

Abstract

Enhancing Teacher Professional Development through Professional Dialogue: An Investigation into a University-school Partnership Project on Enquiry Learning

In pursuit of professional development, teachers are encouraged to participate actively in professional dialogue. It has been shown in the literature that professional dialogue allows teachers to converse about the challenges in their workplace, brainstorm solutions, share experiences, and consider alternative teaching approaches. Based on a two-year university-school partnership project on enquiry learning, this study aims at empowering teachers to cultivate students' ability in enquiry learning through professional dialogue. School visit reports, final reports of the project, lesson observation reports, and semi-structured interviews carried out at the end of the project were analyzed. The findings show that the university support team created the fundamental basis for professional dialogue by conveying information regarding enquiry learning, introducing new pedagogies, conducting lesson observations, and reviewing school-based teaching materials. In addition, the support team sustained the dialogue by promoting collaborative work, including analyzing students' assignments and configuring ways to address diverse student needs with the teachers. Given the stimulations through professional dialogue, teachers involved in this study were able to familiarize themselves with enquiry learning and to gain confidence in adopting new pedagogies to facilitate student learning.



Professor Allan Walker

Head/ Chair Professor
Department of Education Policy and Leadership
The Hong Kong Institute of Education



Biography

Professor Allan WALKER is the Joseph Lau Chair Professor of International Educational Leadership at The Hong Kong Institute of Education. He has designed and implemented multiple leader learning programmes for school leaders in Hong Kong and across the region. These programmes are recognized internationally and have engaged thousands of local, regional and international school leaders. He has been consultant/advisor on large-scale research and development projects in more than 20 countries in Asia-Pacific Region, Europe and North America. He is co-editor of the *Journal of Educational Administration*, one of the top journals in the field, serves on the boards of numerous top ranked journals and has published over 300 books, chapters and journal articles. He is known internationally for his passion for school leadership, innovative approaches to development and to disseminating regional understandings of school leadership in the West.

Abstract

Seeding Sustainable Leader Learning Communities

This paper details a concerted strategy to design, implement and embed school leadership learning communities as a way of improving education leadership and school improvement. Given the impact of school leaders on school and student outcomes, the paper holds that knowledgeable, ethical and connected leaders are a key ingredient in any improvement effort. The philosophy underpinning a suite of programmes for local and international educators holds that to be worthwhile, learning must be context-based and context-placed; and focus on building enduring learning networks, not simply on the transmission of established knowledge. For this to happen, strategies must adapt to fluid school realities and disentangle traditional learning hierarchies and institutional boundaries. Design strategies combine: respect for new and emerging knowledge, 'flexibility within structure', individual and group responsibility and participation, inquiry learning, an ethical focus and holding a future-orientation. The paper will outline an initiative designed for leaders of international schools. Ongoing research into completed programmes provides a number of useful insights for making sustainable leadership learning networks work and for planning their further spread.



Dr. Eric Po-keung Tsang

Associate Professor
Department of Science and Environmental Studies
The Hong Kong Institute of Education

Biography

Dr. Eric Po-keung TSANG was academically trained as an environmental scientist specializing in pollution and environmental impact/feasibility studies. He is currently an Associate Professor in the Department of Science and Environmental Studies at The Hong Kong Institute of Education. His research interests are waste water treatment technology and applied ecology. He is active in the community in both the local and international scenes, proven by his chairmanship of Green Power Hong Kong, a major Green group, and his membership on the science panel of the International Year of Global Understanding initiated by the International Geographical Union (IGU). Over the years, he has also served in various government committees related to environmental protection and conservation. Examples are the Country Marine Parks Board, Environment and Conservation Fund, and the Environmental Campaign Committee. His current research projects include industrial waste water treatment involving electrochemical processes and nano-technology in collaboration with partners in Mainland China.

Abstract

Aspects of Waste Water Treatment by Electrochemical Method and Nano-Technology: Their Possible Application in Hong Kong

This presentation provides a brief overview of recent developments in waste water treatment using electrochemical processes and nano-Technology which can find possible applications in Hong Kong.

The presence of antibiotics as micropollutants in the environment, such as in municipal wastewater, surface

water, ground water, and agricultural soils, has gained much attention in recent years. Antibiotics are used not only to prevent diseases and infection, but they are also added to animal feed at sub-therapeutic levels to promote weight production. Approximately 21.9 million pounds of antibiotics were administered to animals annually from 2002 to 2004 in the United States, but only a fraction of them were absorbed in the guts of animals. Consequently, up to 90% of administered antibiotics might be excreted into the environment via animal manure or urine. In this study, electrochemical degradation of antibiotics in water was carried out to provide reference for exploring a feasible way to treat these organics. A Ce doped SnO_2 anode and Ti were used as an anode and cathode set in an undivided cell. Metronidazole (MNZ) was used as model compound. Electrolysis was performed in Na_2SO_4 electrolyte. The results showed that the Ce doping made the structure of the SnO_2 -Sb electrodes compact and multi-porous, and the efficiency of the process was increased.

Recently, Nano-scale zero-valent iron (NZVI) technology has also been widely used for the treatment of environmental pollutants. It has the advantage that the small particle size of the adsorbent results in a large specific surface area and hence a high density and great intrinsic reactivity of e surface sites. All of these lead to a high efficiency in the elimination of a variety of pollutants. However, the mechanism of contaminant removal by NZVI is still under debate, although several mechanisms have been proposed. In the study reported here, the mechanism for the absorption of MNZ by NZVI particles was established based on the experimental results obtained. The findings can be used for the optimization of conditions to be used for this treatment process.



POSTER PRESENTERS



Dr. Kam-wing Chan

Co-Director
Centre for Development and Research in
Small Class Teaching

The Hong Kong Institute of Education

Biography

Dr. Kam-wing CHAN is the Co-Director of the Centre for Development and Research in Small Class Teaching and is an Assistant Professor in the Department of Curriculum and Instruction at The Hong Kong Institute of Education. He received his doctorate from Leicester University and is also a Licentiate of the College of Preceptors and a Member of the Chartered Institute of Linguists. He is experienced in leading, designing, and coordinating teacher professional development programmes in small class teaching. His main research areas include class size, cooperative learning, and teacher professional development. Dr. Chan has published a number of journal articles, books and book chapters with a focus on pedagogy and teacher development.

Poster - HKIEd-1

Small Class Teaching and the Inclusive Philosophy behind it as a Catalyst
小班教學及其融合理念如何催化變革

Project Objectives

1. To collaborate with the school's leadership in designing a curriculum to cater for learner diversity
2. To support teachers' professional development in the area of small class teaching
3. To help the school to build up a learning community to optimise teaching in a small class environment
4. To facilitate the sharing of the school's experience with local and Mainland educators

Brief Description of the Project

The Project represented the fruits of years of collaboration between the Centre for Development and Research in Small Class Teaching (The Centre) and Lok Sin Tong Leung Wong Wai Fong Memorial School (The School) in Tuen Mun. To begin with, professional support in the form of, for example, workshops on cooperative learning, collaborative lesson planning, lesson observation and the inducing of changes to the learning environment, were provided by The Centre to empower the teachers involved to use Small Class Teaching (SCT) as a facilitator in optimising their pupils' learning.

Within a small and caring learning environment, the pupils were expected to develop respect and trust, and a spirit of cooperation and teamwork in helping and serving. In return, the principal and teachers of The School contributed to knowledge transfer by sharing their experiences on the Teachers' Professional Development Days organized by The Centre and at Small Class Teaching symposiums in Mainland China.

Impact and Contributions

The Project has demonstrated the inclusive philosophy behind SCT as a catalyst for the teacher development and school improvement that have contributed to a successful turnaround of a school that was on the brink of closure to one that is now recognized by the local community for its quality of education. The Project has not only enhanced the effectiveness of implementing SCT in the School, but has also had wider policy implications since the government began to implement SCT in local primary schools in 2009/10. The Project has been accepted into the Innovative Learning Environment Project of the Organization for Economic and Cooperation Development for wider dissemination to countries around the world.



The dedicated staff of The School and The Centre



Participating in a Small Class Teaching Forum in Nanjing



Lesson observation on cooperative learning for problem solving



Story Garden - a garden for promoting creativity and sharing



Pupils decorating the playground for life-wide learning



Smart Classroom - an advanced technology classroom for interactive learning

Project Team

Centre for Development and Research in Small Class Teaching
Dr. Kam Wing CHAN, Centre Co-Director
Dr. Kwok Chan LAI, Centre Director
Mr. Yiu Nam TANG, Centre Manager



Dr. Doris Pui-wah Cheng

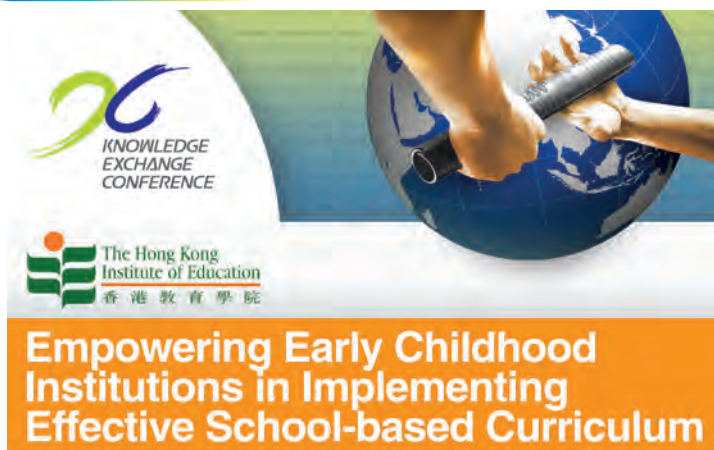
Director
Centre for Childhood Research and Innovation
The Hong Kong Institute of Education

Biography

Dr. Doris Pui-wah CHENG is an Associate Professor in the Department of Early Childhood Education and is currently the Director of the Centre for Childhood Research and Innovation at The Hong Kong Institute of Education. She obtained her PhD with her work on Teachers' Understanding and Implementation of Play in Early Childhood Classroom from the University of Bath, U.K. She has published internationally on issues of play-based pedagogy, early childhood curriculum, and the professional development of early childhood teachers.

Dr. Cheng is currently the Associate Editor of the Journal of Global Studies of Childhood and sits in the International Advisory Committee for the Journal of Early Childhood Research. She is also a founding member of the Association for Childhood Education International (ACEI, Hong Kong and Macau) and is serving actively as an executive member in the organization. She has strong interest in enhancing the learning and teaching quality of young children, and her current research focuses on quality practice in early childhood education and the relationship between play and the development of children's theory of mind.

Poster - HKIEd-2



Project Objectives

- * To support the Curriculum Leaders in employing leadership and management strategies for the effective implementation of a curriculum that enhances the development and learning of young children
- * To assist preschools in implementing integrated learning in the six learning areas
- * To assist preschools in building up a critical mass as agents of change in curricular innovations and to sustain changes after the project period
- * To assist the participating settings in building up a support network for reciprocal exchange

Brief Description of the Project

Project Duration: July 2008 to September 2011

Conceptual / Theoretical Framework

Framework for Empowering ECE Institutions in Curriculum Development Through University-School Partnership



Project Implementation Schedule

Phase	Month	Action
1	1st month	* Seminar for the partner schools and site visits by the Curriculum Development Consultant * Formulate the Curriculum Core Team in each setting
2	2nd month	* Site visits by the Curriculum Development Consultant * Review of current curriculum practice * Develop an action plan for curriculum innovation * Seminar for the Core Team
3	3rd to 10th month	* Seminar for the Core Team * Curriculum planning and trial of the teaching and learning activities * Peer observations, sharing sessions, reflective seminars and workshops organized by the Core Team, and facilitated by the Curriculum Development Consultant in each individual setting * School network meetings
4	11th month to 12th month	* The Curriculum Development Consultant reviews with the staff the progress, difficulties and solutions involved in curriculum innovation * Complete a reflective report and formulate an action plan for the following year
5	13th month to 20th month	* Participate in an experience-sharing seminar for the emerging cohort of schools * Begin another cycle of curriculum innovation * Continue to interact with the participating schools through the website

Impact and Contributions

- * 750 practitioners from the 56 participating preschools have benefited from enhanced knowledge and skills in curriculum development, while over 9,000 young children from the collaborating settings have benefited from the effective implementation of a school-based curriculum.
- * Collaborative school networks were formed among the partner schools for reciprocal professional sharing and support both during and after the project.
- * A project website, http://www.iied.edu.hk/cori_usp/index.html, was constructed to provide an interactive platform for the partner schools both during and after the project.
- * Two research conference papers were generated from the project, one of which was presented at the OMEP World Conference held in Sweden in August, 2010 while the other was presented at the East Asian International Conference for Teacher Education Research held in Hong Kong in December, 2010.
- * Curriculum leadership of the core team members and their confidence to serve as agents of change were enhanced.
- * Knowledge of curriculum development and the pedagogical skills of the practitioners were also enhanced.
- * Children's motivation and engagement in learning were improved.
- * A book entitled "Exemplary Practice on Effective School-Based Curriculum" has been published and disseminated to all early childhood institutions in Hong Kong.
- * A broad range of curriculum improvement and innovations is in progress.

Project Team

Centre for Childhood Research and Innovation
Dr. Doris CHENG, Centre Director & Associate Professor
Prof. Margaret N.C. WONG, Professor
Ms. Anissa Y.M. YUNG, Project Manager & Curriculum Consultant

Department of Early Childhood Education
Ms. Kam AU YEUNG, Teaching Fellow
Dr. Susan S.K. CHAN, Associate Professor
Dr. Wai Ling CHAN, Assistant Professor
Ms. Lily L.H. CHEUNG, Senior Teaching Fellow
Ms. Phoebe H.L. CHEUNG, Teaching Fellow
Dr. Rebecca H.P. CHEUNG, Assistant Professor
Ms. Jessie K.Y. FUNG, Senior Teaching Fellow

Dr. Dora C.W. HO, Assistant Professor
Dr. Margaret W.C. LAU, Assistant Professor
Ms. Edith Y.L. LEUNG, Senior Teaching Fellow
Ms. Eva Y.Y. LUJ, Lecturer
Dr. Tammy M.N. TAM, Senior Teaching Fellow
Dr. Tricia K.S. WONG, Assistant Professor
Dr. Veronica W.Y. WONG, Project Manager

Project Sponsor

Education Bureau (HKSAR)



Dr. Anissa Siu-han Fung

Associate Professor
Department of Cultural and Creative Arts

The Hong Kong Institute of Education

Biography

Dr. Anissa Siu-han FUNG is an Associate Professor in the Department of Cultural and Creative Arts at The Hong Kong Institute of Education. She is a renowned ceramics artist and product designer educated at the Royal College of Art in England and later awarded Doctor of Fine Art in Australia. Her ceramics have been globally showcased in more than 50 exhibitions, with many pieces archived by local and overseas museums. Her innovative artworks, developed from research on Chinese ritual culture and aesthetics in burial objects, are highly commended by international artists and professional counterparts.

In recent years, Dr. Fung has dedicated her work to bringing art into the community and conducting research to explore integrated arts learning activities and creative teaching approaches, especially on interdisciplinary curriculum with visual arts and non-art subjects. She is the recipient of the "Excellence in Teaching Award 2009" and the "Knowledge Transfer Award 2010-2011" from The Hong Kong Institute of Education for her high quality teaching and her community art development projects.

Dr. Fung is Project Leader of the CCA-Community Arts and Sports School (CASS) and the Visual Arts Education and Community Development Project (VAECD), visiting professor of the Hanyang University International Summer School in Korea, and also former chairperson of the Hong Kong Contemporary Society of Ceramics.

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Visual Arts Education and Community Development Project (VAECD) 視藝教育及社會發展計劃(藝展計劃)

Project Objectives

The Visual Arts Education and Community Development Project (VAECD) successfully gained a 5 million dollar donation from a private donor in 2009. It started its first batch of subordinate yearly projects in 2010, funding its visual arts teaching staff and students to conduct art knowledge transfer activities.

Objectives:

1. Serving the community with visual arts knowledge and skills, and facilitating social development and the enhancement of living in Hong Kong society
2. Promoting knowledge transfer through visual arts education applied research and creative action projects by funding staff and students to enable them to engage in the development of community arts and community-based art practices
3. Empowering student-teachers to apply their subject expertise to design, plan and manage their own initiated projects, to handle problems and crises in real life contexts, and to reflect on their experiences for the enhancement of learning

Brief Description of the Project

Subordinate projects completed in 2010-2011:

1. "Art in the Old Shops"
Students carried out a field study in the Central and Sheung Wan districts, explored the characteristics of these communities, and developed innovative artworks to profile the old shops' image and significance in Hong Kong culture.
2. "Integrated Art and Health Activities for the Elderly"
This project involved research and product design to develop a sustainable community art education service for the elderly community through providing art workshops, exhibitions and fun events designed to enhance their mental and physical health.
3. "Artistic Power – Volunteer Scheme for Enhancing the Environment in the Youth Village"
The scheme collaborated with and provided training to secondary school students, and equipped them with the knowledge and skills needed to become volunteer workers in the revitalization of the community environment through art.
4. "Install Your Life – Installation Project on Promoting Positive Life Attitudes in Youngsters"
This educational activity of installation art encouraged secondary school participants to reflect on their own life and values, and to express the "cherish your life, live positively" message through installation art.
5. "Capture with Tiger Fu – New Year Art and Crafts Stall"
Through the project students gained practical experience in running a business as well as fund-raising for charity. They designed and dressed up in funny Chinese New Year costumes to attract customers to take happy family photos and also purchase craft items in their New Year crafts stall.

Impact and Contributions

Significance of VAECD Projects in providing diverse learning opportunities to students:

- Students learned to interact with people of different age groups and social backgrounds through their engagement in non-classroom teaching/educational activities. This enhanced their understanding of the community and their sensitivity to people's needs.
- Students experienced how knowledge is developed, transferred and applied in the context of daily life with the public as knowledge recipients.
- In student-initiated projects, generic skills, critical thinking, crisis management and team building were fostered well.
- Through executing leadership and coordinating work with peers, students established the good management and social skills that will enable them to become competent teachers and compatible team-players.

Contributions to the Community

- The artworks displayed in the old shops successfully highlighted the significant image of the shops and attracted new customers.
- The Project Leader designed the "Banana Exercise" to encourage the elderly to practise healthy daily exercise with the ceramic equipment they made in class.
- The "Artistic Power" mural painted by art volunteers was on permanent display in the Breakthrough Youth Village sending out positive messages to young people.
- Participating schools took their students' installation art pieces to display in their own schools as effective life education teaching materials.
- The elderly art education project increased public awareness of the life-long learning needs of retirees in the community and stimulated sustainable development of learning projects for the elderly.

Art for the Community, Art with the Community



Project Team

Department of Cultural and Creative Arts
Principal Project Leader:
Dr Anissa Siu Han FUNG, Associate Professor

Project Leaders of Subordinate Projects:
Mr Kai Yu WONG, Mr Hok Kan CHUI, Miss Yan Zhi DING, Miss Mei Sze TONG

Project Members:
Mr Hoi Hei CHENG, Miss Shan Yee HO, Miss Sin Yee HO, Mr Xie Wen JIANG, Miss Chui Chi KWAN, Miss Po Yee LAI, Miss Claudia LAM, Mr Yun Hung LAM, Miss Ching Man LAU, Mr Yik Shun LAW, Mr Ka Yeung MAN, Miss Yin Man TANG, Miss Wun Yan WAT, Miss Fei WONG, Mr Yau Wai WONG

Project Sponsor

Kim Lung Fashion Limited



Dr. Kenneth Kuen-fung Sin

Director
Centre for Special Needs and Studies in Inclusive Education
The Hong Kong Institute of Education

Biography

Dr. Kenneth Kuen-fung SIN is the Director of the Centre for Special Needs and Studies in Inclusive Education and is an Associate Professor in the Department of Special Education and Counselling at The Hong Kong Institute of Education. His expertise and research lie in the areas of emotional disorders, learning difficulties, assistive technology in special needs and professional development in inclusion. He has much consultancy experiences in many local research projects in special needs as well as training work for teachers teaching children with disabilities in Mainland China and Macau. He once led a project valued HK\$51 million in total for three years, which was funded by the Education Bureau. The project aimed at advancing inclusion in education by organizing a wide range of professional development programmes at different levels for Hong Kong teachers.

Dr. Sin also takes part in many community services related to special needs and inclusion such as serving as school council member of two special schools, task group member in giftedness, inclusion and special needs in the Education Bureau, the Curriculum Development Institute and the Hong Kong Examinations and Assessment Authority, and executive member in NGOs for persons with visual impairment, hearing impairment, intellectual disabilities, autism and emotional problems. He is also the Vice Chairman of the Special Education Society of Hong Kong.

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KNOWLEDGE EXCHANGE CONFERENCE

The Hong Kong Institute of Education
香港教育學院

Learning Circle: The knowledge transfer in enhancing the pedagogical practices in Hong Kong special schools

提升香港特殊學校教學技巧的知識轉移

Project Objectives

- To apply modern education theories and assess their applicability in special school settings
- To develop pedagogical strategies and practices in a systematic approach to support the learning of students in special schools
- To strengthen collaboration between teachers and non-teaching professionals in special schools to enhance their effectiveness of teaching and learning

Brief Description of the Project

With mainstream schools dominating the overall school system and the implementation of inclusive education, the professional development of teachers in special schools has been neglected in comparison with their mainstream school counterparts. In order to enhance the quality of teaching and learning in special school settings so as to prepare students moving towards inclusive education in the long run, a new and untraditional mode of improving teaching practice was introduced. In this model, improving student learning was focused on as both the goal and the starting point, and the development process to be initiated by teachers and their point of departure focused on their reflections on daily teaching practice. With this as a frame of reference, the model has highlighted the following ideas: (1) to equip teachers as independent researchers in their teaching, aiming at the development of teachers' ability to evaluate their own teaching and students' learning as part of their professionalism; (2) to create a learning circle among three parties: special schools, the Centre for Special Needs and Studies in Inclusive Education (CSNSIE) of HKIEd, and the Education Bureau, so as to achieve mutual benefits in school teaching, academic research and administrative policy by making close connections among the three sectors to improve the quality of education. In this project, teachers began as learners and then gradually emerged as leaders and collaborators. The opportunities for individual teacher learning increased greatly as the professional community moved from an "individualistic culture" to a "collaborative culture," and towards a state which could be described as a "learning circle." The rationale behind the project and its implementation closely matched the objectives of Knowledge Transfer in terms of the partnership, reflective activities and professional development involved. With professional input and research support, the project served the purposes of community service and applied research. More importantly, the Education Bureau witnessed the establishment of a two-way flow of academic and professional knowledge, ideas, techniques, and expertise between HKIEd and the special education sector.

Impact and Contributions

- The direct empowerment of teacher competency
- More tailor-made professional support
- Long lasting knowledge transfer
- A move by professional communities from individualistic cultures to collaborative cultures
- A contribution made to underdeveloped areas of research



Project Team

Project leader : Dr. Sin Kuen Fung

Team leaders : Dr. Au Mei Lan Dr. Ho Fuk Chuen

Research staff : Dr. Yan Zi

Supporting team :
Dr. Lai Chi Leung
Mr. Lum Chun Wai, Ronny
Ms Tam Hing Yee
Ms Wong Shui Tai



- We benefited around 1800 teachers and the 60 special schools that participated in the sharing seminar on 24 August 2010.
- The funding (HK\$2.5 million) from the University-School Partnership Scheme in 2010-2012 is a recognition of HKIEd/CSNSIE's commitment to and achievement in enhancing pedagogical practice in special schools.